

Strategic Improvement Plan 2022-2026

Ettalong Public School 1864



School vision and context

School vision statement

To increase student learning outcomes with a focus on literacy and numeracy, through the delivery of explicit, quality teaching and provide a strong sense of wellbeing for students, staff and community in the school where all students are known, valued and cared for.

School context

Ettalong Public School is a large primary school located in the regional north area of the Central Coast. It is situated in a village like atmosphere and is a focal point on the Brisbane Water peninsula. Community members take great pride in the school with many older citizens attending the school themselves when they were younger. The P&C is a small but friendly, hardworking group.

The school has an enrolment of 514 students which includes four classes of students with diagnosed disabilities, with teaching and support staff having a wide variety of experience and skills. The performing arts and sport are strongly supported by students and parents alike through the core values of Respect, Responsibility and Ready to Learn. Students are from a variety of socio-economic backgrounds with 10.1% of students identifying as Aboriginal. As well as teaching and administration staff, a school counsellor, a community liaison officer and an Aboriginal Education Officer complete the friendly, cohesive setting.

The school has completed a Situational Analysis that has identified three areas of focus for the Strategic Improvement Plan. It is important to note that this builds on the work undertaken in the previous planning cycle, these being Student Growth and Attainment, Quality Teaching and Wellbeing and Strengthening Relationships.

The school is well resourced through astute financial management of funds provided. Classrooms have up to date technology and equipment and teachers attend quality professional learning as it becomes available. A healthy canteen run by the P&C is open to students five days per week and the senior students along with volunteers, run a breakfast club, five mornings per week, sponsored by the local Bendigo Bank.

Parents and staff are community minded with outside agencies working closely with the school to ensure students receive assistance if required. The Y provides Before and After School Care and we are well represented in the local AECG meetings. A very close relationship has been forged with the local RSL sub branch and they now provide an ANZAC award at our annual presentation assembly. The school has been an integral part of the community for ninety four years and continues to do so.

Strategic Direction 1: Student growth and attainment

Purpose

To increase student learning outcomes in Reading and Numeracy, by developing and sustaining whole school processes for collecting and analysing data and implementing appropriate curriculum, underpinned by evidence informed strategies and embedded evaluative practice, to create strong foundations for academic success.

Improvement measures

Reading growth

Achieve by year: 2023

Year 6 Check-in Assessment

The proportion of Year 6 students achieving reading growth as measured in the Check In mean scaled score from T4 2021 increases throughout 2023.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achievement Measure for Aboriginal students in Numeracy

Achieve by year: 2026

An increase in Check-in Assessment mean scaled score for Aboriginal students in numeracy in Year 3 and 5 for 2026 compared with Year 3 and 5 in 2025.

Achievement measure for Aboriginal students in Reading

Achieve by year: 2026

An increase in Check-in Assessment mean scaled score for Aboriginal students in reading in Year 3 and 5 for 2026 compared with Year 3 and 5 in 2025.

Initiatives

Personalised Learning

Students will be engaged in quality Reading and Numeracy experiences where learning is challenging, extending, differentiated and individualised.

- Teacher professional learning to effectively support the improvement of every student across the school.
- Personalised learning opportunities for all students in Literacy and Numeracy.
- Personalised learning goals designed to support Aboriginal students, students with additional needs and HPGE students.
- Teacher professional learning to support differentiated teaching practice, assessment and feedback in Literacy and Numeracy.

Explicit Teaching of Literacy and Numeracy

Effective strategies and processes for explicit teaching and learning are used to ensure quality curriculum delivery.

- Continued teacher professional learning in the areas of new reforms, phonemic awareness, numeracy, reading and writing.
- Teaching and learning sprints with a focus on explicit teaching of numeracy, reading and writing.
- Embed sustainable, whole school processes for collecting and analysing data with regular and consistent reviews to accurately drive teaching and learning focus.
- School resourcing to target specific educational needs of identified students in literacy and numeracy.

Success criteria for this strategic direction

- A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students (SEF - Curriculum and Assessment).
- Teachers provide clear instruction and expectations with regular, specific feedback linked to improvements in Literacy and Numeracy.
- Students review, reflect and provide feedback on own learning and goals.
- Regular and consistent review of data which accurately drives teaching and learning through twice termly data days.
- Accurate use of student assessment data to reflect on teaching effectiveness and provide personalised teaching and learning experiences for all students.
- Improvement as measured by the School Excellence Framework.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can we demonstrate impact and improvement of student outcomes in Literacy and Numeracy?

Data

We will use a combination of data sources, including:

- Internal assessment data e.g. PLAN 2; PAT.
- External assessment e.g. NAPLAN, Check-in.
- Number talks - focus, development, implementation and review
- IfSR V&PV (number & place value)
- Teaching and learning sprints with a literacy focus - sentence structure and writing
- Common rubrics and CTJ
- ILSPs and PLPs (achievement of goals)
- Observations

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Pre and post assessments
- LST referrals
- Document analysis
- ILSP candidates

Analysis:

The findings of the analysis will inform;

- Future actions in the next four year cycle;
- Reporting on school progress measures;
- Continuation of the two newly formed classes.

