

Strategic Improvement Plan 2022-2026

Singleton Heights Public School 4486



School vision and context

School vision statement

Positive Relationships, High Expectations, Authentic Learning

Students have positive and respectful relationships with each other, their teachers and the community. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. The school's curriculum provision is enhanced by authentic cross-curriculum priorities and learning alliances with other schools in the community.

School context

Built on the land of the Wonnarua people, Singleton Heights Public School draws students from families living in the Singleton Heights region in the beautiful Hunter Valley. There are strong links with the mining and rural industries as well as local services. A Defence School Mentor supports families connected to the Singleton Lone Pine Barracks. Over 500 students are enrolled, with approximately 20% of students recognising and celebrating their Aboriginal and/or Torres Strait Islander heritage. The school also has a multi-categorical support class on site. All students strive for success with quality, evidence-based teaching and learning practices visible in every classroom. Professional, dedicated and supportive teaching staff are committed to leading the students to thrive. Collaborative practices contribute to a positive learning environment, where educational research, reflective practices and professional dialogue are highly valued within the school. Technology is integral to teaching and learning experiences in well-resourced classrooms. Singleton Heights Public School is situated in expansive grounds, allowing students to be physically active in a welcoming environment. The school offers a wide variety of extra curricular programs that are highly regarded within the community and are embraced by the students. An active P&C encourages and values new and existing membership to contribute positively to the school culture.

Strategic Direction 1: Student growth and attainment

Purpose

To focus on growth and achievement in reading and numeracy for every student through a model of instructional leadership and individualised support that builds on explicit teaching practices and the analysis of data.

Improvement measures

Reading growth

Achieve by year: 2023

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

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.

School Excellence Framework

Achieve by year: 2026

School Excellence Framework Self assessment Survey

Learning

Assessment - embedded at excelling

Teaching

Data Skills and Use - embedded at excelling (data use in teaching, and data use in planning)

Effective Classroom Practice - embedded at excelling (explicit teaching, and feedback)

Leading

Educational Leadership - Instructional Leadership - embedded at excelling

Initiatives

Highly Effective Teaching Practices

High impact professional learning in the areas of literacy and numeracy.

Learn: Building staff knowledge around evidence based research that builds the foundation for new syllabus documents.

Do: Teachers are supported to embed quality teaching practices.

Reflect: Ongoing reflection of practice using data to target student and teacher point of need.

Data Driven Practices

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

High impact professional learning in data literacy, data analysis and data use in teaching for all staff.

Teachers are supported through the executive team to develop skills in using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Embed systematic and reliable summative assessment practices as an integral part of classroom practice that are consistent, evidence based, moderated and aligned to external measures.

Success criteria for this strategic direction

All teachers embed evidence based quality teaching practices in the areas of literacy and numeracy.

APC&I builds capacity to improve student and staff performance through high impact professional learning in literacy and numeracy.

Teachers expertly apply a range of formative and summative assessment strategies to inform teaching and learning that lead to measurable improvement.

Valid and reliable assessment data is regularly collected following the school assessment schedule. Assessment data is monitored and deeply analysed in reading and numeracy.

All teachers use student assessment and data to inform planning, modify teaching practice and identify interventions.

Data and feedback inform teaching practice and direct learners and learning. All students articulate, understand and achieve their literacy and numeracy learning goals.

Evaluation plan for this strategic direction

Tracking of staff attendance at professional learning sessions with staff surveys to evaluate the embedding of high impact practices.

Flexible teaching programs show evidence of tiered teaching practices that are evident in student work samples and assessments.

Internal and external measures used regularly to 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.

Regular review and triangulation of internal and external measures to track progress towards achieving the intended improvement measures. This will determine

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

future Strategic Directions.

Regular professional discussion around the School Excellence Framework elements and themes. Executive team and whole staff reflective sessions.

Strategic Direction 2: Wellbeing

Purpose

To build a sense of belonging within our school community, underpinned by positive relationships and collaborative practices.

Improvement measures

Attendance >90%

Achieve by year: 2023

The proportion of students attending >90% of the time will be 72%.

Wellbeing

Achieve by year: 2023

Increased percentage of students reporting positive wellbeing that includes advocacy at school, a sense of belonging and expectations of success at the lower bound target of 91.5%.

