

Strategic Improvement Plan 2021-2024

Singleton Heights Public School 4486



School vision and context

School vision statement

Positive Relationships, High Expectations, Authentic Learning

Students have positive and respectful relationships with each other, their teachers and the community. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. The school's curriculum provision is enhanced by authentic cross-curriculum priorities and learning alliances with other schools in the community.

School context

Built on the land of the Wonnarua people, our school draws students from families living in the Singleton Heights region in the beautiful Hunter Valley. There are strong links with the mining and rural industries as well as local services. A Defence Transition Mentor supports families connected to the Singleton Army Barracks. 510 students are enrolled for 2021, with approximately 80 students recognising and celebrating their Aboriginal or Torres Strait Islander heritage. The school also has a regional behaviour support class on site. All students strive for success, with quality, evidence-based teaching and learning practices visible in every classroom. The school has a professional, dedicated and supportive teaching staff, who are committed to leading our students to thrive. Collaborative practices contribute to a positive learning environment, where educational research, reflective practices and professional dialogue are highly valued within the school. In the most recent NAPLAN Assessment, the school's average growth score for Year 5 was above state average in Reading and Numeracy. **Due to the postponement of NAPLAN in 2020, School based assessment in Reading showed 20% in top 3 bands (54 students) across 3-6 in Term 4, with only 15% in bottom 3 bands (12 students), across a nine-band spread. School based assessment in numeracy showed 5% in top 3 bands (14 students) across 3-6 and 14% in bottom 3 bands (39 students) across a nine-band spread.**

Technology is integral to the teaching and learning experiences in our well-resourced classrooms. The school is situated in expansive grounds, allowing students to be physically active in a welcoming environment. The school band is highly regarded within the community and students also enjoy opportunities to engage in creative arts. The school has an active P&C that encourages and values new and existing membership to contribute positively to the school culture.

Strategic Direction 1: Student growth and attainment

Purpose

To have a relentless focus on increasing the number of students achieving at or above expected growth in English and mathematics through instructional leadership and individualised support that builds on explicit teaching practices and the analysis of data.

Improvement measures

Target year: 2022

Increase the proportion of students achieving in the Top 2 NAPLAN Numeracy Bands from the baseline by 11.7%.

Increase the proportion of students achieving in the Top 2 NAPLAN Reading Bands from the baseline by 7.9%.

Increase the proportion of Aboriginal students achieving in the Top 3 NAPLAN Numeracy Bands from the baseline by 11.1%.

Increase the proportion of Aboriginal students achieving in the Top 3 NAPLAN Reading Bands from the baseline by 12.3%.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN reading by 7.3% from the baseline

Increase percentage of students achieving expected growth in NAPLAN numeracy by 8.1% from the baseline

Target year: 2024

School Excellence Framework Self assessment Survey

Data Skills and Use - move from sustaining and growing to excelling

Assessment - move from sustaining and growing to excelling

Educational Leadership - Instructional Leadership - move

Initiatives

Agile Leadership

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Instructional Leadership - Assistant Principals (Embedded knowledgeable others) will engage in coaching and mentoring practices with all classroom teachers at student point of need. Major focus on:

- tracking and monitoring students through literacy and numeracy progressions
- Agile Leadership approaches
- Teaching Sprint models

Key focus initiatives for Professional Learning will be based on data

- Stage-based professional learning focuses will be on point of need, related to student results and teacher knowledge and skills
- Learning Walk and Talks will be adopted into school practice

Whole school development of Data Wall processes will be linked to student improvement.

Effective Classroom Practice

Build teacher capacity in Evidence based strategies.

- Explicit Teaching
- Feedback
- Alignment of assessment procedures to develop consistency across K-6 to support the use of data walls.

Individual Learning Needs

Success criteria for this strategic direction

Changed practices of students, staff and leaders.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Data Skills and Use - teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Evaluation plan for this strategic direction

Analysis of internal assessment data and external assessment to monitor progress regularly. Deep analysis of student results in Progressive Achievement Test Reading and Maths testing, and collation of student growth results in bi-annual assessments.

