

Strategic Improvement Plan 2021-2025

Sandy Beach Public School 4557



School vision and context

School vision statement

Sandy Beach Public School is committed to providing quality education, empowering all students to become confident, resilient and self-directed learners. Teachers, parents and students aspire to strengthen partnerships to maintain a culture of high expectations and promote positive wellbeing. Our school is a place where students have an opportunity to learn to live.

School context

Sandy Beach Public School is located 20 km north of Coffs Harbour on the NSW north coast. The school has a student enrolment of 395 students with 14% identifying as Aboriginal. There are 43 staff members including executive, administration and school learning support officers. The multi-categorical class follows a partially integrated model with further programs to enhance the educational provisions for individual students.

Our school enjoys strong parent and community support who are actively involved in decision-making to benefit the education of their children. Sandy Beach Public School provides opportunities in sport, performing arts, guitar tuition, public speaking, choir and dance groups. Specialist teachers for science and technology conduct weekly lessons for students K-6, leading to a high level of understanding in this subject and digital technologies. In addition, sustainability initiatives are strongly supported with a garden club, recycling program, projects to increase native vegetation in the school grounds and Water Wise accreditation.

Through our situational analysis, we have identified a need to use data driven practices that analyse, interpret and use student data to inform teacher planning and evaluate program effectiveness. In the NAPLAN gap analysis the school has identified system-negotiated target areas in reading and numeracy.

To enhance this area, a focus will be on implementing quality assessment tasks and data collection practices to develop greater consistency across the school. This will be enhanced by ongoing professional learning for staff to build a culture of quality teaching practice with a goal of continuous improvement. Additional structures will be utilised to support students not showing growth which will be coordinated by the learning support team.

Whole school processes will be implemented to support the wellbeing of students with the aim of raising the sense of belonging, improve attendance rates and engagement in learning. A school based target will aim to build effective partnerships with the school community to create a culture of high expectations.

This plan was developed in consultation with staff, students, parents and the local Aboriginal Education Consultative Group.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise all students' learning outcomes, whole school processes for collection and analysis of assessment data improves reading and numeracy.

Improvement measures

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022

Initiatives

Data driven practice

Embed effective whole-school data driven practices to inform planning, programming and curriculum delivery.

- Deliver professional learning on effective data collection, analysis of progress and achievement data at system, school and classroom level.
- Implement a centralised system for collection, analysis and monitoring of student achievement data.
- Embed data-informed assessment practices as an integral part of differentiated teaching and learning programs.

Consistent school-wide assessment

Implement consistent school-wide assessment practices which are used to monitor, plan and report on student learning.

- Embed school-wide assessment schedule.
- Ensure reliable formative and summative assessment tasks are used to analyse progress of all students.
- Deliver professional learning on consistent teacher judgement practices, setting assessment tasks, analysis of student achievement data and whole school trends.

Success criteria for this strategic direction

Assessment data is consistently collected in English and mathematics with alignment to K-6 assessment schedule and program requirements. (SEF - Assessment)

Accurate teacher judgement is evident across the school and all teachers have a sound understanding of student assessment and data concepts. (SEF - Data Skills and Use)

Data-driven decisions are used in the planning and programming process, driving differentiated learning experiences for all students. (SEF - Data Skills and Use)

Evaluation plan for this strategic direction

The school will use the following data sources to effectively analyse student performance in addition to state-wide measures such as NAPLAN, Year 4 & 6 Check-in assessment and PLAN2:

- Essential Assessment program
- PAT tests (mathematics and comprehension)
- Stage/grade based assessments recorded digitally
- Student Personalised Learning Plans (PLPs)
- Student annotated work samples
- Learning progressions

The evaluation plan will involve:

- Regular review of the data practices in the school
- Regular, scheduled and structured data analysis opportunities to provide feedback to teachers, executives and teams.
- Structured/scheduled executive and teacher sessions to review data, set targets and differentiate the delivery of curriculum.
- Increased use of the triangulation of student achievement data from both internal and external measures.
- Staff PDP goals include improvement in data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

collection and analysis.

Strategic Direction 2: Effective Classroom Practice

Purpose

To improve student achievement in reading and numeracy, teachers participate in quality, targeted professional learning to implement explicit, evidence-based strategies.

