

Strategic Improvement Plan 2022-2026

Engadine Public School 1845



School vision and context

School vision statement

Engadine Public School nurtures safe, respectful, responsible learners in an inclusive environment, in which every student is known, valued and cared for. Wellbeing and student growth are achieved through evidence based, data informed, quality teaching practices. We hold high expectations of our students and staff and work in positive partnership with our parents and wider community.

School context

Engadine Public School is situated in central Engadine, close to the Royal National Park. The school has classes from Kindergarten to Year 6 with a current enrolment of approximately 400 students. The school has four support classes meeting the learning needs of students with autism and mild and moderate intellectual disabilities. School enrolment includes 18% of students with a non-English speaking background and 2% of students of Aboriginal and Torres Strait Islander background.

Engadine Public School provides a positive and inclusive environment in which students are encouraged to be safe, respectful, responsible learners within a Positive Behaviour for Learning (PBL) framework. The school community values student growth and wellbeing. Our strategic directions focus on student growth in reading and numeracy, using data effectively to inform quality teaching and learning and positive wellbeing.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to differentiated learning. Teachers will be supported to successfully plan for and deliver quality instruction to students with additional needs including those identified as high potential and gifted. We will focus on the continual monitoring of student performance data and streamlined data collection practices which will enable greater consistency of teacher judgement within Engadine Public School and across schools.

The Parents and Citizens Association supports the school with various initiatives in order to provide additional resources for students. The school encourages the community to be informed and to engage in collaborative opportunities to enhance student academic achievement and wellbeing.

Uniting Before and After School Care (BASC) provides quality education and care for children from Kindergarten to Year 6. The service operates from Engadine Public School hall.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student growth in reading and numeracy, we will implement evidence-based teaching practices, reflect on research and use data to inform collective decisions about student learning, aligned with improvement measures in the school plan.

Improvement measures

Improved numeracy outcomes

Numeracy K-2

Achieve by year: 2024

Numeracy Progression goals - based on 80% of all students achieving: ES1 to reach NPV3 (number and place value) by the end of the year. Year 1 to reach NPV4 (number and place value) by the end of the year. Year 2 to reach NPV5 (number and place value) by the end of the year.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

Increase or maintain 90 percent of students achieving or exceeding expectations in InitialLit-F, Year 1 and Year 2.

Literacy Progression goals - based on 80% of all students achieving: ES1 to reach PKW4 (phonic knowledge and word recognition) by the end of the year. Year 1 to reach PKW5 (phonic knowledge and word recognition) by the end of the year. Year 2 to reach PKW6 (phonic knowledge and word recognition) by the end of the year.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

Initiatives

Explicit Teaching of Reading

Science of Reading principles underpin the explicit teaching of the elements of reading, including phonological and phonemic awareness, vocabulary, fluency and comprehension. Teachers confidently plan, teach and assess, catering for all students in their class.

We will achieve this through:

- consistently delivering Initialit F, 1 and 2 and assessing student progress.
- implementing Tier 2 intervention, such as MiniLit and MacqLit, when student achievement is below benchmark.
- collaborative, detailed planning in the areas of reading, supported by modelled lessons, team teaching and lesson observations.
- professional learning.
- upskilling our parents and carers to ensure consistency in reading practices between home and school.
- ensuring teacher access to and confidence in utilising engaging resources

Numeracy

Teachers will plan for quality, differentiated numeracy lessons with learning intentions and success criteria supporting effective timely feedback and student reflection on goals.

This will be achieved through:

- professional learning
- analysis of data which informs teaching
- clear learning intentions and feedback which move learning forward
- detailed and explicit planning for differentiation

Success criteria for this strategic direction

Curriculum

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

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.

Effective Classroom Practice

Explicit Teaching

- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Feedback

- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Evaluation plan for this strategic direction

Question

What has been our impact in improving student growth and attainment?

Strategic Direction 1: Student growth and attainment

Improvement measures

Literacy Progression goals - based on 80% of all students achieving: Year 3 to reach UnT6 (Understanding Texts) by the end of the year. Year 4 to reach UnT7 (Understanding Texts) by the end of the year. Year 5 to reach UnT8 (Understanding Texts) by the end of the year. Year 6 to reach UnT9 (Understanding Texts) by the end of the year.

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Improved numeracy outcomes

Numeracy 3-6

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Numeracy Progression goals - based on 80% of all students achieving: Year 3 to reach ADS6 (additive strategies). Year 4 to reach ADS7 (additive strategies) by the end of the year. Year 5 to reach ADS8 (additive strategies) by end of year. Year 6 to reach ADS9 (additive strategies) by end of the year.

Evaluation plan for this strategic direction

How are teachers explicitly teaching aspects of reading across the school?

What has been our impact in changing teacher pedagogy in reading and numeracy?

Data

Initialit assessments, Progressions/PLAN 2, Check-in Assessments, Stage Snapshots, WARP, A-E grades on reports.

Teacher programs, PDPs, observations

Analysis

How are we going and how do we know?

Implication

Where to next?

To set 2023 targets, without the continuing NAPLAN data, we used Initialit data for K-2 Literacy, and A-E reporting for K-2 Maths. For numeracy, we had not consistently used the new curriculum, progressions or SENA testing, and only had the A-E reporting as a baseline K-2. Moving forward, these measures will be used consistently so that we can begin to triangulate K-2 numeracy data.

