

Strategic Improvement Plan 2021-2024

Sunshine Bay Public School 4562



School vision and context

School vision statement

Sunshine Bay Public School is committed to inspiring and supporting students in reaching their full potential in a caring and dynamic learning environment which promotes excellence.

School context

Sunshine Bay Public School is located on the Far South Coast of New South Wales in the town of Batemans Bay. We have a student enrolment of 320. This is spread over 13 classes and 1 Multi Categorical Class. Our identified Aboriginal and/or Torres Strait Islander population has been on the increase over the last few years, we are now sitting at 18.75%.

The school currently has 23 teachers, 2.44 administration and support staff along with a general assistant 2.5 days per week. The school has been engaged in the Early Action for Success since its inception, this gives us an Instructional Leader who works across Kindergarten to Year 2. Additional resources provide tiered intervention to improve Literacy and Numeracy outcomes for all students Kindergarten to Year 6. Staff are reasonably stable over the last few years.

The school has well maintained facilities with large grassed areas, two large fixed equipment and a very comprehensive library.

In addition to the academic pursuits the school provides a broad range of activities including the performing arts, cultural, leadership and sporting experiences and has a strong focus on environmental education.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that we have historically low student achievement, but expected growth in both reading and numeracy. This is an area for explicit focus in the new school plan. The NAPLAN gap analysis indicated the areas of focus include: Reading - viewing and comprehension strategies, and Numeracy - whole number, addition and subtraction and volume and capacity. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by *What Works Best: 2020* update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs that embed evidence-informed teaching strategies for every student in every classroom.

2. Evidence Informed Practice

Through our Situational Analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs. Continual monitoring of student performance

School vision and context

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data will determine areas of need and success at a class and school level.

Current research will be a main focus of teacher development. Our focus in Literacy will continue to be phonics based whilst Numeracy will take strategies that have proven to work from TEN and TOWN.

3. Educational Leadership and Collaborative Practice.

Analysis of Tell Them from Me, staff data, we needed a focus on developing cross-curricular learning opportunities, teachers giving feedback to each other and setting of learning goals for students. In connection with Curiosity and Powerful Learning we will address these concerns across the school. Triads need to become an embedded part of our school culture as staff are informing us, as leaders, that this is where we are not performing.

Strategic Direction 1: Student growth and attainment

Purpose

Staff and school community are committed to students making regular progress across all learning areas. Students are motivated to deliver their best and continually improve. Teachers, parents and community work together to support student attendance so as to not negatively impact on student learning or well being.

Improvement measures

Target year: 2023

90% of students reaching expected growth in spelling and reading against internal measures.

Target year: 2023

Percentage of students achieving expected growth in NAPLAN Numeracy at 56.6%.

Target year: 2023

Percentage of students achieving expected growth in NAPLAN Reading at 66.2%.

Target year: 2023

Percentage of students attending school 90% or more at 75.7%.

Target year: 2022

Percentage of students achieving in the top two bands in NAPLAN Reading improves by 4.9%.

Target year: 2022

Percentage of students achieving in the top two bands in NAPLAN Numeracy improves by 6.1%.

Target year: 2024

Initiatives

Reading

Create and embed a whole school reading culture that collects, analyses and alters practice based on student data.

This data collection and analysis will guide whole school reading practices to inform:

- Personalised learning for students, including individual learning goals and feedback to students.
- Selection of teaching and learning activities that are responsive to student need and provide differentiated learning opportunities for all students
- Professional Learning provided to staff and school resourcing decisions.

Numeracy

Create and embed whole school numeracy practices that collect, analyses and alters practice based on student data.

This data collection and analysis will guide whole school reading practices to inform:

- Personalised learning for students, including individual learning goals and feedback to students.
- Selection of teaching and learning activities that are responsive to student need and provide differentiated learning opportunities for all students
- Professional Learning provided to staff and school resourcing decisions.

Wellbeing and Attendance

Build proactive and robust school wide wellbeing practices that:

- Reflect upon and are responsive to student data on attendance, wellbeing and engagement.
- Ensure an environment where every student is

Success criteria for this strategic direction

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction by all teachers. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Valid teacher judgment is evident across the school. Data and feedback inform teaching practice and direct learners and learning.

All students articulate, understand and achieve their literacy and numeracy learning goals. Student feedback is elicited by teachers and informs their teaching.

LST, EAL/D and LAST staff are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

A predictable, positive learning environment is evident in all classrooms with all students known, valued and cared for, to ensure optimum conditions for student learning across the whole school.

