

Strategic Improvement Plan 2021-2025

Blue Haven Public School 4623



School vision and context

School vision statement

Blue Haven Public School is a high performing school, with a positive and inclusive school culture, that promotes the wellbeing and success of all.

School context

Blue Haven Public School provides a quality education in a contemporary setting. It is situated in the suburb of Blue Haven on the Central Coast.

The school is committed to *continuous* improvement and is focused on ensuring that all students believe that they can be high achievers and strive to do their best. Staff are committed to high quality professional development and the implementation of evidence based approaches to teaching and learning. We have engaged an external consultant to support with the effective implementation of our signature pedagogy Explicit Instruction (EI) which ensures effective differentiation of learning at point of need for each student. Explicit Instruction is utilised across key learning areas ensuring a gradual release of learning control to the students as they achieve success and develop students' academic mastery. Our school has developed a Synthetic Phonics program that ensures all students have a sound understanding of the skills required to decode and comprehend text.

Blue Haven Public School caters for approximately 631 students across 24 classes. There are 130 Aboriginal and Torres Strait Islander students within the school's student population. Blue Haven Public School is an active member of the Tuggerah Lakes Network and enjoys positive partnerships with both the Muru Bilbi AECG and the Blue Haven Parents and Citizens association.

We have developed some key partnerships with All Areas Speech to support the language development of our students, the University of Newcastle Occupational Therapy Clinic which supports students with self-regulation and Hearing Australia. We partner closely with Northlakes High School, our other local partner primary schools and local pre-schools, to facilitate a positive connection through regular cross-school student and staff interaction.

The school was identified for exemplary practice in teaching and learning and the impact that this has had on student outcomes through a case study for the Centre for Education Statistics and Evaluation (CESE).

Alongside the community, the school has completed a Situational Analysis that identified 3 key areas to be further strengthened, that will support all students to be high achievers. These are:

1. Student Growth and Attainment

The Situational Analysis highlighted that Explicit Instruction had a significant positive impact on student outcomes in reading and numeracy. This continues to be a whole school initiative, with a particular focus on improving student longitudinal growth while increasing the identification and support of high potential and gifted students throughout the school.

2. Sense of Belonging

The Situational Analysis identified that the further development of student social and emotional intelligence, and identity should be a priority. Through the enhancement of school-wide systems, processes, resources and targeted activities, focusing on attendance

School vision and context

School vision statement

School context

and Aboriginal education, there should be an increase in student sense of belonging.

3. Authentic Connections

Analysis of data through the Situational Analysis determined that authentic community engagement remained a school-wide focus. The continued development of close collaborative relationships across all areas of school, including Learning and Support, is required to enhance student outcomes.

Strategic Direction 1: Student growth and attainment

Purpose

To use evidence-based practices that utilises data to maintain and improve high levels of student growth and achievement in reading and numeracy.

Improvement measures

Reading growth

Achieve by year: 2023

Increase from 56.9% to 60% in the number of questions answered correctly in the Year 4 reading check-in assessment.

Reading growth

Achieve by year: 2023

Increase from 56.1% to 58.7% in the number of questions answered correctly in the Year 5 reading check-in assessment.

Reading growth

Achieve by year: 2023

Increase from 45% to 48.1% in the number of questions answered correctly in the Year 6 reading check-in assessment.

Numeracy growth

Achieve by year: 2023

Increase from 56.1% to 59% in the number of questions answered correctly in the Year 4 numeracy check-in assessment.

Numeracy growth

Achieve by year: 2023

Increase from 63.3% to 66.3% in the number of questions answered correctly in the Year 5 numeracy check-in assessment.

Numeracy growth

Achieve by year: 2023

Initiatives

Reading

Embed whole school data collection and analysis cycles to evaluate the effectiveness of our teaching of reading and the use the data to:

- Identify student achievement - students requiring additional support and students requiring extension.
- Measure the impact of current teaching programs and strategies.
- Establish areas of development for teacher professional learning to build teacher capacity and collective pedagogical practice.

Numeracy

Develop and enhance whole school numerical understanding, pedagogical practice and data analysis in mathematics to:

- Embed effective processes for data analysis and reflection to differentiate practice, analyse student progress and evaluate growth over time.
- Identify student achievement - students requiring additional support and students requiring extension.
- Establish areas of development for teacher professional learning to build teacher capacity and collective pedagogical practice.
- Ensure internal and external data demonstrates comparative results.

Success criteria for this strategic direction

- A whole school system and collaborative approach to quality teaching, curriculum planning, delivery and assessment that promotes learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum, Assessment)
- 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. Effective methods are identified (SEF - Effective classroom practice)
- 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 - Data skills and use)
- Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development)
- The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measureable whole school improvement. (SEF - Educational Leadership)
- Students have co-created learning goals to ensure continued progress in learning. (SEF-Effective Classroom Practice)
- School internal and external data shows that student growth and achievement is greater than SSSG using external measures (SEF- Student Performance Measures)
- Student data is measured longitudinally to determine student academic growth and attainment to ensure continued improvement, challenge and to maximise student learning. (SEF-Curriculum Provisions)

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase from 49.3% to 52.3% in the number of questions answered correctly in the Year 6 numeracy check-in assessment.

