

Strategic Improvement Plan 2021-2024

Plattsburg Public School 7308



School vision and context

School vision statement

Equipped for life

We maintain an inclusive environment which acknowledges and respects children from diverse family and cultural backgrounds. Outstanding outcomes in an inclusive environment - equipped for life.

School context

Our school is located in the suburb of Wallsend and has a proud history of having provided more than 150 years of public education to the community. We proudly acknowledge that we teach and learn on Awabakal land. Plattsburg has an average population of 225 with 20% identifying as Aboriginal and 12% as having a non-English speaking background. Aboriginal and EALD representation is steady across the last 3 consecutive years. School enrolment is traditionally affected by high rates of mobility and has, overall, been decreasing over the last 3 years.

The school has a strong focus on providing individualised learning opportunities for students to achieve. This includes significant access to technology, cultural experiences and alternative play opportunities.

Diversity is a key focus. Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving. Non-Aboriginal students both share and engage in learning about Aboriginal culture, histories and experiences. The school has a collaborative relationship with the Muloobinbah AECG. The cultures, experiences and identity of students from non-English speaking backgrounds are valued and celebrated with a strong focus placed on supporting all students to achieve their full potential.

Plattsburg PS works in partnership with an innovative and motivated P&C and parent community to improve outcomes and school experiences for all students. Committed to the Callaghan Education Pathways (CEP) Plattsburg PS works in a close, highly professional and strategic partnership with both high school and primary partner schools to deliver innovative as well as outstanding academic and social curricula for students across our collective learning communities, K-12.

Our situational analysis has identified that the development of school systems that support extensive differentiated learning will facilitate optimal personalised learning outcomes and growth for all students. The enhancement of systems of operation that coordinate, data driven processes, teacher feedback and reporting is needed to support the scheduled tracking of student performance that informs the best way to support and consult with the families about student progress. This includes high potential students.

A culturally safe place with highly collaborative practices underpinned by data driven processes, will drive how we work with our community to optimise student achievement.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

The percentage of students in Year 3 and 5 achieving in the top 2 bands for NAPLAN Numeracy is at or above 17.6%.

Target year: 2022

The percentage of students in Year 3 and 5 achieving in the top 2 bands for NAPLAN Reading is at or above 28.1%.

Target year: 2023

The percentage of students achieving expected growth for NAPLAN Numeracy is at or above 54%.

Target year: 2023

The percentage of students achieving expected growth for NAPLAN Reading is at or above 56.7%.

Target year: 2024

The percentage of Aboriginal students in Year 3 and Year 5 achieving in the top three bands in NAPLAN Reading and Numeracy matches or exceeds that of all students.

Initiatives

Differentiated Learning and Support

School systems facilitate a collaborative approach to personalised student learning needs that also values the identity and culture of all students.

- LST coordination of all PLP/PLSP data that supports feedback and planning for students, teachers and families.
- Expertly use student assessment data to reflect on teacher effectiveness and provide individualised, explicit differentiated and responsive learning opportunities.
- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice with a focus on effective feedback, high expectations and explicit teaching.

Data Driven Practices

Utilise innovative technology strategies that expedite assessment design and data capture that can be inserted into Power BI:

- Improve teacher knowledge in set up and administration of online assessment platforms
- Build teacher capacity to design assessments that facilitate longitudinal data capture
- Mentoring of teachers for continuous planning and monitoring of tiered learning.
- Embed a structure of explicit ongoing feedback of student performance against outcomes for cohorts and individuals.

Success criteria for this strategic direction

Assessment data is collected in Reading and Numeracy on a regular basis and used as an integral part of classroom instruction (SEF: Assessment).

The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data (SEF: Student Performance Measures).

Assessments are developed and sourced regularly across 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 Skills and Use).

Evaluation plan for this strategic direction

Question: Has PPS achieved our purpose and can demonstrate impact and improvement in student growth and attainment?

Data:

- Longitudinal data captures
- NAPLAN Analysis
- SEF Analysis
- Document analysis
- PLSP/PLP analysis
- Writing Analysis Tool

Analysis: Continuous engagement in a process of triangulating multiple data sources will allow for a deep analysis of the attainment of improvement measures.

Implications: The findings of the analysis will inform adjustments throughout the term of the SIP and form the basis of the the Annual school report and future Situational Analysis.

