Strategic Improvement Plan 2022-2026

Alstonville Public School 1030

School vision and context

School vision statement

Alstonville Public School's vision is to foster a learning culture of high expectations, inclusivity and connectedness to the community. Our students develop skills to be flexible, adaptable and resilient learners who are capable of becoming leaders of their own learning.

School context

Alstonville Public School has an enrolment of 345 students, including 11% Aboriginal students. The school has 13 classes, including an opportunity class for high performing students with 30 teaching and support staff, including 3% Aboriginal staff. We acknowledge that our school is situated within the Bundjalung Nation and we are committed to working collaboratively with our local Aboriginal community and local Aboriginal Education Consultative Group to develop cultural learning and strong respectful relationships.

The school actively focuses on providing students with a balanced, progressive curriculum. Varied and extensive extra-curricular activities are offered to students resulting in learners that make independent and informed choices. These include; concert band, choir, public speaking, debating, and sports. Student leadership is promoted through active involvement in Student Parliament.

At Alstonville Public School teaching and learning is developed using Project Based Learning pedagogy to develop student agency in their learning through authentic projects that engage students. Students develop skills in collaboration, communication, creativity and critical thinking. Alstonville Public School is a Primary STEM Action School, mentoring primary schools in embedding STEM integrated curriculum. The school has a culture of enthusiasm, collaboration, sharing and support which produces a stimulating, innovative and rigorous learning environment.

Through the recent situational analysis process the school identified 3 strategic directions for the 2021-2024 School Improvement Plan. The school improvement plan will have a focus on improving student literacy and numeracy outcomes through the implementation of strategic direction 1: student growth and attainment. To further build on strategic direction 1 the school has identified quality pedagogical practice as the second strategic direction, focusing on high expectations in curriculum and quality pedagogical practice to improve student outcomes. To ensure success of the school improvement plan the third strategic direction will be focused on excellence in leadership. This will encompass the development of instructional leadership and teacher and student leadership.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth and attainment we will refine whole school analysis and use of data to inform explicit teaching.

Improvement measures

NAPLAN top 2 bands - Reading
Achieve by year: 2022

Increase the proportion of students achieving in the top 2 bands in NAPLAN reading bands by 7.9% points from the baseline of the system negotiated targets.

NAPLAN top 2 bands - Numeracy
Achieve by year: 2022

Increase the proportion of students achieving in the top 2 bands in NAPLAN numeracy bands by 8.6% points from the baseline of 2019 system negotiated targets.

NAPLAN expected growth - Reading
Achieve by year: 2023

Increase the percentage of students achieving the expected growth in NAPLAN reading by 7.6% points from the baseline of 2019 system negotiated targets.

NAPLAN expected growth - Numeracy
Achieve by year: 2023

Increase the percentage of students achieving the expected growth in NAPLAN Numeracy by 9.4% points from the baseline of 2019 system negotiated targets.

Attendance (>90%)
Achieve by year: 2023

Increased percentage of students attending school over 90% by 5.8% points from the baseline of 2019 system negotiated targets.

Initiatives

Effective use of data

Teachers develop high level skills in analysis and use of data to improve student learning and wellbeing.

- Professional learning in the effective use of data to evaluate student understanding and knowledge informs future learning.
- Instructional leaders mentor and coach teachers to improve explicit teaching .
- School processes are reviewed and refined to ensure reliable formative, summative and diagnostic assessments.
- Aboriginal and Torres Strait Islander student data is regularly analysed to monitor growth and achievement of targets. Regular communication of learning growth occurs between teachers, parents and the AECG.
- Learning Progressions are used to individualise student learning, monitor student growth and plan future learning.
- The Learning and Support Team monitors and analyses student attendance data supporting teachers to engage families in improving student attendance.

Explicit teaching

- A systematic and sequenced approach to explicitly teach syllabus requirements. is implemented school wide using gradual release of responsibility model.
- Instructional leaders model and support teachers to use assessment to inform practice including anecdotal records, formative, summative and diagnostic assessment.
- School leaders work with teachers to develop a consistent whole school approach and common language to explicit teaching so students understand where they are at and where to next.