Reading growth

Achieve by year: 2023

Increase from 45.2% to 48.2% in the number of questions answered correctly by Aboriginal students from Year 4 to Year 6 in the reading check-in assessment.

Numeracy growth

Achieve by year: 2023

Increase from 50.3% to 53.3% in the number of questions answered correctly by Aboriginal students from Year 4 to Year 6 in the numeracy check-in assessment.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data: We will use a combination of data sources. These will include:

* Internal assessment- Phonics Screener, Phonological Awareness Diagnostic Assessment, Decoding Assessment, PROBE, fortnightly maths assessment and Termly Diagnostic Maths assessment

* External assessment- NAPLAN, PAT, Check-in Assessment

* Survey - Professional learning surveys, end of year reflection survey

* Observation - Walk-throughs

* Focus group

* Student voice

* Interviews

* Document analysis

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures. This will involve term by term data analysis to determine if we are on track for achievement.

Implications: The findings of the analysis will inform:

* Future actions

* Annual reporting on school progress measures. (Published in the Annual Report, in the newsletter and on the School Website)

* Learning outcomes identified and developed at point of challenge.

Strategic Direction 2: Sense of Belonging

Purpose

To create an inclusive environment that promotes student wellbeing and success through a focus on Aboriginal education and attendance.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase in the proportion of students attending greater than 90% of the time from the baseline of 66.73% to between 72.7% and 77.7% to fall between the lower and upper bound trajectories.

Attendance- School Determined Target

Achieve by year: 2022

Increase in all students overall attendance rate by 2.05% from the 2019 achievement level of 90.95% to 93%.

Increase in Aboriginal student overall attendance rate by 4% from the 2019 achievement level of 87.5% to 91.5%.

Wellbeing

Achieve by year: 2023

Increase in students with positive wellbeing from the 80.3% baseline to between 85.7% and 90.7% to fall between the lower and upper bound trajectories.

Achieve by year: 2025

Increase the number of students that believe the school values their cultural background from the school based Aboriginal student survey from the baseline of 73.7% to 90%.

Initiatives

Attendance

For attendance, we will embed sustainable whole school processes for collecting and analysing data. The regular evaluation of the data will identify areas for improvement and be used to:

- Identify whole school, cohort and individual needs to focus research leading to the identification and implementation of effective strategies that ensure sustained attendance improvements.
- Implement professional learning for teachers to effectively implement whole school, cohort and individual student strategies that improve attendance rates.
- Determine the impact of implemented strategies on overall student attendance rates and make adjustments or changes as required.

Aboriginal Education

For Aboriginal education, we will develop and embed whole school processes for providing opportunities for all students to learn and understand Aboriginality through the valuing of cultural experiences. We will use internal and external data and its analysis to:

- Identify areas for improved connection with Aboriginal students to enhance their identity and sense of belonging.
- Implement whole of school practices that engage Aboriginal students with their culture, while extending this connection across the entire school.
- Implement professional learning for teachers to effectively implement whole school strategies that improve teacher understanding of the value of culture and its impact on students.
- Create a 'whole of community' structure within the school, valuing the contribution of all Aboriginal families, to lead to improved student connection and sense of belonging with the school.

Success criteria for this strategic direction

- The attendance committee meets regularly to review and analyse attendance data and make recommendations for attendance monitoring systems within the school. (SEF - Attendance)
- Whole school practices to improve student attendance are documented and there is evidence of follow-up with parents according to school processes and DoE requirements. (SEF - Attendance)
- Students reports are personalised and comprehensive, providing detailed, clear & specific information about student learning, growth, next steps, improvement measures and attendance. (SEF - Attendance)
- The school has formed authentic partnerships with the Muru Bilbi AECG and regularly consults with DoE Aboriginal Community Liaison Officers to guide and inform Aboriginal education and staff PL opportunities. (SEF - Community Engagement)
- All Aboriginal students have student-led PLPs with clearly articulated goals developed in consultation with parents/carers and teaching staff. (SEF - Parent Engagement and Differentiation)
- The Aboriginal education teacher and interventionists work collaboratively with the class teacher to ensure PLPs are working documents, establishing learning goals, monitoring progress and supporting learning in literacy and numeracy. (SEF - Individual Learning Needs)
- The Aboriginal education teacher is known to families and provides a point of contact between home and school through regular 'check-in' communication and up-dates to families on initiatives and cultural opportunities both within and outside the school setting. (SEF - Parent Engagement)
- All staff have a deep knowledge and understanding of Aboriginal heritage, culture and ways of learning to inform planning and programming for all students. (SEF - Teaching and Learning Programs)

Evaluation plan for this strategic direction

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student sense of belonging outcomes in the areas of attendance and Aboriginal education?

