

Strategic Improvement Plan 2021-2024

Ellison Public School 4568



School vision and context

School vision statement

At Ellison Public School we strive to develop a positive educational culture that enables all students to become co-operative, achieving, responsible, engaged (CARE) and resilient learners.

This will be supported by strong community engagement, high expectations and data-driven, evidence-based practices.

School context

Ellison Public School is a P2 primary school of 308 students (3% Aboriginal & Torres Strait Islander students) situated between the villages of Springwood and Winmalee in the Blue Mountains of NSW. The school was opened in 1986 and quickly established its strong reputation within the community and beyond.

Ellison has a consistently sound academic standard with Ellison students regularly performing at State average in most areas of the annual NAPLAN testing.

Ellison has a strong tradition of excellence in the performing arts and sport. The dedication, enthusiasm and talent of students and their teachers is evident throughout the school. Opportunities to develop skills across the stages are supported through band, violin, recorder, ukulele, dance, choir and public speaking. In sport, students have many opportunities to represent the school in a range of sports such as swimming, athletics, cross country, netball, soccer, touch football and cricket. Ellison Public School and nine other local public schools also combined to develop and host the third 'Film By The Eucalypts' short film festival in 2020 and this initiative has become part of the school culture.

Student welfare is central to all aspects of school activity at Ellison. Ellison is a (Positive Behaviour for Learning) PBL school and students learn and understand their rights and responsibilities, and are engaged in a variety of programs which aim to improve student welfare and wellbeing.

The school is well supported by an active Parents and Citizens Association, which meets monthly. Members of the P&C represent the parent body on committees and panels for advertised positions, working closely with staff in a range of activities.

The school is a proud member of the Mid Mountains Learning Community, working closely with neighbouring schools to enhance opportunity and outcomes for student bodies that are in many ways similar. This plan was developed collaboratively with the learning community, as have many other beneficial activities. The Community of six schools has developed and will participate in the Mid Mountains Mathematical Comprehension project to further enhance the quality of teaching and learning in numeracy with a focus on mathematical comprehension and vocabulary and to develop stronger partnerships and collaboration.

Through our situational analysis, we have identified a need to use data driven, quality teaching 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 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. Additionally we seek to improve K-2 Growth from Working Towards Delivering to Sustaining and Growing. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools. School services will be utilised to build understanding on how to do this successfully and the instructional leader will lead much of this work in the school. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be

School vision and context

School vision statement

School context

provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures are put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success. The school will regularly solicit and address feedback on school performance from students, staff, parents and the broader school community and encourage higher parent expectations regarding academic achievement.

Strategic Direction 1: Student growth and attainment

Purpose

At Ellison Public School, to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine quality teaching practices that are responsive to the learning needs of students.

Improvement measures

Target year: 2022

An uplift of 8.5% from baseline data of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy (Lower bound system-negotiated target) by 2022.

Target year: 2022

An uplift of 11% from baseline data of students achieve expected growth in NAPLAN numeracy (Lower bound system-negotiated target) by 2022.

Target year: 2022

An uplift of 8.67% from baseline data of students achieving in the top two bands in NAPLAN reading (Lower bound system-negotiated target) by 2022.

Target year: 2022

An uplift of 13% from baseline data of students achieving expected growth in NAPLAN reading (Lower bound system-negotiated target) by 2022.

Target year: 2022

A minimum of 66.6% % of Aboriginal students achieve in the top 3 NAPLAN bands in reading and numeracy (Lower bound system-negotiated target) by 2022.

Target year: 2023

A minimum of 43.5% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy (Upper bound system-negotiated target) by 2023.

Initiatives

Mathematics

Embed a high expectations learning culture that enables students to create, receive feedback and achieve their learning goals. (WWB themes - High Expectations, Explicit Teaching, Effective Feedback, Use of data to inform practice, Assessment, Collaboration)

- High Impact Professional learning (HIPL) on the use of numeracy progressions, and the High Potential and Gifted Education Policy, to personalise learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Embed and use HIPL structures to build teacher capabilities and collective pedagogical practice.
- Participation in the Mid Mountains Community of Schools Maths Comprehension Project

Literacy

Develop, review and embed evidence-based instructional practices of teaching staff and a pedagogical culture of improvement and quality teaching that enables students to achieve greater than expected growth in literacy.

(WWB themes - High Expectations, Explicit Teaching, Effective Feedback, Use of data to inform practice, Assessment, Collaboration)

- High Impact Professional learning (HIPL) on the evidence-based literacy practices.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Embed and use HIPL structures to build teacher capabilities and collective pedagogical practice.