Strategic Direction 2: Wellbeing and attendance

Purpose

To drive a transparent and cohesive learning culture that has student cognitive, social and physical wellbeing at its centre.

Improvement measures

Target year: 2022

- 75.9% of students attending >90% of the time.

Target year: 2022

- TTFM survey data indicates, for all students, high levels (>92%) of satisfaction in *Sense of Belonging* and *Advocacy at School*.
- TTFM survey data indicates, for Aboriginal students, high levels (>87%) of satisfaction in *Sense of Belonging* and *Advocacy at School*.

Initiatives

Targeted Attendance Support

Establish collaborative processes to support student attendance.

- Acknowledging improvements in attendance
- Developing an attendance plan with the student and parent/family
- Providing parents/families with information about relevant assistance, e.g. school initiatives, literacy, school counselling or local community support services
- All teachers take responsibility for improving student attendance.

Culturally safe practices

School systems facilitate wellbeing processes that support flexible and responsive actions.

- Development of authentic Aboriginal perspectives across KLAs in consultation with Aboriginal staff and community members.
- Embedded use of culturally appropriate pedagogy
- Evidence based models of learning and support for all students
- Embedded practices to strengthen and extend home-school partnerships to support the social, academic and cultural development of all students.

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.

The school evidences systems of work that are culturally appropriate and have the flexibility to positively contribute to individual and cohort wellbeing where students can identify with curriculum content.

Evaluation plan for this strategic direction

Question: To what extent has PPS achieved our purpose and can demonstrate impact and improvement in wellbeing and attendance? What if any impact has this had on student achievement?

Data:

- Longitudinal data captures
- NAPLAN Analysis
- Parent, student, staff surveys
- SEF Analysis
- SWOTS
- FGDs
- Document analysis
- Student feedback
- PLSP/PLP analysis

Analysis: Continuous engagement in a process of triangulating multiple data sources will allow for a deep analysis of the attainment of improvement measures.

Implications: The findings of the analysis will inform adjustments throughout the term of the SIP and form the basis of the the Annual school report and future Situational Analysis.

Strategic Direction 3: Educational Leadership

Purpose

To develop a culture of high expectations for students, staff and the community. This will be underpinned by a focus on collaboration and explicit feedback.

Improvement measures

Target year: 2024

By 2024 move from sustaining and growing in Educational Leadership to excelling.

Target year: 2024

By 2024 move from delivering in Learning and Development to excelling.

Target year: 2024

By 2024 move from sustaining and growing in Data Skills and Use to excelling.

Initiatives

Instructional Leadership

The leadership team support a culture of high expectations and collaboration.

- Mentoring and modelling in data analysis and feedback to students to support a focus on ongoing student progress and achievement.
- Collaborative development of shared resource and assessment banks.
- Mentoring and coaching to support staff self-reflection and build capacity in effective use of data to inform teaching programs.

Evidence Based Practice

Instructional Leadership & Mentoring strategies systematically monitor the impact of the school improvement plan to inform changes.

- Mentoring of all staff in monitoring of external and internal measurements of student performance and progress in order to evaluate teaching effectiveness.
- Collaborative development of effective teaching strategies and interventions with a clear line of sight to contemporary research.
- IL mentoring to improve teacher capacity and efficacy in Writing and Numeric Literacy.

Success criteria for this strategic direction

PLPS/PSLPs evidence adjustments against data analysis, with learning goals for students informed by analysis of internal and external student progress and achievement data.

Models of collaboration are evidenced in professional dialogue, modelling and explicit feedback between all staff, with mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

Models of collaboration are evidenced in both planning and explicit feedback between school personnel, parents and students.

Evaluation plan for this strategic direction

Question: To what extent has PPS achieved our purpose and can demonstrate impact and improvement in the capacity of staff to analyse a range of data to identify and implement effective teaching strategies? What impact has this had on student achievement?

Data:

- Longitudinal data captures
- NAPLAN Analysis
- SEF Analysis
- SWOTS
- FGDs
- Document analysis
- Student feedback
- PLSP/PLP analysis

Analysis: Continuous engagement in a process of triangulating multiple data sources will allow for a deep analysis of the attainment of improvement measures.

Implications: The findings of the analysis will inform adjustments throughout the term of the SIP and form the basis of the the Annual school report and future Situational Analysis.