Implications:

The school will use data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and achievement measures of this strategic direction. This analysis will guide the school's future directions in the teaching of Literacy and Numeracy through;

Literacy and Numeracy committee meetings (within the school and the Brisbane Water Learning Community) including professional discussion around improvement and current practice.

Triangulation of data sources to analyse and confirm future plans and evaluate practices.

Adhering to the What Works Best document - Effective classroom practice with high expectations.

Strategic Direction 2: Explicit, quality teaching

Purpose

In order to strengthen student achievement and build the capacity of teaching staff, we will refine the targeted whole school approach to professional learning through the implementation of research based, pedagogically sound practices to ensure explicit instruction is delivered to students.

Improvement measures

Achieve by year: 2024

Continue upward trajectory of the Self Evaluation Framework (SEF) Teaching element - Data Skills and Use to be validated at Sustaining and Growing.

Achieve by year: 2024

High Impact Professional Learning self assessment tool is validated at Sustaining and Growing in Themes 4.1 (Establish link between professional learning and individual development) and 4.2 (Establish link between professional learning and continuous school improvement).

Professional Learning

Achieve by year: 2026

The SEF's Teaching element of Professional Learning is maintained at Excelling.

Initiatives

Data-driven practices

Professional learning is designed to meet students' needs which are identified through analysis of progress and achievement data at whole school, stage, year and classroom level.

- Professional learning on use of data informed practice to differentiate and personalise learning for every student.
- Learning intentions and success criteria are transparent and modelled to ensure explicit, quality criteria.
- Systematic analysis of student and staff performance and gap data from a range of sources to evaluate, differentiate and direct professional learning.

Collaborative practice

Collaborative professional learning connects teachers and leaders to their colleagues and to external experts (AITSL 2012). This increases teacher collective efficacy (Donohoo, Hattie & Eells 2019) - What Works Best 2020 update document.

- Teachers' Professional Development Plans (PDP) are purposefully linked to the Strategic Directions of the 2021-2024 School Plan and the Australian Professional Standards for Teachers.
- Whole school approach to the annual completion of the Self Evaluation Framework and High Impact Professional Learning checklist.
- Data Days to include whole school focus on teaching and learning sprints which align with new reforms in Literacy and Numeracy.
- Teaching staff continue to focus on upward trajectory in the Teaching elements of the School Excellence Framework.

Success criteria for this strategic direction

- Attainment of Sustaining and Growing in the Teaching elements (in particular, Data Skills and Use) of the Self Evaluation Framework.
- Achievement of Sustaining and Growing in the themes of the High Impact Professional Learning (HIPL) checklist.
- Consistent Teacher Judgement (CTJ) and analysis of student data is evident across the school and individualised differentiation is reflected in class programs.
- Data and feedback inform teaching practice and directs learners and learning.
- Staff achieve the goals within their Professional Development Plans.
- Professional learning demonstrates a clear link to the Strategic Directions of the 2022-2026 School Plan, the Australian Professional Standards for Teachers and the Premier's Targets.
- Staff are provided with opportunities to impart their knowledge with whole school, stage and targeted teams following professional learning experiences.
- Teaching staff can articulate links between ongoing professional learning and the school's Strategic Improvement Plan through ownership of the processes.

Evaluation plan for this strategic direction

Question:

To what extent has our purpose (to strengthen student attainment while building the capacity of staff in a targeted, school-wide approach to professional learning) been achieved?

Data:

Comprehensive data sources will be drawn upon during the evaluative process. These will include:

Strategic Direction 2: Explicit, quality teaching

Evaluation plan for this strategic direction

- School Excellence Framework
- High Impact Professional Learning checklist
- Quality Teaching Framework elements
- Tell Them From Me surveys
- Annual School Report
- Professional Development Plans
- Peer observations
- Peer feedback
- Personalised Learning Pathways (including evaluation of PLPs)
- Analysis of internal and external data
- Classroom programs
- Staff reflection (Positive, Minus, Interesting)
- Feedback

Analysis:

The findings of the analysis will inform;

- Future actions in the next four-year cycle;
- Reporting on school progress measures;
- Continuation of High Impact Professional Learning checklist.

Implications:

The data sources listed will be used to analyse the effectiveness of the initiatives in achieving the purpose and achievement measures of the strategic direction. This analysis will guide the school's future directions.

The evaluation cycle will involve:

- Regular review of data sources to provide clarity around whether we are on track to achieve the intended improvement measures.
- Regular professional dialogue around the SEF elements and themes.
- Term by term review and triangulation of data

Strategic Direction 2: Explicit, quality teaching

Evaluation plan for this strategic direction

sources, including quantitative and qualitative, internal and external data to corroborate conclusions.

- The implementation of twice-termly data days and 5 weekly teaching and learning sprints focused on Literacy and Numeracy
- After analysing the data, a determination will be made as to the future directions of the four years' work and where to next.