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

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

Data analysed and compared will include

- NAPLAN data and data from check in assessments
- Scout - Value added data
- Student work samples
- Literacy and numeracy PLAN2 data
- Internal reading and spelling data

Strategic Direction 1: Student growth and attainment

Initiatives

- known valued and cared for.
- Create positive relationships with parents and families that value individuals and are responsive to student need.

Evaluation plan for this strategic direction

- Tell Them From Me data
- Internal wellbeing and attendance data

The school will regularly review these data sources to monitor progress in achieving the intended improvement measures.

Strategic Direction 2: Evidence Informed Practice

Purpose

Teachers should be experts in knowing why, how and what they teach. Building capabilities in evidence-based teaching enables teachers to select appropriate strategies, design interventions and evaluate their effectiveness to maximise student learning and progression

Improvement measures

Target year: 2024

The school SEF-SaS improves from Delivering to Excelling in the Data Skills and Use element.

Target year: 2024

The school SEF-SaS improves from Sustaining and Growing to Excelling in the Effective Classroom practice element.

Target year: 2024

Teachers demonstrate accomplished practice as observed using the CPL rubrics for Commit to Assessment for Learning and Connect Data to Feedback.

Initiatives

Data skills and use

Build teacher capabilities to ensure data collection is valid, used to analyse practice and inform teaching, to differentiate curriculum and provide feedback to students so that learning is maximised for all.

- teachers analyse, interpret and extrapolate data
- collaboratively use data to inform planning, identify interventions and modify teaching practice
- learning goals for students are informed by analysis of internal and external student progress and achievement data
- teachers clearly understand, develop and apply a full range of assessment strategies determining teaching directions, monitoring and assessing student progress and achievement and reflecting on teacher effectiveness
- teachers should analyse their own impact and use this knowledge to change what does not work and keep what does.

Implementing evidence-based practice

Strategies to be implemented reflect research on best-practice and include ongoing monitoring of success.

What Works Best is a key research paper published by CESE which provides a robust overview of evidence-based practice that improves student outcomes. These include:

- **high expectations** matter at all stages of education for all students but are particularly important for students from disadvantaged backgrounds
- **explicit teaching** recognises that learning is a cumulative and systematic process
- **effective feedback** is one of the most powerful influences on student achievement
- effective **classroom management** is important for creating the conditions for learning

Success criteria for this strategic direction

Student assessment data is regularly used school wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

The school will be excelling in data use in data literacy, data analysis, data use in teaching and data use in planning

All teachers have a thorough understanding of student assessment and data concepts. Learning goals are informed by analysis of internal and external student progress and achievement data.

Data is used to identify strategic priorities, for development and planning, for continuous improvement, reflected in best practice research.

Consistent, evidence-based practice in curriculum delivery is visible across the whole school.

Teaching and learning is differentiated and explicitly and systematically built across all year and stage levels which results in visible improvement in student outcomes.

Teachers expertly use assessment to inform their teaching practice.

Teachers understand, develop and apply a full range of assessment strategies that determine teaching directions. Evaluation of student learning leads to changes in instruction that result in measurable improvement.

Evaluation plan for this strategic direction

Staff have thorough understandings of **data concepts** and expertly analyse and interpret data to inform planning and modify teaching practice. **Measurable improvements** are evident in student growth as shown through internal and external data sources.

Staff have thorough understandings of the structure of the English language and confidently embed **explicit**,

Strategic Direction 2: Evidence Informed Practice

Initiatives

- higher levels of **wellbeing** are linked to higher academic achievement, school completion, better overall mental health and a more pro-social and responsible lifestyle.

Assessment

Assessment is integral in establishing where an individual is at in their learning so that teaching can be differentiated and further learning progress can be monitored over time. Effective application of assessment includes:

- assessment is used flexibly and responsively as an integral part of classroom instruction
- formative assessment is practised expertly by teachers
- the school analyses student progress and achievement data and a range of other contextual information
- teachers respond to trends in student achievement at individual, group and whole school levels
- feedback from students on their learning derived from their assessments informs further teaching
- the school uses systematic and reliable assessment information to evaluate student learning implementing changes in teaching that lead to measurable improvement
- processes are in place to support teachers' consistent, evidence-based judgment and moderation of assessments.

Evaluation plan for this strategic direction

systematic synthetic phonics teaching in their classrooms. **High expectations** across the school are visible and reflected in **quality differentiation** evidenced in teaching and learning programs. **Feedback is connected to data** and delivered well, enabling students to understand where they are now and where to next. Learning time and engagement is maximised through **effective classroom practice** as evidenced in Sentral wellbeing records and student achievement measures.

