

# Strategic Improvement Plan 2021-2025

## Sandon Public School 5696



# School vision and context

## School vision statement

Sandon Public School is a diverse learning community where students strive to become:

- Confident, caring and creative individuals
- Successful lifelong learners
- Active, informed and respectful members of the community.

## School context

Sandon Public School has a student population of 200 students from diverse cultural, religious and socio-economic backgrounds. Approximately 20% of students are of Aboriginal background. 25% of students come from a language background other than English and 10% of students have a diagnosed disability. Our teaching, learning and student well-being programs are designed to address this complexity.

Sandon Public School has two support classes for students with disability. Our support classes are an integral part of our school.

In 2020 we reviewed our school wide student behaviour support and have adopted the **PAX Good Behaviour Game (GBG)**.

PAX GBG consists of 10 psychology-based instructional strategies taught as skills and used daily by teachers as part of the regular lesson. Using game-theory principles, students and teachers define the class rules for behaviours within the classroom, and learn how to 'play' each game. These games are then used to support the delivery and completion of classwork and other tasks while simultaneously positively reinforcing the students' ability to be aware of their behaviours and regulate these themselves. A large part of PAX GBG is also recognising the strengths and achievements of others. This aspect develops strong peer recognition and valuing the achievements of others.

Our **SHINE** values of Show respect, Honesty, Include others, Never give up and Engage in learning complement the PAX GBG.

The school completed a situational analysis that has identified areas of focus for this Strategic Improvement Plan. These areas build on the work undertaken in the previous school planning cycle around quality teaching, quality learning and well-being in order to connect, succeed and thrive.

Our learning community is focused on improving student learning outcomes, with teachers implementing evidence-based research to improve student outcomes across all Key Learning Areas, with a particular focus on English and Mathematics.

Staff track and monitor the achievement of student learning to inform teaching programs and to underpin differentiated interventions.

Quality teaching and instructional time underpins the organisational structures of the school ensuring effective and targeted intervention programs.

Explicit links are made between professional learning, curriculum innovation, quality teaching and leadership to build the capacity of all teachers.

An explicit plan to support staff and students to enhance their digital literacy and promote the responsible use of technologies is in place.

Strategies and programs are in place to support students social, emotional and educational

# School vision and context

## School vision statement

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## School context

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wellbeing.

Opportunities for student leadership and student voice are integrated into school activities, to foster and support student engagement and achievement.

*The development of this Strategic Improvement Plan is underpinned by consultation with staff, community and students.*

# Strategic Direction 1: Student growth and attainment

## Purpose

As a result of the learning from External Validation, our self-assessment against the School Excellence Framework and our Situational Analysis we have determined that we need to develop a culture of continuous improvement, and improve our understanding of how we measure impact.

## Improvement measures

### Reading growth

Achieve by year: 2023

The number of students achieving growth on internal Reading data improves from the previous year.

### Numeracy growth

Achieve by year: 2023

75% of students will achieve growth on internal school Numeracy data or Check-in Assessment data.

## Initiatives

### Using data effectively

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

- Teachers are using reliable formative and summative assessment tasks to analyse student progress, evaluate growth over time and report student achievement.
- Teachers are using the learning progressions to convert student assessment results into meaningful descriptions of their learning progress.

### Numeracy

In Numeracy the collection and analysis of data will inform:

- teacher professional learning
- the selection of teaching strategies in relation to student learning needs
- the impact of implemented strategies on student learning.

### Curriculum Reform

- Build strong foundations in literacy and numeracy through the implementation of the new English and Mathematics syllabuses.

### High Impact Professional Learning

- Stage collaboration to plan deliver and assess identified areas of the curriculum.
- Professional learning is informed by *High Impact Professional Learning*, ensuring the most effective evidence based teaching methods optimise teaching practice.

### Curiosity and Powerful Learning

Powerful classroom instruction.

## Success criteria for this strategic direction

In consideration of the School Excellence Framework and the CESE Document *What works Best* the school will measure Strategic Direction 1 success through the following criteria:

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Valid teacher judgment is evident across the school.

Data and feedback inform teaching practice and directs learners and learning.

All students articulate, understand and achieve their literacy and numeracy learning goals.

Teams across the school are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to literacy and numeracy programs.

## Evaluation plan for this strategic direction

The school will use the following 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:

- \* NAPLAN data
- \* Scout - Value added data
- \* Learning sprint data analysis
- \* Student work samples
- \* Literacy and numeracy PLAN 2 data
- \* Student Personal Learning Plans
- \* Student focus groups.

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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### The evaluation plan will involve:

- \* Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- \* Regular professional discussion around the School Excellence Framework elements and themes.
- \* Regular review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

# Strategic Direction 2: Excellence in Teaching

## Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Research has shown that collective teacher efficacy has an effect size of 1.57.

## Improvement measures

Achieve by year: 2025

1. The quality of teaching is improved in line with the Quality Teaching Model (QTM).
2. All teachers undertake targeted and relevant evidence-informed professional learning, driven by teacher and student needs.
3. All teachers engage in professional collaboration through Quality Teaching Rounds (QTR) to collectively analyse and refine their practice.
4. All teachers embed QT elements into their planning and teaching.

