

Strategic Improvement Plan 2021-2024

Southern Cross Public School 4428



SOUTHERN CROSS
PUBLIC SCHOOL

School vision and context

School vision statement

Our school is a vibrant, innovative and dynamic learning community that is committed to fostering excellence within a rich and diverse learning environment through strong collaboration.

School context

Southern Cross Public School is located in North Eastern NSW and has a student enrolment of 396, including 9% Aboriginal students, with continued growth expected to meet the needs of our community. Our school offers 4 support classes that cater to the needs of students with moderate to severe intellectual disabilities and students with Autism Spectrum Disorder. There is a focus on challenging students to reach their full potential through robust differentiation and feedback, and extension programs. Extra-curricular opportunities in Sport, Science, Technology, cultural, Creative and Performing Arts, enable our students to excel through a range of different experiences. The school aims to develop a culture of connectedness, inclusion and belonging with students, staff, families, and the wider community working together to promote school excellence. As a result of comprehensive self reflection process our school is focused on how we successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis the school has identified system-negotiated target areas in Reading and Numeracy. Our work with individual students will be responsive and closely monitored. Individual, system-negotiated targeted support will be provided where growth is not evident. Continual monitoring of student performance data will determine areas of need and growth at a class and school level and the involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success.

Improvement measures

Target year: 2022

The proportion of students achieving in the top two bands of NAPLAN Numeracy meets the lower bound system negotiated target.

Target year: 2022

The proportion of students achieving in the top two bands of NAPLAN Reading meets the lower bound system negotiated target.

Target year: 2023

The proportion of students achieving annual expected growth in NAPLAN Numeracy meets the system negotiated lower bound targets.

Target year: 2023

The proportion of students achieving annual expected growth in NAPLAN Reading meets the system negotiated lower bound targets.

Target year: 2024

85+% or above of students in Year 1-6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start of year to end year scale scores in the Progressive Achievement Test (PAT) in Maths.

Target year: 2024

85+% or above of students in Year 1-6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start of year to end year scale scores in the Progressive Achievement Test (PAT) in reading.

Target year: 2024

Initiatives

Reading and Numeracy Intervention

There will be a school wide focus on Reading and Numeracy Intervention to support student growth and attainment.

Professional learning and implementation of explicit classroom practices in reading and numeracy guided by assessment data will inform future learning.

- Assessment practices support and map the progression of students in reading and numeracy and guide the teaching and learning processes.
- Tiered Interventions establish clear processes to support targeted students in literacy and numeracy.
- Professional development and implementation of explicit classroom practices support the Tiered Intervention process and reduce the need for student learning and support intervention.
- Professional development and the establishment of Individualised learning plans and Personalised Learning Pathways and the reporting on progress.

Data Driven Practices

There will be a focus on how the school, stages and teachers analyse student progress and achievement data and a range of other contextual information.

- Development of whole school data base to consistently record student progress and learning outcomes.
- Whole school professional learning and adoption of literacy and numeracy learning progressions and PLAN 2.
- Professional learning on data systems on external measures and comparative data of student performance and growth.

Success criteria for this strategic direction

All stage Early Stage 1 and Stage 1 teachers growth in effective reading practices is evident in their teaching and learning programs and lesson observations and assessment evidence.

Collaborative analysis of data is used responsively as an integral part of classroom instruction and indicates positive growth for all students..

Consistent teacher judgment is evident across the school and reporting reflects term work being completed with teacher collaboration of student learning outcomes.

All students articulate, understand and achieve their literacy and numeracy learning goals as a part of their Individual Learning Plans and Personalised Learning Pathways.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

The school has processes in place to support teachers' consistent evidence-based judgement and moderation of assessments.

School data shows that student progress and achievement is greater than student at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Progress and achievement of equity group within a school is equivalent to the progress and achievement of all students in the school.

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.

Strategic Direction 1: Student growth and attainment

Improvement measures

The school is externally validated at the Excelling level of the Student Performance Measures Element of the Learning Domain of the School Excellence Framework.

Target year: 2023

Stage ES1 and one teaching staff engaged in training and development for Effective Reading practices. Practices reflected in teaching and learning programs, classroom observations and are embedded into classroom routines.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Question: In what ways and to what extent are Tiered Interventions improving student achievement in Reading and Numeracy?

Question: To what extent do staff effectively use data to inform teaching practice and direct learners and learning.

Data

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN/ Checkin data
- Scout - Value added data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student Personalised Learning Plans
- Student/parent focus groups.
- Tell Them From Me survey

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions
- Effective resourcing
- Ongoing implementation and progress monitoring
- Annual reporting on school progress measures (published in the Annual Report each year and in the

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

newsletter and on the School Website throughout the year).

Strategic Direction 2: A culture of learning

Purpose

To deliver highly engaging learning opportunities for all students that inspire passion in learning, foster creativity and develops critical thinkers in an environment of collaboration.