Strategic Direction 3: Wellbeing and Strengthening relationships

Purpose

In order to improve overall student attendance and wellbeing of students and staff while strengthening community relationships, we will respond to individual learning needs and challenges, and communication through consistent, school wide assessment and intervention practices.

Improvement measures

Wellbeing

Achieve by year: 2023

An uplift in the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging in Wellbeing by 4% towards lower state bound target of 90.0%.

Achieve by year: 2024

Continued upward trajectory in the School Excellence Framework - Wellbeing towards Excelling.

Attendance (>90%)

Achieve by year: 2023

An increase in overall students attending 90% of the time by 7.8%.

Initiatives

Fostering social responsibility of students

Continue to implement strategies to enable students to receive point in time and point of challenge monitoring of their wellbeing and behaviour.

- Professional Learning and implementation of explicit teaching of PBL (Positive Behaviour for Learning) lessons;
- Review, adapt and communicate to all stakeholders, wellbeing practices and behaviour policy;
- Use data collected from students, staff and community to reflect on effectiveness of social responsibility and provide individually, explicit differentiated opportunities.

Linking higher levels of wellbeing to academic success and sense of belonging

Embed a learning culture that creates a safe learning environment and promotes engagement across the school for all stakeholders.

- Evaluate and adapt and adopt Wellbeing programs across the school including, but not limited to; PATCH (Playground Activities That Create Happiness), Gettalong (playground activities supported by senior students), Aboriginal Education Officer (AEO) support, Seasons for Growth, Zones of Regulation, SRC (Schools Representative Council), extra-curricular activities and Smiling Minds program K-6.
- Develop a calendar of annual events to increase community engagement, including Yarn Ups, with surveys for community evaluation of school priorities.
- Customise a team approach to using data to monitor and assess student progress and forecast future development and directions to facilitate improvement.
- Refinement of the school's Learning and Support program.

Success criteria for this strategic direction

- A whole school system and integrated approach to student and staff wellbeing promotes excellence and responsiveness in meeting the needs of all students (SEF - Wellbeing).
- Increase the number of students achieving the school's highest recognition, the Principal's Award and qualification for Reward Days.
- Gettalong activities have been re-evaluated and improved through SRC involvement.
- Reduction in Planning Room entries and suspensions.
- Students care for self and contribute to the wellbeing of others and the wider community.
- Uplift in attendance rates for all students, including Aboriginal and Torres Strait Islander people, EAL/D (English as an Additional Language/Dialect) and Support Class students.
- All teachers are committed to identifying, understanding and implementing the most effective wellbeing teaching strategies and making reports to appropriate agencies, when necessary.
- Evaluation of PL (Professional Learning) and PBL initiatives. Update lesson content and effectiveness in terms of syllabus and Student Behaviour Strategy.
- Attendance incentives are implemented.
- Strategies employed to engage with students and families of students 'educationally at risk' through attendance surveys and communication.
- Continue engagement with HSLO (Home School Liaison Officer).
- Continue the focus across the school for all students to be known, valued and cared for.
- Improved wellbeing outcomes for Aboriginal and Torres Strait Islander students.
- Improved Community Engagement (Leading Domain SEF) where the school regularly solicits and addresses feedback on school performance from parents, staff and the broader community.

Strategic Direction 3: Wellbeing and Strengthening relationships

Initiatives

High Expectations for Attending school

Implement proactive and responsive interventions to engage systematic processes that support attendance and participation.

- Raise the profile of attendance and the implications for students educationally at risk.
- Employ early intervention strategies and connection strategies for students 'educationally at risk.'
- Reward students for improved and/or good attendance.
- Foster a culture of high expectations through engaging, high interest opportunities.
- Employ strategies and connection for parents of students 'educationally at risk.'

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student attendance, staff and student wellbeing and strong community relationships?

Data:

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

- School Excellence Framework
- NCCD data
- Tell Them From Me surveys
- Behaviour and Wellbeing data
- LST team referrals (including for WHIN and Seasons for Growth)
- Internal data - including surveys at Yarn Ups and Community events
- Personalised Learning Pathways (achievement of goals and engagement)
- PLSP achievement
- Attendance data - Sentral

Analysis:

After the analysis of all data sources is complete, a determination will be made on the extent in which our purpose was achieved. Evaluation will be applied and steps for further improvement will be undertaken.

Implications:

The school will use the data sources listed to regularly analyse the effectiveness of the initiatives in achieving the purpose and achievement measures of the strategic direction. This analysis will guide the school's future directions and ensure overall improved wellbeing for students and staff, with improved attendance data, as well as sustained relationships with all stakeholders.

Strategic Direction 3: Wellbeing and Strengthening relationships

Evaluation plan for this strategic direction

The evaluation cycle will involve:

- Regular review of data sources to provide clarity around whether we are on track to achieve the intended improvement measures.
- Regular professional dialogue around the SEF elements and themes.
- Term by term 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 directions of the four years' work and where to next.