Achieve by year: 2022

- 25-50% of teachers collaboratively develop teaching and learning programs incorporating QTM

Achieve by year: 2023

Achieve by year: 2025

Achieve by year: 2025

Improvement as measured by the School Excellence Framework:

- Effective classroom practice - Excelling
- Data skills and use - Excelling
- Professional standards - Excelling
- Learning and development - Excelling

## Initiatives

### Quality Teaching Rounds

Quality Teaching Rounds is recognised by the Department of Education as a high impact approach to professional development. Quality Teaching Rounds is underpinned by the Quality Teaching Model (QTM), which supports schools in developing a shared vision of quality teaching and learning.

1. Teachers will consistently strive for excellence in classroom practice by embedding pedagogy that is shown through research to improve the quality of teaching and student outcomes (QTM).
2. Teachers will engage in collaborative professional learning focusing on pedagogy (QTR).
3. Teachers will collaboratively analyse and discuss their own and each other's teaching in QTR professional learning communities (PLCs).
4. Teachers actively engage with the QTM throughout the teaching and learning cycle.

### Digital Maturity

Using the Digital Maturity Framework technology use is aligned with school excellence.

Assess the Digital maturity of the school and develop a plan of action to improve use for quality learning and administration.

## Success criteria for this strategic direction

In consideration of the School Excellence Framework and the CESE Document *What works Best* the school will measure Strategic Direction 1 success through the following criteria:

1. Classrooms are quality learning environments with lessons that feature high levels of intellectual quality and significance.
2. teachers are empowered through knowledge of relevant, evidence informed pedagogy, enabling them to refine their practice to effectively meet student needs.
3. the school has an effective collaborative learning culture focused on continuous improvement of teaching and learning.
4. Teachers and leaders use the shared concepts and language of the QTM as a basis for discussion about pedagogy.

## Evaluation plan for this strategic direction

### Question:

1. Has the quality of teaching improved? How?
2. How many teachers have engaged with the Quality Teaching Model? How do they feel it has improved their knowledge and practice?
3. How effective has Quality Teaching Rounds been in fostering professional dialogue about improving teaching and learning?
4. Have teachers embedded the Quality Teaching Model in the teaching and learning cycle? How?

### Data:

1. De-identified lesson observations, Tell Them From Me survey data, student growth measures (PATs, NAPLAN, Internal assessments, running records).
2. QTR participation rate, Professional learning logs, meeting notes, pre and post QTR teacher surveys, focus groups).

## Strategic Direction 2: Excellence in Teaching

### Improvement measures

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#### Digital Maturity

Achieve by year: 2023

- Teachers collaborate to co-design learning programs with colleagues.
- Teachers use published assessment measures to provide growth orientated feedback to students using a variety of digital processes.

### Evaluation plan for this strategic direction

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3. Staff perceptions survey, TTFM Teacher survey, teacher focus groups.
4. Evidence of inclusion of QTM concepts and language in teaching programs (planning and assessment), teacher focus groups.

#### Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

#### Implications:

1. Include QTR and QTM in allocation of roles and responsibilities.
2. Refine professional learning schedule to provide regular opportunities for: Collaborative analysis of data, Professional learning about QTR.
3. Include QT elements in program templates.

## Strategic Direction 3: Attendance and Wellbeing

### Purpose

As a result of analysis of our previous three year plan, our Situational Analysis and self-assessment against the School Excellence Framework it was clear that we would continue to include wellbeing in our plan. By including attendance in the name we want to place the spotlight on lifting our attendance rates.

### Improvement measures

#### Attendance >90%

Achieve by year: 2023

- Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of 74.90%.
- Tell Them From Me Wellbeing data (advocacy, belong, expectations) increases at or above the lower bound system-negotiated target of 85%.

Achieve by year: 2025

Meet the criteria for Excelling across all three areas of the Sport and Physical Activity: School Health Check.

Achieve by year: 2025

Achieve by year: 2022

Student wellbeing data, gathered from PULSE and other in school sources is evidence the school is Sustaining and Growing across a number of themes using the *Achieving School Excellence in Wellbeing and Inclusion* resource.

### Initiatives

#### Whole school sport and physical activity

- Regular self-evaluation against the Sport and physical activity: School health check.
- Embed systems gathering processes for sport and physical activity and wellbeing based on the health check.

#### All Students Matter

- Improve Student Attendance by implementing evidence-based strategies and interventions.
- Engage student voice to gain insights into factors that might be contributing to attendance or absence.

### Success criteria for this strategic direction

In consideration of the School Excellence Framework and the CESE Document *What works Best, The Wellbeing Framework* the school will measure Strategic Direction 3 success through the following criteria:

The school has a whole-school approach to sport and physical activity and it is supported by the staff, students, parents/carers and the whole school community.

- There are high quality opportunities for all students to participate in physical activity across the school day.
- Students have high levels of wellbeing in relation to academic and psychosocial outcomes.

### Evaluation plan for this strategic direction

#### Questions:

- How can the school determine that its systems and process for enhancing student well being through a whole-school approach to sport and physical activity have been achieved?
- Have we implemented a quality Attendance improvement plan that has lifted our attendance rates?

#### Data:

- Self-assessment against Sport and Physical Activity: School Health Check.
- Staff survey/observation data
- Student and community voice surveys.
- Attendance data

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

#### Implications:

What are the implications for our work? Future directions



## Strategic Direction 3: Attendance and Wellbeing

### Evaluation plan for this strategic direction

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and next steps.

**Question:** Do students have high levels of well being ?

**Data:** Referrals to Student Wellbeing team, SENTRAL behaviour data.

**Analysis:** Analyse the data to determine how we are tracking to achieve our system negotiated target in Tell Them From Me.

**Implications:** What are the implications for next steps and future directions?