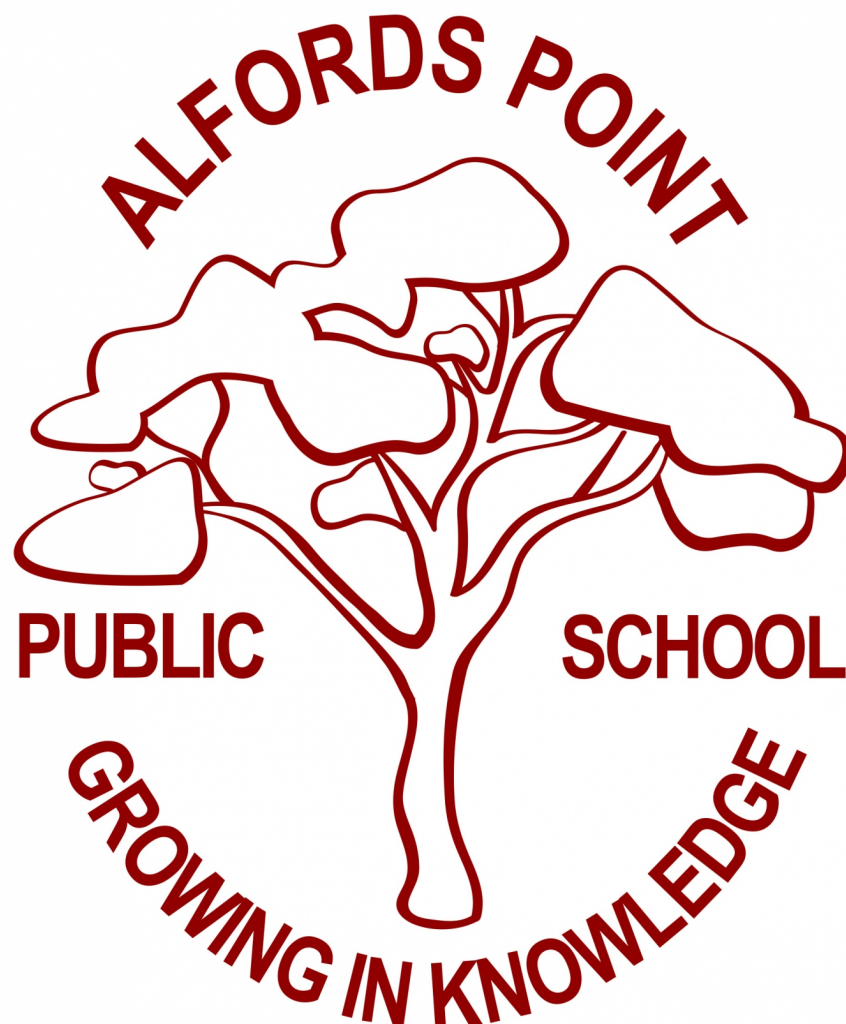


# Strategic Improvement Plan 2021-2025

## Alfords Point Public School 4605



# School vision and context

## School vision statement

All learners at Alford's Point Public School will grow in knowledge, connect, succeed and thrive in a quality teaching environment underpinned by collaboration, inclusivity and high expectations.

## School context

Alford's Point Public School is a well-established K-6 school situated in the Sutherland Shire. The school has an enrolment of 208 students of whom 46% have a language background other than English and 2% identify as Aboriginal or Torres Strait Island background. In 2022, there are 21 staff, including the Principal, two Assistant Principals, 11 teachers and seven administrative staff. A number of volunteers work at the school on a regular basis.

The school is situated in the suburb of Alford's Point which is located on the southern bank of the Georges River. The suburb is nearly completely surrounded by bushland from the Georges River Nature Reserve with Alford's Point Road within its eastern border. Located in a bushfire prone residential area the school is on the Public Schools NSW bushfire registry as a high risk site and will be directed to close in the event of a catastrophic fire danger rating forecast. The school consists of four buildings of brick and tile construction, one demountable MDR building, one aluminium shed and one shipping container.