Analysis of whole school, cohort and individual results in NAPLAN

5 weekly reflections for classroom practices with Instructional Leader - Twice a term, all staff to meet and critique practice and processes with IL. Agile Leadership tools used for analysis

Deep analysis of **School Excellence Framework Self assessment Survey** evaluation at the end of each year.

Strategic Direction 1: Student growth and attainment

Improvement measures

from sustaining and growing to excelling

Effective Classroom Practice - move from delivering to sustaining and growing

High Impact Strategies: - reflect an upward trend to Embedding and Excelling, from Emerging and Evolving, in the continuum of practice scales.

Explicit Teaching (26 teacher surveys returned)

Emerging 7.7% Evolving 57.7% Embedding 34.6%
Excelling 0%

Effective Feedback (26 Teacher surveys returned)

Emerging 15.4% Evolving 42.3% Embedding 42.3%
Excelling 0%

Target year: 2024

Progressively increase the proportion of students in Years 3 to 6 achieving in the top 3 bands of the Progressive Achievement Test Assessment in Reading and maths:

Percentage of Aboriginal students in the top 3 bands to match or exceed national expectations in Progressive Achievement Test assessment.

Initiatives

Differentiation

- Building capacity of support staff in areas of student need
- Targeted Learning and Support for Tier 3 (high academic needs) students in Reading
- High Potential and Gifted Education
- Strategic student Intervention

Evaluation plan for this strategic direction

Follow surveys on teacher capacity in High Impact Teaching Strategies

Strategic Direction 2: Thrive - Wellbeing

Purpose

To support students to thrive, with a school-wide planned approach to wellbeing that encompasses quality learning environments, a climate of care and responsibility and well-planned teaching that identifies student need in order to fulfil their potential.

Improvement measures

Target year: 2022

Attendance Data - 2022 - 78% of student attending 90% or more

Target year: 2022

Wellbeing: 93% of students with positive wellbeing by 2022

Students with a positive sense of belonging 82% by 2022 - 77% in 2021

Advocacy at School 98% by 2022 - 96% in 2021

Expectations for Success 98% by 2022 - 96% in 2021

Internal school measure:

Students with Positive Relationships 94% by 2024 - 88% in 2021, 90% in 2022, 92% 2023

Target year: 2024

Suspension data - reduction in the percentage of students suspended and in number of suspensions

Continuing to reduce suspension rates of Aboriginal students

PBL Baseline Triangle data - continue to reflect above 85% of student population in Green zone.

2020 data:

Term 1 - 96%

Initiatives

Cohesive Wellbeing Framework

Whole school practices of positive behaviour will be planned, implemented and evaluated regularly to encourage students to develop strong, positive character traits that are reflected in their behaviour decision making and relationships.

- Parents and the broader community will be actively encouraged to support and reinforce positive behaviour for learning
- Explicit teaching of high expectations through PBL
- Physical Wellbeing

Belonging

Whole school approach to belonging

- Students will experience a sense of belonging and connectedness that respects diversity and identity
- Learning and Support Approaches and Processes

Attendance Processes

- Data regularly analysed and used to inform planning.
- Teachers, parents and the community will work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Success criteria for this strategic direction

An increase in students who indicate they have a positive sense of belonging.

An increase in students who indicate they have positive relationships at school

An increase in attendance rates - percentage of students attending 90% or more each year.

Whole School scope and sequence incorporating Visible Wellbeing, PBL and Physical Wellbeing

Students have regular opportunities to meet with an identified staff member who can help them fulfil their potential.

Evaluation plan for this strategic direction

Consistent monitoring of student attendance - 5 weekly check ins with HSLO and AP Wellbeing to report to LST - 5 weekly reflections - Twice a term, all staff to meet and critique practice and processes

Deep analysis of Tell Them From Me data for student wellbeing measures

Term by term analysis of behaviour data for students in red, yellow and green zones. Analyse suspension data each term to determine focus areas for individual students

Consultation processes - Term 3 and 4

SEF SaS analysis each year

Critiquing the implementation of Physical Wellbeing, PBL and Visible Wellbeing scope and sequence. Seeking feedback from staff through surveys to gauge how deep it is embedded.