Success criteria for this strategic direction

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. (SEF - Curriculum Sustaining & Growing)

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. (SEF - Student Performance Measures Excelling)

The school's value-added trend is positive. Value Added data for K-3 is Sustaining & Growing (SEF - Student Performance Measures Sustaining & Growing)

At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy. (SEF - NAPLAN - Sustaining & Growing)

Students are aware of - and most are showing - expected growth on internal school progress and achievement data. (SEF - Student Growth - Sustaining & Growing)

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. (SEF Collaborative Practice S&G)

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. (SEF - Professional Learning - S&G)

Evaluation plan for this strategic direction

Evaluation Plan

Question:

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2023

A minimum of 66.3% of students achieve expected growth in NAPLAN numeracy (Upper bound system-negotiated target) by 2023.

Target year: 2023

A minimum of 65.4% of students achieve in the top two bands in NAPLAN reading (Upper bound system-negotiated target) by 2023.

Target year: 2023

A minimum of 73.3% of students achieve expected growth in NAPLAN numeracy (Lower bound system-negotiated target) by 2023.

Target year: 2023

A minimum of 66.6% % of Aboriginal students achieve in the top 3 NAPLAN bands in reading and numeracy (Lower bound system-negotiated target) by 2023.

Target year: 2022

A minimum of 80% of Year 2 students achieve a stanine of 6 or higher in Progressive Achievement Tests in Numeracy by 2022. (School-negotiated target)

Target year: 2022

A minimum of 80% of Year 4 students achieve a stanine of 6 or higher in Progressive Achievement Tests in Numeracy by 2022. (School-negotiated target)

Evaluation plan for this strategic direction

- * To what extent has the collaborative culture across the school improved?
- * To what extent has HIPL and Explicit Teaching practices improved student growth and attainment?
- * To what extent has Quality Teaching been implemented with fidelity?

Data:

- * Pre and post teacher surveys focusing on strength and impact of Professional Learning Communities (PLCs) and Quality Teaching (QT) on collaboration, explicit teaching and high expectations.
- * TTFM teacher and student SCOUT data
- * Quality Teaching analysis / surveys
- * Teacher professional development plans
- * Evidence of inclusion of QT and WWB in teaching programs.
- * SCOUT school dashboard student performance data

Analysis:

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

Implications:

The findings of the analysis will inform:

- * Future directions
- * Effective resourcing
- * Annual reporting on annual progress measures
- * Ongoing implementation and progress monitoring

Strategic Direction 2: Data-driven Teaching and Learning

Purpose

At Ellison Public school, to gather, use and analyse data to inform collective decisions about teaching and learning ,all teachers will have a sound understanding of student assessment and data concepts and collaboratively use this to inform planning, identify interventions and modify teaching practice. Student learning goals will be developed based on internal and external student progress and achievement data.

Improvement measures

Target year: 2024

Identified numeracy data on 100% of students is published on a constructed data wall. (School-negotiated target)

Target year: 2024

100% of teaching staff use mathematics data to inform teaching and learning programs. (School-negotiated target)

Target year: 2022

School self-assessment of the elements "Data use in teaching" , "Data literacy" and "Data analysis" indicates improvement from Delivering to Sustaining and Growing.

Target year: 2024

School self-assessment of the elements "Data use in planning", indicates improvement from Delivering to Sustaining and Growing.

Initiatives

Data to inform teaching and learning

Embed a learning culture that embraces the use of data to improve teaching and learning by helping teachers to identify patterns of growth and achievement, set goals and plan instructional interventions.

(WWB themes - High Expectations, Effective Feedback, Use of data to inform practice, Assessment, Collaboration)

* Participate in CESE Data Walls professional learning project and construct data wall for targeted group/s (CESE Data Walls Project)

* Executive participation in the Leading Evaluation, Evidence and Data program (LEED)

* professional learning data walls team and at staff meetings

* whole school approach

Data Skills and Use

Ensure effective strategies and processes for data collection, analysis and reflection are used for responsive curriculum delivery.

(WWB themes - High Expectations, Effective Feedback, Use of data to inform practice, Assessment, Collaboration)

- High Impact Professional Learning (HIPL) in data literacy, data analysis and data use in teaching for all staff (LEED, Spirals of Inquiry). This is linked to gap analysis data.
- Establish and use Instructional Leader position to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level .9use of learning progressions in mathematics)
- Review and adapt practice to ensure reliable

Success criteria for this strategic direction

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. (SEF - Formative Assessment S&G)

Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. (SEF - Summative Assessment S&G)

The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. (SEF - Whole School Reporting S&G)

Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. (SEF - Lesson planning S&G)

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content. (SEF - Data literacy S&G)

The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data. (SEF - Data analysis S&G)

Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. (SEF - Data use in teaching S&G)

There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement. (SEF - Data use in planning S&G)

Strategic Direction 2: Data-driven Teaching and Learning

Initiatives

formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom..
 - Assessment Schedule K-6 including NAPLAN, PAT, Years 3-6 Check-in assessments, Year 1 Phonics Check.
-

Evaluation plan for this strategic direction

Questions:

Has all data been collected and stored efficiently?

Has the school's Assessment Schedule been revised and published?

How successful have Planning days been? Were assessment rubrics created for consistent teacher judgement?