Success criteria for this strategic direction

All teachers use the evidence from whole school assessment processes and analysis and 5 weekly data cycles and learning conversations, to respond to trends in student achievement at individual, group and whole school levels. (School Excellence Framework [SEF] - Curriculum)

Whole school assessment processes and analysis are used to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (SEF- Whole school monitoring of student learning)

Teachers use a range of evidenced-informed explicit teaching practices in literacy and numeracy to explain and break down knowledge to support student learning. (SEF- Explicit teaching)

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)

Evaluation plan for this strategic direction

Question:

How has the use of data enhanced explicit teaching resulting in student growth and attainment?

Data:

- Internal assessment - phonics K-6 student tracking document, PROBE, SENA, PLAN2, Top Ten Maths, anecdotal records, learning conversations
- Learning and Support Team minutes, student personalised learning & behaviour and support plans, Aboriginal student Peronalised Learning Pathways.
- External assessment - NAPLAN, PAT, SCOUT

Analysis:

Evaluation plan for this strategic direction

Analysis will occur through progress monitoring and implementation of initiatives.

Implications:

The findings of the analysis will inform future actions.

Strategic Direction 2: Quality pedagogical practice

Purpose

To provide quality teaching practices that ensure every student improves every year.

Improvement measures

Achieve by year: 2026

All teachers demonstrate evidence of excelling in using effective teaching strategies in daily practice (Effective teaching practice continuum).

Achieve by year: 2026

School self assessment of collaborative practice demonstrates evidence of excelling in all aspects (Collaborative Practice Matrix).

Initiatives

Effective teaching practice

- All quality learning programs developed meet the needs of students, follow whole school scope and sequence and syllabus documents with embed assessment strategies teachers use to monitor students skills and understanding.

- Aboriginal and Torres Strait Islander histories and cultures are explicitly planned for across the curriculum and valued by all. Teachers engage in professional learning to strengthen cultural understanding and to develop meaningful and effective connections and partnerships with the local community and AECG.

- Project based learning pedagogy is used effectively to ensure deep learning, purpose and authentic links to the community. Resources sourced and developed support meaningful learning.

- Professional learning focusses on differentiation of the curriculum to support all students learning needs.

- School wide consistent practices are developed to support the evaluation of teaching and learning programs.

- Teacher Professional Development Plans align with state and school strategic directions, reflect high level teacher goals, evidence of learning and improved practice.

Collaborative practice

The school develops systems to embed collaborative practices to support improvement in student and teacher learning.

- Develop a consistent and school wide process that provides teachers with regular time to collaborate with colleagues to develop high quality curriculum.

- Instructional leaders model effective collaboration and create a safe environment where teachers feel comfortable discussing differences of opinion, and giving timely and constructive feedback.

- Teachers work together - teachers demonstrate and

Success criteria for this strategic direction

The school has an increased number of high performing teaching staff as measured against the Australian Professional Teaching Standards, whose capabilities are continually built to ensure every student experiences high quality teaching. (School Excellence Framework [SEF]- Professional standards)

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. (SEF - Educational Leadership)

Teaching and learning programs across the school show evidence that they are adjusted to address student needs, ensuring that students are challenged and adjustments lead to improved learning. (SEF-Differentiation)

The school has embedded explicit systems to facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and the provision of specific and timely feedback. (SEF-Collaborative practice & feedback)

Evaluation plan for this strategic direction

Question:

To what extent has the implementation of effective teaching and collaboration improved student learning and engagement?

Data:

- Student engagement measured by EBS4 data, learning walks, student focus groups, Tell Then From Me

- Teaching and learning programs

- Formative assessment

- Evidence of professional learning being implemented - minutes of learning conversations and feedback sessions following lesson observations, teacher reflections.