The school is committed to ensuring all students connect, succeed and thrive whilst growing in knowledge in an environment underpinned by collaboration, inclusivity and high expectations. The school is focused on equipping our students with the skills and knowledge required of a future focused mindset, including teaching in flexible, open learning spaces, with an emphasis on 21st Century learner qualities.

Our students are taught by dedicated teachers with high expectations, who work collaboratively to create a learning community that focuses on continuous improvement. Teachers use evidence-based practices school-wide and address the target areas of literacy and numeracy through explicit teaching and an engaging knowledge-based curriculum.

Through our situational analysis, the school identified three overarching areas of focus moving forward. Focus 1: to use data informed practices that ensure all teachers use data to check and understand where their students are in their learning and to plan where to next to improve student learning outcomes in Literacy and Numeracy. Focus 2: to improve effective classroom practice through a focus on explicit teaching, effective feedback, classroom management and collaboration. Focus 3: to establish relationships between students, staff, parents and the community so all stakeholders connect, succeed and thrive. The overarching focus in all areas of the strategic improvement plan is high expectation, inclusivity and collaboration.

The school values effective partnerships with parents/carers and has a highly involved school community, committed to providing opportunities for all students to develop to their full potential. Extra-curricula opportunities in sport, technology and creative and performing arts, enable our students to excel through a range of different experiences. Alford's Point Public School is an active member of the Community of Schools Between The Rivers (COBSTR) where innovative programs and collaboration are the focal point.

# Strategic Direction 1: Student growth and attainment

## Purpose

Develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice to improve student learning outcomes in Numeracy and Literacy.

## 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.

Achieve by year: 2025

Data skills and use and assessment are to be at excelling from the School Excellence Framework.

Achieve by year: 2025

Curriculum and professional standards - Literacy and Numeracy focus to be at excelling from the School Excellence framework.

## Initiatives

### Data informed practice in Numeracy and Literacy

Embed sustainable whole school processes for collecting and analysing school-wide student assessment data in Numeracy and Literacy that identify student achievements and progress to reflect on teaching effectiveness and inform future school directions.

- Regularly review and evaluate the selection of teaching strategies in relation to student learning needs and the impact of the implemented strategies on student learning.
- Implement tiered support differentiated to meet the needs of individual students.
- Teachers participate in lesson observations linking data to teaching practice.
- Teacher professional learning in effective and efficient use of data and school resourcing.
- Engage in collaborative analysis of data with colleagues and use data to evaluate the effectiveness of teaching programs and practice to meet the learning needs of students across the full range of abilities.

What Works Best in Practice

*Teachers will understand which students are progressing at an appropriate level in Literacy and Numeracy in response to the teaching approaches in their classroom, and how they could best adjust their practice to drive improvement for all students in their class.*

## Success criteria for this strategic direction

### SEF - Curriculum

- An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

### SEF - Assessment

- Consistent school-wide practices for assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

### SEF - Data Skills and Use

- 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.

### SEF - Professional Standards - Literacy and Numeracy focus

- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

## Evaluation plan for this strategic direction

The school will use a variety of 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.

### Question:

- How do teachers use assessment information to inform the next steps in instruction?
- How do classroom teachers differentiate instruction to meet all students' needs?
- What is the evidence that teachers use to show

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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students' growth and achievement?

### Data sources:

- NAPLAN data
- ACER PAT assessments in Numeracy and Literacy
- SCOUT - Value Added data
- Numeracy and Literacy PLAN2 data
- Student work samples
- Student ILPs and PLPs
- Observations
- Student focus groups

### Analysis:

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

### Implications:

The finding of the analysis will inform future actions.

## Strategic Direction 2: Quality Teaching and Learning

### Purpose

To improve effective classroom practice through a focus on explicit teaching, effective feedback, classroom management and collaboration underpinned by high expectations for all.

### Improvement measures

Achieve by year: 2025

Increase the percentage of targeted students meeting or exceeding their individual learning goals/stage benchmarks so that equity goals are closing.