How regularly did Stage data meetings occur? What resulted from these meetings?

How effectively did Spirals of Inquiry impact on Teaching and Learning?

What evidence is there of data informed programming?

Data:

* Assessment data stored in SENTRAL

* Assessment Schedule revised

* Assessment rubrics in number are evidence of successful planning days

* Term meetings timetables indicate regular stage data meetings and minutes reflect the results of the meetings

* 'Spirals of Inquiry' effectiveness surveys

* Teaching and learning programs demonstrate evidence of data informed programming.

Analysis:

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

Implications:

Strategic Direction 2: Data-driven Teaching and Learning

Evaluation plan for this strategic direction

The findings of the analysis will inform:

- * Future directions
- * Effective resourcing
- * Annual reporting on annual progress measures
- * Ongoing implementation and progress monitoring

Strategic Direction 3: Engagement and Wellbeing of Whole School Community

Purpose

At Ellison Public School we will develop within the whole school community, aspirational expectations of learning progress and achievement. Evidence-based practices will result in measurable improvements in wellbeing and engagement to support learning. Positive, respectful relationships among students, staff and parents will promote wellbeing to ensure optimum conditions for student learning across the school.

Improvement measures

Target year: 2022

A minimum of 90% of students attending school 90% of the time or more.

Target year: 2022

A minimum of 40% of students have at least one parent attending Parent / Teacher Interviews.

Target year: 2022

The teacher survey on average score of Leadership as one of the drivers of Student Learning increases from 7.1 to 8.0.

Target year: 2022

A minimum of 50% of teaching staff report an improved understanding of wellbeing and their role in supporting mentally healthy communities.

Target year: 2022

The proportion of students reporting a positive sense of belonging at Ellison Public School (Tell Them From Me surveys) increases by 10%

Target year: 2024

A minimum of 60% of parents and community report increased satisfaction with the school and an understanding that family / school partnerships are essential to wellbeing and improved student outcomes

Initiatives

Engagement

We will develop a consistent school-wide approach to student engagement and attendance incorporating strong classroom management, positive social and emotional classroom climates and explicit, differentiated teaching strategies that include frequent opportunities for active student participation in lessons.

* Students will learn through differentiation of lessons, quality of teaching, the development of student learning goals and increased attendance

* Teaching staff will apply professional learning reflected in their Performance & Development Plans to gain teaching impact and support attendance follow-up through discussion at LST

* Parents & Community will engage in the life of the school as parent helpers, through attendance at parent workshops, giving feedback via surveys and communication, and supporting the school to follow-up non-attendance matters.

Wellbeing

We will embed sustainable whole school wellbeing processes. for collecting and analysing community wellbeing data. The evaluation of this data will regularly be used to inform:

At Ellison we will support:

* student levels of positive student wellbeing, advocacy and belonging through programs such as 'Rock and Water', Zones of Regulation, Be You initiative - implementation training for Stage 3 staff representative

* positive wellbeing and satisfaction for all staff through a range of initiatives such as regular wellbeing staff meetings, staff recognition and shout outs

* parents through positive parent and community wellbeing and satisfaction via surveys

Success criteria for this strategic direction

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

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (SEF - Caring for students - Excelling)

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF - A planned approach to wellbeing - Excelling)

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. (SEF - Individual learning needs - Excelling)

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF - Educational Leadership - Excelling)

Evaluation plan for this strategic direction

Questions:

How do we know the engagement and attendance strategies have been effective?

Data:

Engagement

Students - data indicates improved academic performance and engagement, reflected in 'Tell Them From Me' survey

Strategic Direction 3: Engagement and Wellbeing of Whole School Community

Improvement measures

Target year: 2024

100% of teaching staff implement 3-way interviews by 2024

Target year: 2022

All teaching staff (K-2) negotiate one numeracy goal and follow up with students by the end of 2022

Evaluation plan for this strategic direction

Students - data indicates improved student advocacy and sense of belonging in 'Tell Them From Me' survey

Students - data indicates increased attendance of students over 90% of the time or more

Students - data indicates that all students develop one numeracy learning goal (Yrs 3-6 by 2021, K-2 by 2022)

Teachers - TTFM surveys indicate improvement in teacher satisfaction.

Parents & Community - increased attendance at workshops, increased numbers of parent helpers, results of parent surveys reflect increased satisfaction with the school

Wellbeing

Students - Tell Them From Me data indicates improvement in levels of student advocacy and sense of belonging

Teachers - Wellbeing surveys indicate that they feel supported by executive staff

Parents & Community - surveys indicate that parents and community feel listened to and have a positive relationship with the school.

Analysis:

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

Implications:

The findings of the analysis will inform:

- * Future directions
- * Effective resourcing

Strategic Direction 3: Engagement and Wellbeing of Whole School Community

Evaluation plan for this strategic direction

- * Annual reporting on annual progress measures
- * Ongoing implementation and progress monitoring