PBL

Achieve by year: 2026

The whole school community embraces the philosophy of PBL.

School Excellence Framework

Achieve by year: 2026

Learning

Wellbeing - Validated at excelling

Learning Culture - Attendance - Validated at excelling.

Initiatives

Cohesive Wellbeing Framework

Create and sustain a whole school approach to effective practices that promote high levels of wellbeing and engagement for students and staff.

Belonging

Establish and maintain a coordinated whole school approach to positive wellbeing where students will experience a sense of belonging and connectedness that respects diversity and identity.

Teachers, parents and community will collaborate to build and implement a strategic and targeted approach focused on improving student attendance to maximise their potential.

Success criteria for this strategic direction

Positive, respectful relationships are visible and widespread among students and staff where they are known, valued and cared for.

An increase in students who indicate they have a positive sense of belonging and have identified a staff member who they can turn to for support.

Whole school wellbeing practices support students to be inclusive, engaged and successful learners.

Staff and community members work in partnership to design, deliver and embed culturally rich and locally relevant curriculum that genuinely connects Aboriginal and non-Aboriginal students to learning experiences and optimises learning outcomes for all students.

An increase in attendance rates - percentage of students attending 95% or more each year.

Data collected on student attendance with strategic practices in place to ensure students and families are supported in encouraging regular attendance.

Kindergarten transition process that fosters positive relationships and active communication between families, school and the community.

Whole school scope and sequence incorporating Visible Wellbeing, PBL and Physical Wellbeing.

Evaluation plan for this strategic direction

Regular review of attendance, TTFM, SEF, People Matters and PBL data to provide clarity around whether we are on track for achieving the intended improvement measures.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 3: High Expectations

Purpose

To foster a school wide culture of high expectations through effective collaborative partnerships and practices.

Improvement measures

School Excellence Framework

Achieve by year: 2026

Learning

Learning Culture - is embedded at Excelling

Reporting - is embedded at Excelling

Curriculum - is embedded at Excelling

TTFM - student

Achieve by year: 2026

Increase the interest and motivation of students in their learning as evidenced in TTFM to match the Government norm.

TTFM- Staff

Achieve by year: 2026

Build teacher capacity to establish challenging and visible learning goals as evidenced in the TTFM driver of student learning - Leadership.

Whole School Community Partnerships

Achieve by year: 2026

Have a high level of engagement and involvement of parents, carers and the wider community, as partners in learning as evidenced in TTFM, through the provision of activities to engage all components of the school community.

HPGE

Achieve by year: 2026

HPGE students across K-6 are identified across the four domains of potential (intellectual, physical, creative and

Initiatives

Achieving excellence through collaborative partnerships

The whole school community will be engaged, supported and challenged to reach their potential within a school culture that embraces high expectations through effective partnerships.

The school has a clear focus on student progress and achievement. Students are taught by high performing teachers and aspiring leaders who are supported to develop their capacity through a distributive leadership model.

Students are motivated to deliver their best and continually improve, using their voice for positive change in the school and wider community.

Teaching and non-teaching staff proactively seek to improve their performance and build their capacity. Through evidence based practices, they embed a culture of high expectations.

Parents and the wider community work in partnership with the school to support student growth and achievement. Relationships are actively cultivated and valued resulting in positive engagement and communication.

Success criteria for this strategic direction

Teachers' Professional Development is supported by a whole school process linked to the Australian Professional Standards for Teachers, Performance and Development process and the leadership model.

Students articulate and attain their learning goals through effective and timely feedback to enable continuous improvement.

An increase in attendance of parents that are positively engaged and involved in school educational and cultural programs.

High potential and gifted students from all backgrounds have access to quality learning opportunities that meet their needs and aspirations.

Evaluation plan for this strategic direction

Regular review of Tell Them From Me data, Professional Development Plans, staff performance, student engagement and goals, internal and external measures, professional learning and parent feedback to provide clarity around whether we are on track for achieving the intended improvement measures.

Deep analysis of the data will guide future directions in building high expectations across the school community.

Strategic Direction 3: High Expectations

Improvement measures

social and emotional), and IEPs are in place to support further student growth. School and class programs reflect the provision of quality learning opportunities for all students.