For Years 3-6, targets were set using data taken from Reading and Numeracy Check-In assessments.

Strategic Direction 2: Wellbeing Quality Curriculum Delivery

Purpose

Within a culture of high community engagement we will support students to connect, succeed and thrive by coordinating a strategic and planned approach to develop whole school wellbeing and learning support processes.

At Engadine Public School the purpose of quality curriculum delivery is to ensure students have one year of learning for one year of teaching. A focus on best practice in literacy and numeracy will allow staff to be reflective of their pedagogy, share expert knowledge and effectively utilise evidence and data to drive student learning.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Attendance target

Increase the 1.1 % of students attending >90% of the time to be at or above the lower bound system negotiated target.

HPGE

Achieve by year: 2026

Increase the number of high potential students accessing an increased number of talent development programs from 2024 baseline plus 5%.

Learning and Support

Achieve by year: 2026

To increase the percentage of students in our specialised support classes meeting or exceeding their individual learning goals/stage benchmarks so that equity gaps are

Initiatives

Student Engagement

High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential.

Embed a school-wide culture that is strongly focussed on wellbeing and engagement where there is a collective responsibility for student learning and success.

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 and parents in planning to support learning, and share expected outcomes.

These will be achieved through:

Staff will be continued to be supported in the deeper use of Sentral as a data source for learning; ensuring a stronger focus on student attendance and behaviour

Review all wellbeing programs including Positive Behaviour for Learning with findings/ enhancements implemented.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated Personalised Learning plans.

Embed all changed practices and introduced programs across the school as a result of on-going evaluation, reflection and improvement.

Success criteria for this strategic direction

Wellbeing

Individual Learning needs

- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Behaviour

- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- The school has implemented evidence based change to whole school practices ,resulting in measurable improvements in wellbeing and engagement to support learning.

Learning Culture

Attendance

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

High Expectations

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Evaluation plan for this strategic direction

Q. How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

Strategic Direction 2: Wellbeing Quality Curriculum Delivery

Improvement measures

closing.

Wellbeing

Achieve by year: 2026

TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system negotiated target.

Evaluation plan for this strategic direction

D. Professional Development Plans.

Personal Attendance Plans

Incident reports.Suspension data.

Extra-curricular group data.

TTFM - Student wellbeing, family satisfaction.

HPGE Programs

IEP's, ILP's, PLP's

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

I: What are the implications for our work? Future directions and next steps

Strategic Direction 3: Assessment and Data Informed Practice

Purpose

To develop and apply systematic assessment strategies and data analysis to monitor student progress and achievement, using consistent, evidence based judgements. Teachers will enhance skills and understanding in using data to identify the needs and strength of every student to inform planning, identify interventions and modify teaching practices to improve student learning outcomes.

Improvement measures

Assessment

Achieve by year: 2026

To move towards excelling in Assessment.

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

Data informed practice

Achieve by year: 2026

To move towards excelling in Data Use and Skills

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.

Initiatives

Assessment and Consistency of Teacher Judgement

The school will continue to make student assessment of learning part of daily practice. We will utilise high-quality assessment, to develop knowledge and understanding of student achievement in order to tailor learning opportunities to point of need.

We will achieve this through:

- targeted professional learning for staff focused on quality assessment practices.
- teachers engaged in collecting, analysing and utilising a variety of formative and summative assessments to inform the teaching and learning cycle.
- developing school-based assessment frameworks and schedules.
- students reflect on their progress to inform future learning goals.

Data Informed Practice

The school will regularly dedicate time to effectively collecting and analysing meaningful data to monitor student learning and inform teaching.

We will achieve this through:

- developing systems and structures to record and collaboratively analyse data.
- professional learning in effective and efficient use of data
- ongoing monitoring of the progress of every student to identify strengths and gaps in learning.
- comparing student data across years or classes to identify wider trends by using resources, such as PLAN 2 cohort analysis snapshots, Scout or Results Analysis Package (RAP).
- evaluating the effectiveness of teaching practice and make adjustments to meet the learning needs of

Success criteria for this strategic direction

Assessment

Formative Assessment

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Summative Assessment

- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Monitoring of student learning

- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

Data Skills and Use

Data Literacy

- All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Data Analysis

- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.
- Teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Strategic Direction 3: Assessment and Data Informed Practice

Initiatives

students across the full range of abilities.

Success criteria for this strategic direction

Strategies implemented reflect research on best practice and include ongoing monitoring of success.

Data Use in Teaching

- All teachers have a sound understanding of student assessment and data concepts. Valid and reliable data is collected and stored in one central location.

Student Performance Measures - Internal and External measures against syllabus standards

- School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Evaluation plan for this strategic direction

What has been the impact for students and staff on our enhanced assessment and data analysis procedures?

The school will utilise internal and external data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic directions:

- External student data (e.g. Scout, NAPLAN, Check-in Assessments, Stage Snapshots)
- Literacy and Numeracy Progressions
- Student Work Samples
- Internal student data (e.g. summative and formative assessments)
- Assessment Moderation
- Staff surveys
- Teaching & Learning Programs