Achieve by year: 2025

Curriculum - Differentiation and Learning Culture - High Expectations are to be at excelling from the School Excellence Framework.

### Initiatives

#### Effective Classroom Practice

We will achieve this through the What Works Best in Practice elements of explicit teaching, feedback and high expectations.

- Establish clear and consistent expectations for learning and behaviour.
- Teachers clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.
- Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of performance.
- Collaborative professional learning opportunities to share and gain expertise in evidence-based teaching practices - High Impact Professional Learning.
- Implementation of High Potential and Gifted Education policy.
- Teachers will use effective contemporary differentiation practices to strengthen student learning particularly in Literacy and Numeracy.

### Success criteria for this strategic direction

#### SEF - Effective Classroom Practice

- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

#### SEF - Learning Culture

- The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

#### SEF - Curriculum - Differentiation

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

#### Student Performance Measures - Student 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.

#### SEF - Learning and Development - Collaborative Practice and Feedback

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

### Evaluation plan for this strategic direction

The school will use a variety of data sources to regularly analyse the effectiveness of the initiatives in achieving the

## Strategic Direction 2: Quality Teaching and Learning

### Evaluation plan for this strategic direction

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purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

Question:

- How do students know what they are supposed to learn and whether they are progressing or not?
- What is the repertoire of high impact strategies needed by every teacher to meet the needs of all students?
- How can we work collaboratively in an evidence-based way to improve student outcomes?

Data sources:

- NAPLAN data
- ACER PAT assessments in Numeracy and Literacy
- SCOUT - Value Added data
- Numeracy and Literacy PLAN2 data
- Student work samples
- Student ILPs and PLPs
- Observations
- Student focus groups
- Performance and Development Plans
- Tell Them From Me surveys
- Behaviour Management
- Teaching and Learning programs

Analysis:

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

Implications:

The finding of the analysis will inform future actions.

## Strategic Direction 3: Connection and Engagement

### Purpose

To establish relationships between students, staff, parents and the community so all connect, succeed and thrive.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending >90% of the time from 2019 to our lower bound target. Uplift 4.8%.

#### Wellbeing

Achieve by year: 2023

Increase the proportion of students reporting positive Expectations for Success, Advocacy, and Sense of Belonging at School from 2020 Tell Them From Me to greater than 90%.

Achieve by year: 2025

Educational Leadership - parental engagement to be at excelling from the School Excellence framework.

Achieve by year: 2025

A planned approach to wellbeing to be at excelling from the School Excellence framework.

### Initiatives

#### A planned approach to wellbeing

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success that supports the cognitive, social, emotional, physical and spiritual wellbeing of students. To achieve this the school will use What Works Best Wellbeing practices including:

- Establish and maintain strong positive relationships between home, school and the community through monitoring, analysing, evaluating and responding to student behaviour, attendance, wellbeing, learning and engagement data and being responsive to feedback.
- Actively participate in professional networks and professional learning communities that focus on continuous student and school improvement.
- Establish opportunities for the development of student voice to encourage students to feel connected to their learning.
- Showcase student progress and achievement to ensure that all students are known, valued and cared for across the school.

### Success criteria for this strategic direction

#### Wellbeing

- There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

#### A planned approach to Wellbeing

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

#### Educational Leadership - Community Engagement

- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

### Evaluation plan for this strategic direction

The school will use a variety of 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.

#### Question:

- How can we build shared beliefs and understandings in Alford's Point Public School by the whole school community?

#### Data sources:

- Attendance data
- Tell Them From Me surveys - student, parent and teacher
- Parent/Carer feedback
- Wellbeing practices
- Wellbeing data

## Strategic Direction 3: Connection and Engagement

### Evaluation plan for this strategic direction

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- Student Voice - SRC, leadership opportunities
- Extra-curricula groups, opportunities and events
- PLPs and ILPs (regularly reviewed)
- Social media

#### **Analysis:**

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

#### **Implications:**

The finding of the analysis will inform future actions.