Data: We will use a combination of data sources. These will include:

- Aboriginal parent and student survey
- PLPs
- Attendance data
- Attendance Policy
- % students receiving attendance awards
- Student reports
- TTFM parent & student survey data

Analysis: The evaluation will involve regular review of data sources, discussion around the School Excellence Framework and whole school reflective sessions to provide clarity around whether we are on track for achieving the improvement measures and inform 'where to next'.

Implications: The findings of the analysis will inform:

- The direction of future professional learning
- The efficacy of the home-school partnership
- The effectiveness of developed processes

Strategic Direction 3: Authentic Connections

Purpose

To engage the school community through communication and consultation to develop a partnership which improves student engagement and achievement.

Improvement measures

Achieve by year: 2025

Increase the 'Have you had adequate communication with the school' responses in the school developed parent survey.

- From the baseline of 83% to 93%.

Achieve by year: 2025

Increase the school mean for an 'inclusive school' in the Tell Them From Me survey;

- Teacher survey - from the baseline of 7.3 to 9.0.
- Parent Survey - from the baseline of 6.7 to 8.0.

Achieve by year: 2025

Increase the score in the 'I make an effort to involve parents and other community members in creating learning opportunities' in the Tell Them from Me Teacher Survey.

- Increase from the baseline of 6.9 to 8.1

Initiatives

Community Consultation and Communication

Embed whole of school community communication processes to effectively engage beyond information giving, into a collaborative and consultative process to develop an effective home-school partnership that ensures opportunities for students:

- Develop a Communication Policy.
- Develop a Social Media Policy.
- Identify and determine timelines of communication for the community.
- Development of a team that establishes authentic community engagement strategies.
- Engage parents within organising and consulting groups to develop opportunities for students.

Learning Support

Embed whole school processes to advance Learning Support practices that improve outcomes for students and stakeholders:

- Evaluate and revise LST policy, planning and procedures.
- Identify and determine timelines of accountability.
- Embed whole school processes for staff professional learning re: LST and identification and support of student need.
- Instill a genuine and proactive approach to collaboratively improving outcomes for students and stakeholders.
- Develop reciprocal communication pathways for all participants to ensure student-led planning.

Success criteria for this strategic direction

- The whole school community is provided with a range of opportunities for community consultation, including but not limited to, parent forums, surveys, committee involvement, with the purpose of constructive and robust feedback for school development and improvement. (SEF - Community Engagement)
- Parents and community members are provided with authentic opportunities to be involved in the development and running of learning opportunities, celebrations, events and community engagement activities that develop the school as a community hub. (SEF - Community Engagement)
- Remove barriers for parent engagement by providing resources such as child care, interpreter services, catering and meeting times to ensure a broad cross-section of the community is able to participate. (SEF - Parent Engagement)
- Support parents by building their capacity, engaging them with learning and development opportunities to be able to assist students with home learning. (SEF - Parent Engagement)
- There will be effective, coordinated planning in place to identify and accommodate the specific learning and support needs of students in accordance with Disability Standards for Education 2005, and DoE policy. (SEF - Differentiation)
- All teachers will make ongoing decisions about learning and support adjustments and use a range of planning, teaching and assessment strategies. (SEF - Improvement of Practice)
- The learning and support team, through effective whole school planning, will coordinate and manage the resources that support students with additional needs. (SEF - Financial Management)
- The learning and support team will continually evaluate and refine organisational structures to improve and respond to students with support needs. (SEF - Improvement of Practice)
- The school will work in consultation with students, parents, community members and agencies that contribute to and support students' learning,

Strategic Direction 3: Authentic Connections

Success criteria for this strategic direction

- participation and engagement at school in order to guide and inform participant planning. (SEF - Individual Learning Needs)
- Individual student plans are personalised and comprehensive, providing detailed, clear & specific information about student learning, growth, next steps and improvement measures. (SEF - Differentiation)

Evaluation plan for this strategic direction

Evaluation

Question: To what extent have we achieved authentic connections with the community when consulting to obtain a positive impact and improvement for students including those with additional support needs?

Data: We will use a combination of data sources. These will include:

- Internal assessment and audit of student plans and teacher programs
- Professional learning evaluations,
- End of year reflections
- TTFM
- Staff, parent and student. surveys
- Meeting Minutes
- Parent engagement with school electronic communication platforms.
- Observation - Walk-throughs
- Interviews - qualitative data on staff confidence
- Document analysis; Learning and Support Team Planning Matrix.
- Sentral Wellbeing data

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring.

- Student progress is reviewed on a semester basis

Strategic Direction 3: Authentic Connections

Evaluation plan for this strategic direction

- Learning and support team monitors if skills acquired are being generalised
- Learning and support team examines available data, analyses needs of students and provides professional learning that supports the implementation of appropriate programs for identified students

Implications: The findings of the analysis will inform:

- The direction of future professional learning
- Determination of the effectiveness of developed processes