Improvement measures

Target year: 2024

The school is externally validated at the Excelling level in the Learning Domain and in the element of Wellbeing.

Target year: 2024

The proportion of students identifying a 'Sense of Belonging' in the Tell Them From Me survey meets the upper bound system negotiated target.

Target year: 2024

The school is externally validated at the Excelling level of the Learning Cultures Element of the Learning Domain in the themes of High expectations and Attendance of the School Excellence Framework.

Target year: 2022

The proportion of students attending school more than 90% will increase by 5% on 2021 baseline data.

Initiatives

Learning engagement

There is a whole-school focus on initiatives and professional learning to support student learning engagement.

- Students are supported through robust collaborative processes of cooperative structures.
- Increase learning engagement of students through a focus on creating a learning environment that is interest based through project and inquiry based learning.
- Implement research-based best practice strategies which build positive learning environments and proactively develop relationships.
- Embed mindfulness strategies in all classes to support student wellbeing.

Learning Dispositions

Establish a whole school focus on the development and explicit teaching of learning dispositions to support students to become life long learners.

- There will be a focus on systematic implementation of learning dispositions in teaching and learning programs.
- Student reports are comprehensive and reflect the student development of learning dispositions.
- Extending the use of cooperative structures to support the development of learning dispositions.

Success criteria for this strategic direction

Student reports have been enhanced to provide students and parents with specific information on what students need to do to achieve growth as a learner.

Data from the Tell Them From Me survey demonstrates improvements in the areas of relevance, high expectations, belonging and wellbeing.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Question: To what extent has the school developed engaging learning opportunities to develop critical thinkers and an environment of collaboration?

Data:

The school will be using the following data sources to regularly analyse the effectiveness of the initiatives.

- Sentral Data

Strategic Direction 2: A culture of learning

Evaluation plan for this strategic direction

- NAPLAN/ Checking Data
- Scout data
- Tell Them From Me survey
- PLAN2
- Collaborative Response team data
- Teaching and Learning Programs
- Program Feedback

Analysis: Ongoing analysis of survey feedback, data and work samples will measure the success of the initiatives and identify areas for improvement.

Implications: The findings of the analysis will guide the school's future directions in program delivery, allocation of resources and professional development.

Strategic Direction 3: Teaching and leading

Purpose

Provide the pedagogy and practices which support all staff to perform at high standards on the Australian Professional Standards for Teachers for our students' improved learning outcomes and learning community.

Improvement measures

Target year: 2024

The school is externally validated at the Excelling level of the themes of Teaching and Learning Programs and Differentiation in the element of Curriculum of the Learning Domain of the School Excellence Framework.

Target year: 2022

All staff engaged in the professional development and growth cycle - Improving schools initiative. Increase of staff recording and registering training and development to meet departmental targets of hours of professional learning per employee.

Target year: 2024

The school is externally validated at the Excelling level of the Educational Leadership Element of the Leading Domain of the School Excellence Framework.

Target year: 2022

100% of staff engaged in reflective teaching practices through Educator Impact procedures and reflecting on mentor and student feedback.

Initiatives

Professional Growth

There will be a school-wide focus on development of pedagogical strategies which support the individual needs of students and enhance learning outcomes.

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- Professional development, collaboration and mentoring within the teaching and learning cycle.
- Whole school and/or inter-school mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

Educational Leadership

There will be a focus on working together to support all staff to perform at high standards.

- Professional learning in the school emphasises developing effective Instructional Leadership.
- High impact and authentic professional learning is embedded within the Performance Development Plan cycle.
- The leadership team develops processes to establish a high expectations culture and to collaboratively review teaching practices.

Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Teaching and learning programs across the school show evidence that they are adjusted to address the individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and shared expected outcomes.

100% of staff engaged in generative dialogue of their Performance Development Plan/Educator Impact goals and focus initiative, presenting evidence of the impact of these on student learning outcomes.

All stages implemented Collaborative Response and there is the noted improvement in literacy and numeracy interventions.

School leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning

Teaching staff show evidence in effective practices and performance growth as a result of Educator Impact.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose of improving curriculum development, delivery and differentiation through effective professional learning?

Question: To what extent has our effective Educational Leadership impacted on ongoing school improvement in staff performance and student learning?

Strategic Direction 3: Teaching and leading

Evaluation plan for this strategic direction

Data:

- Student work samples
- Progressive Assessment Testing (PAT)
- Probe data and decodable text assessments.
- Student mapping on PLAN2 for understanding text
- Teaching and learning programs
- NAPLAN
- Referrals and students requiring tier 3 interventions.
- Educator Impact data
- SCOUT Professional Learning data
- Professional Development Plan notes
- Individual Learning Plans and Personalised Learning Pathways

A: Analysis will be embedded through implementation and progress monitoring. The school will annually review progress towards improvement measures through annual progress measure evaluations.

I: The findings of the analysis will inform:

- Future actions
- Ongoing implementation and progress monitoring
- Annual reporting on school progress measures
- Effective resourcing