Strategic Direction 2: Quality pedagogical practice

Initiatives

share their expertise, and are supported and critically challenged by expert input, to learn, shape and strengthen teaching practice for ongoing student progress and achievement.

- Teachers participate in structured lesson observations (teaching rounds, learning walks, lesson study) that focus on how different teaching approaches impact on student learning.

Evaluation plan for this strategic direction

- Reflection on professional teaching standards, Performance Development Plans, teacher accreditation, reflection on High Impact Professional Learning.

Analysis:

Analysis will occur through progress and implementation monitoring of initiatives.

Implications:

The findings of the analysis will inform future actions.

Strategic Direction 3: Leadership – Expertise and innovation

Purpose

To establish a professional learning community focused on the identification and development of leaders within and beyond the school.

Improvement measures

Achieve by year: 2026

50% of teachers and executive staff demonstrating evidence of highly accomplished or lead level practice against the Australian Professional Standards for Teachers.

Achieve by year: 2026

80% of Year 6 students demonstrate an active level of foundational leadership qualities within the Halogen student leadership development framework.

Initiatives

Instructional leadership

- Professional development is delivered, and evaluated against the High Impact Professional Learning Toolkit.
- All teachers have completed professional learning and demonstrate a deep understanding of the teacher professional standards and their application to practice.
- Instructional leaders model and coach teachers in implementing evidenced-informed practice into their teaching and learning programs.
- Instructional leaders use student learning data to inform professional learning, evaluate needs of teachers and students and plan for continued improvement.
- Coaching structures support all staff to ensure that professional learning is differentiated based on need.
- Use of principal standards and role statement and lead professional teaching standards to ensure strategic alignment between the standards and the impact on student learning.

Development of leaders

- Teacher leaders are identified and developed into future school leaders using the School Leadership Identification Framework. Teacher leaders are supported through mentoring processes to set performance and learning goals to develop leadership capabilities.
- Using the Halogen student leadership development framework as a guide, students will develop leadership capabilities within and beyond the classroom.
- Students develop leadership skills through participation in inclusive student leadership groups that are supported to enact student initiatives in the classroom, school and community.
- Aboriginal and Torres Strait Islander students develop their leadership skills through opportunities

Success criteria for this strategic direction

The school leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective teaching and ongoing improvement. (School Excellence Framework [SEF]-Instructional leadership)

Whole school and/or interschool relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers. (SEF-Coaching and mentoring)

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored (SEF - School Planning, Implementation and Reporting).

The School Leadership Identification Framework is used to structure mentoring and coaching support to ensure the ongoing development and improvement of teacher leaders. Teaching staff demonstrate and share their expertise within their school and other schools. All teachers have expert content knowledge and deploy effective teaching strategies (SEF- Learning and development)

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

Student leadership is developed in alignment with the Halogen student leadership development framework. Students self assess against this framework and set goals to improve leadership skills. Student leadership is evident throughout the school via informal opportunities and formal channels to build a sense of belonging and shared purpose. Student leadership teams are actively involved in school decision making processes.

Evaluation plan for this strategic direction

Question:

In what ways and to what extent has leadership expertise and innovation developed and grown through leadership

Initiatives

for 'real world' learning and partnerships with our community, allowing students to practice and apply skills in agency and leadership.

Evaluation plan for this strategic direction

development practices?

Data:

- Instructional leader program documentation- learning conversations, professional learning and mentoring minutes, lesson observation feedback,

- School leaders- Australian Principal Standards reflections, impact of staff working in other schools.

- Teacher leader program- Professional Development Plans, coaching conversations, minutes from team meetings, reflection on goals.

- Student leaders- school parliament minutes, evidence of projects completed in the school and community.

- ATSI leadership skill development - consultation of student focus group for development and physical design of yearning circle, consultation and student voice in Jarjum agenda, inclusion in community partnerships and exploration of enhancing these partnerships and student involvement.

Analysis:

Analysis will occur through progress and implementation monitoring of initiatives.

Implications:

The findings of the analysis will inform future actions.