Improvement measures

Achieve by year: 2023

- All teachers gain proficiency in Australian Professional Standards for descriptor 1.5 indicating that differentiated strategies are incorporated to meet specific learning needs of students across the full range of abilities.

Achieve by year: 2025

Improvement as measured by the Schools Excellence Framework from sustaining and growing to excelling in:

- Learning - Curriculum
- Teaching - Effective Classroom Practice
- Teaching - Learning and Development
- Teaching - Data Skills and Use

Initiatives

Reading and numeracy

Implement evidence-informed quality teaching practice:

- Improve reading and comprehension skills through quality lesson delivery.
- Regularly assess, collate and analyse student progress in reading and mathematics to provide effective feedback, meet student learning goals and inform teaching.
- Embed the language of mathematics across K-6 as an integral part of daily instruction in every classroom.
- Develop teachers' ability to provide differentiation to ensure all students are challenged and all adjustments lead to improved learning.

High Impact Professional Learning

Build explicit systems for collaboration and feedback to sustain quality teaching practice through professional learning opportunities:

- Provide targeted support to ensure coherent reading and mathematics programs are collaboratively planned and delivered.
- Implement continuous and coherent professional learning to build teacher capacity to deepen their practice with a focus on evidence-informed approaches.
- Build a cycle of professional learning to enable growth in every teacher in which new learning is applied to the teaching of reading and mathematics.
- Engage staff in coaching and mentoring to be inspired and challenged by expert input, strengthening teaching practice for ongoing progress.

Success criteria for this strategic direction

All programs K-6 reflect a balanced English block incorporating the explicit teaching of comprehension strategies. (SEF - Effective Classroom Practice and Curriculum)

Mathematics teaching programs show evidence of key concepts longitudinally (K-6) to ensure maximum learning opportunities and continuous tracking of student achievement. (SEF - Effective Classroom Practice and Curriculum)

High impact professional learning drives school-wide improvement in teaching practice and student progress. (SEF - Learning and Development)

All students are able to articulate and achieve their literacy and numeracy learning goals using subject specific language. (SEF - Curriculum and Data Skills and Use)

Evaluation plan for this strategic direction

Australian Professional Standards for Teachers are included in teachers' annual professional development plans.

Quality teaching programs including lesson observation records

Teaching and Learning Program review sheets include student personalised learning plans, differentiation and accommodations for learning

Student data for reading

Student data for mathematics

SCOUT teacher professional learning participation rate

High Impact Professional Learning Self-Assessment Tool

Question, data, analysis and implication model to assess progress.

Strategic Direction 3: Wellbeing and Engagement

Purpose

To ensure processes are in place to provide advice, support and improve student connections with the school community and engagement in learning to fulfil their potential.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

The proportion of students attending 90% of time or more is increased by 8%.

Wellbeing

Achieve by year: 2023

The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at school is increased by 6%.

Initiatives

Attendance

Embed whole school approach to monitor and improve student attendance:

- Set attendance targets which are communicated to the school community regularly.
- Initiate programs for students and their families that are below 85% attendance rates.

Wellbeing

Develop effective partnerships with students and parents.

- Increase opportunities for student voice through expansion of student leadership roles, contributing to decision-making processes.
- Increase provision of student social and emotional engagement through structured playground and extra-curriculum activities.
- Enhance community partnerships by being responsive to feedback and collaborate to improve students' learning and wellbeing needs.
- Embed school student wellbeing policy to ensure that positive, respectful relationships are evident which enhance student learning.

Success criteria for this strategic direction

Attendance data is systematically monitored with decreased number of attendance concerns and supportive processes that ensure student absences do not impact on learning outcomes (SEF -Learning Culture)

Collective responsibility for each student's wellbeing and learning needs through a planned approach. (SEF - Wellbeing)

Community (parent and student) satisfaction increased as a result of ongoing actions in response to collaborative planning with all school members. (SEF - Management Practices and Processes)

Evaluation plan for this strategic direction

Regular review of attendance records on Sentral and Learning Support team minutes

Student and Parent Tell Them From Me survey results

Teaching programs include content to develop the students' emotional and social skills

School data indicating the number of students in leadership roles and participation rates in playground and extra-curriculum activities including the number of opportunities available

Records maintained to show parent involvement in school activities such as workshops, Parents & Citizens meeting attendance, engagement in digital platforms and special events

Question, data, analysis and implication model to assess progress