Strategic Direction 2: Thrive - Wellbeing

Improvement measures

Term 2 - 95%

Term 3 - 93%

Term 4 - 93%

Target year: 2024

SEF SaS

Wellbeing - moving from sustaining and growing to
excelling

Learning Culture - Attendance - moving from delivering to
sustaining and growing

Community School Partnerships Matrix: Connecting
Learning at home and school - moving from developing to
building and sustaining

Target year: 2024

Matrix of Physical activity and wellbeing - staff evaluation

Strategic Direction 3: Strive - High Expectations

Purpose

To create a culture of shared responsibility where leadership is evidenced at every level of the school environment. Teachers, parents, students and the community strive to embed a culture of high expectations.

Improvement measures

Target year: 2024

School Excellence Framework Self assessment Survey measures

Learning Culture - moving the school from Sustaining and Growing to Excelling

Reporting- moving the school from Sustaining and Growing to Excelling

Assessment - Whole school monitoring of student learning - moving from delivering to sustaining and growing and trending upwards from there

Educational Leadership - Performance Management and Development

Student Performance Measures - Student growth

Target year: 2024

High Impact Strategies: - reflect an upward trend to Embedding and Excelling, from Emerging and Evolving, in the continuum of practice scales

Baseline Data -February 2021

Differentiation (24 Teachers Returned Surveys)

Emerging 8.3% Evolving 50% Embedding 41.7% Excelling 0%

Effective Feedback (26 Teacher surveys returned)

Emerging 15.4% Evolving 42.3% Embedding 42.3% Excelling 0%

Initiatives

Staff Aspirations

All staff will sustain a demonstrated commitment to all students making learning progress

- Targeted professional learning that will centre on differentiation and effective feedback
- Foster a culture of high expectations for every staff member
- Distributive leadership model
- Promotion of higher accreditation for staff

Student Aspirations

Student Voice

- Student Representative Council will be re-modelled on a parliamentary approach, with portfolios for each student.
- Strong commitment to Student Leadership and student representation across the school

Students will become more aware of expected growth on internal school progress.

- Students actively connect to their learning through meaningful, engaging and rewarding personalised learning experiences
- Students articulate their learning and understand what they need to learn next, to enable continuous improvement

Community Aspirations

Respect, responsibility and excellence in our community

- Families, the community and school staff communicate in numerous ways, both formally and informally
- Linking rewards systems to the community
- 2-way and 3-way conferencing

Success criteria for this strategic direction

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research.

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.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Evaluation plan for this strategic direction

5 weekly reflections - Twice a term, all staff to meet and critique practice and processes

SEF SaS evaluations each year

Seek feedback via surveys to determine impact of the High Impact Teaching Strategies and What Works Best strategies

Analysis of Community Partnerships matrix via community consultation in Term 3 and 4 each year.

Analysis of student surveys from Tell Them From Me and follow up review to make improvements.

Strategic Direction 3: Strive - High Expectations

Improvement measures

What Works Best CESE strategies data:

Baseline: Effective Feedback - Increase from 36% in top 2 best practice scale over time

Use of data to inform practice - increase from 53% in top 2 best practice scale over time

Target year: 2024

Community Partnerships Matrix

Communicating - maintaining a sustaining level of engagement, as indicated by Community Consultation

Connecting Learning at home and school - moving from a baseline of developing to a level of sustaining, as indicated by Community Consultation

Building Community and Identity - moving from a Building level of engagement, to a Sustaining level of engagement, as indicated by Community Consultation.

Target year: 2024

Tell Them From Me - Student surveys - Having an upward trend from 71% (three year average) in the area of **students who are interested and motivated** (Govt Norm - 78%)

Students who are interested and motivated 80% by 2024 - 75% by 2022, 78% in 2023

Target year: 2024

Tell Them From Me staff surveys to reflect an upward trend in areas of Leadership, and Collaboration.

Leadership 3 year average: 7.0/10 (State norm 7.1)

Collaboration 3 year average: 7.5/10 (State norm 7.8)

Initiatives

- Effective communication to parents on student progress