Learning intentions and **success criteria** are visible in every classroom. Students have attainable and relevant **learning goals**. Valid and reliable **assessment** tasks are embedded across all stages.

Strategic Direction 3: Educational Leadership & Collaborative Practice

Purpose

Collective teacher efficacy is the shared teacher belief of the staff of the school to positively effect students. A school staff that collectively achieve great things is vital for the health of a school and if they believe they can make a positive difference then very likely will. Educational leadership and collaborative practice is key for improving our school and our student's outcomes.

Improvement measures

Target year: 2024

The school SEF-SaS improves from Delivering to Sustaining and Growing in the Educational Leadership element.

Target year: 2024

The school SEF-SaS improves from Delivering to Excelling in the Learning and Development element.

Target year: 2024

Collaboration exceeds the state norm in the teacher Tell Them From Me Survey.

Initiatives

Peer Observation

Peer observation is an effective collaboration tool that leads to improvements in teaching and learning. Peer observation allows teachers to reflect on what they observe to refine and improve their practice. Teachers *learn* from each other. Peer observation supports the sharing of best practice whilst building awareness about the impact of teachers' own teaching.

Effective peer observation (including feedback and reflection):

- focuses on teachers' individual needs and gives an opportunity to learn from, and give feedback to peers
- is a core component of creating a professional community and building collective efficacy
- can help teachers continue to improve their practice in ways that better promote student learning
- is a developmental learning opportunity.

Instructional leadership

The school will sustain a culture of effective, evidenced-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student learning decrease. Instructional leaders work towards building shared understandings of beliefs and values about teaching and learning, consultation processes and the school's vision.

Instructional leaders are knowledgeable about research-based, student-centred instruction, model the use of these strategies, and implement appropriate research-based strategies within the classroom and as a component of continuous improvement plans.

Effective collaboration

Professional collaboration allows best practice to be identified and shared across classrooms. Effective collaboration explicitly aims to improve teacher practices and student outcomes.

Success criteria for this strategic direction

All staff have multiple opportunities to participate in classroom observations, triad classroom visits and feedback sessions.

Evaluation of CPL initiatives via staff feedback.

All staff participating in PDP and classroom observation procedures.

Evidence of classroom observation, through triads, peer feedback, self reflection and student observation.

All staff and students can verbalise and discuss the teaching and learning that best supports improvement.

Staff have deep understandings of the ten theories of action within CPL that support improvement of teaching and learning resulting in improved student outcomes.

Instructional leaders are known, visible and respected for their contribution to an ongoing improvement.

All teachers can identify students who are and are not making learning progress in line with learning goals.

All staff have shared understandings of evidence-based practices that enhance teaching and learning and increase measurable student outcomes.

Effective collaboration is in place across the school and there is evidence of collaborative programming, assessment, goal setting and analysis of student data.

The school is using embedded and explicit systems that facilitate collaboration including the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

Look at attendance as a pattern for learning

Evaluation plan for this strategic direction

Strategic Direction 3: Educational Leadership & Collaborative Practice

Initiatives

Requires leaders to promote meaningful collaboration by:

- ensuring regular time to collaborate with colleagues
- modelling what effective collaboration looks like
- creating a safe environment where teachers feel comfortable discussing differences of opinion and giving honest and constructive feedback
- creating a shared vision so all teachers are invested in the success of the whole school community
- sharing and promoting the benefits of collaboration.
- All staff work together to promote attendance

Collaboration practices must centre first and foremost on student's needs and improving learning outcomes.

The school will create a strong culture in which collaborative planning, reflection and peer coaching are embedded.

Evaluation plan for this strategic direction

Peer Observation

- triad practices are embedded;
- staff acknowledge and embrace opportunities for improvement of their practice through these opportunities;
- student outcomes and engagement has shown measurable improvement.

Instructional Leadership

- staff share understandings of evidence-based practices that improve teaching practice and ultimately, student outcomes
- instructional leaders in the school are readily identified
- instructional leaders are proactively sought to support teaching and learning for identified students who are not achieving expected growth

Collaborative Practice

- exceptional, authentic and easily-followed teaching and learning programs are available for staff across the school allowing robust and connected instruction across KLAs that adheres to scope and sequences and curriculum.
- shared understandings and acknowledgement of the expertise each staff member brings to his or her role for the growth and development of our students.