

# Strategic Improvement Plan 2023-2026

## Queanbeyan Public School 2022



# School vision and context

## School vision statement

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*Queanbeyan Public School collaborates with community to create a safe and inclusive environment that encourages respectful, responsible and resilient learners.*

## School context

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The students, staff and parents acknowledge the First Nations people of the land the school is on, the Ngunnawal and Ngambri people, and pay respect to Elders past, present and emerging. The land the school is on has always been a place of learning for the Ngunnawal and Ngambri people. The Queanbeyan Public school community continues this tradition.

Queanbeyan Public School, established in 1864, is the most historic school in Queanbeyan. The school community is diverse, welcoming students from a wide variety of cultures and backgrounds. 25.8% of the school population identifies as English as an Additional Language or Dialect (EALD) and is supported by an EALD teacher. 10.4% of the current EAL/D students were born overseas.

The school has a deep commitment to Aboriginal Education including ongoing reconciliation actions. It maintains a collaborative partnership with the Aboriginal Education Consultative Group and consults with the Aboriginal community.

We currently have an enrolment of 452 students. Our staff includes over 50 staff (full time equivalent) teachers and support staff.

The staff have a diversity of skills and experiences with a commitment to ongoing evidence based professional learning. We strive for excellence in teaching that provides a consistent, relevant, challenging and diverse curriculum for all learners. Student wellbeing is a priority and we ensure that every student is known, valued and cared for with targeted initiatives to achieve this outcome. Queanbeyan Public School is dynamic and diverse, serving a culturally and linguistically diverse community from 28 language backgrounds.

Queanbeyan Public School and its community form a strong partnership. The school has a partnership with a "Schools as Community Centres" facility that is sited on school grounds. The Parents and Citizens association is very supportive and are an active part of the school community. Parents and teachers work in partnership to support students to be responsible, respectful and resilient individuals.

# Strategic Direction 1: Student growth and attainment

## Purpose

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All staff share responsibility and accountability for effective classroom practice, focusing on lesson planning, explicit teaching and feedback.

## Improvement measures

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### Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.

### Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.

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## Initiatives

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### Effective Classroom Practice

***All staff are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.***

- Embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.
- Design and implement high impact professional learning to build teacher capabilities and collective pedagogical practice in literacy and numeracy.
- Reflect on and evaluate teaching and learning programs to ensure they show evidence of revisions based on feedback and student assessment data.
- Develop staff knowledge to understand how to best use internal and external literacy and numeracy data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Utilise evidence-based teaching and learning strategies to optimise learning progress for all students.

## Success criteria for this strategic direction

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- All students are showing growth on internal assessment data including HPGE, Aboriginal, EAL/D and Supported Learning students.
- School data demonstrates that student progress and achievement is similar in internal and external data sources.
- There is effective, evidence-based teaching methods which are observable in teaching and learning programs and lesson observations.
- The school monitors and reviews curriculum provision to ensure teaching and learning programs are responsive in meeting the needs of all students.
- The curriculum is enhanced by learning alliances with other schools or organisations.
- Student learning is differentiated for all levels of learning and for all groups of the school community.
- Staff participate in professional learning that is structured and systematic to directly impact on student achievement.
- Lesson observation and feedback drives ongoing school wide improvement in effective teaching practice.
- Staff use assessment data to determine the explicit teaching required, future directions and reflect on teaching effectiveness.
- Learning goals are informed by internal and external data with progress monitored regularly.

## Evaluation plan for this strategic direction

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### Questions

- Does growth in staff professional knowledge and understanding result in a growth in reading and numeracy student achievement?
- Are staff interpreting, analysing and utilising reading and numeracy classroom assessment to drive their planning and programming for student learning?

## Evaluation plan for this strategic direction

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- How do staff triangulate internal and external data to make valid decisions about student achievement in reading and numeracy?
- How are staff learning from and with each other as a result of collaboration to improve their classroom practice?

### Data

- DoE assessments (including NAPLAN, Best Start, Year 1 Phonics Check)
- PLAN2
- PAT Maths and PAT Reading
- Document analysis (program reviews)
- Observation and feedback
- Focus groups (staff and students)
- Relevant Microsoft Teams discussions and contributions
- Meeting minutes

### Analysis

Analysis will be embedded within the initiative through milestones as well as strategically monitoring progress and implementation.

### Implications

Data analysis of the initiative will inform future actions and planning for reading and numeracy. Annual reporting on school implementation and progress measures will be published at the end of Term 1 each year to provide information to the community.

# Strategic Direction 2: Wellbeing

## Purpose

All staff are committed to a strategic and planned approach to develop whole school wellbeing processes that support students so that everyone can connect, succeed, thrive and learn. Staff are focusing on student engagement and attendance to lead to improved student achievement.

## Improvement measures

### Wellbeing

Achieve by year: 2023

Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) by 2.7% from baseline data towards the system-negotiated target.

### Attendance >90%

Achieve by year: 2023

Increase the proportion of students attending school 90% of the time or more by 4.6% from baseline data towards the system-negotiated target.

## Initiatives

### Wellbeing

***The school implements evidence based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.***

- Whole school approach to social and emotional learning, with a focus on students being self-aware and self-regulating.
- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice in supporting student wellbeing.
- Initiate strategies to build a positive learning environment in the classroom characterised by supportive relationships with each student.
- Implement a holistic approach by collaborating with parents to support individual students.

### Attendance

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

- Ensure the school has high quality systems and practices that are compliant with the New South Wales Department of Education's School Attendance Policy and Procedures.
- Attendance data is regularly analysed to monitor student attendance and identify trends.
- Continue to improve processes including high impact professional learning to deliver effective student attendance improvement strategies.
- Establish effective communication partnerships and build productive relationships with families that enhance student attendance.
- Continue to communicate our attendance expectations to key stakeholders.

## Success criteria for this strategic direction

- Implementation of evidence based whole school practices resulting in measurable improvements in attendance and wellbeing to support learning.
- Implementation of strategies from professional learning sessions are evident across the school.
- Teaching and learning programs across the school show evidence of social and emotional learning during Personal Development and Health lessons to address individual student needs.
- All staff (teaching and non-teaching) across the school identify and support students with strategies to support wellbeing and attendance.
- Student wellbeing data reflects increased engagement in positive relationships and behaviour.
- Increased collaboration, engagement and feedback with families to support effective partnerships and student growth.

## Evaluation plan for this strategic direction

### Questions

- To what extent are whole school evidence based practices impacting positively on student wellbeing?
- To what extent are school processes and collaboration with families supporting students to attend school 90% of the time?

### Data

- Focus groups of students and staff, Tell Them From Me surveys (student: sense of belonging and positive relationships, staff: teaching strategies, and parent: safety at school and school supports positive behaviour), student attendance and wellbeing data on SENTRAL, teaching and learning programs, % of families collaborating purposefully with the school to improve their child's wellbeing and attendance rate

### Analysis

- Analysis will be embedded within the initiative

### Evaluation plan for this strategic direction

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through implementation and progress monitoring.

#### Implications

- Data analysis of the initiative will inform future actions and planning for wellbeing and attendance. Annual reporting on school implementation and progress measures will be published at the end of Term 1 each year to provide information to the community.

# Strategic Direction 3: Engagement and Development

## Purpose

All staff engage with parents and community members to improve school systems, communication and customer experience. Mentoring and coaching support is provided to ensure the ongoing development and improvement of all teachers as leaders.

## Improvement measures

### Community Engagement

Achieve by year: 2026

Improve the school's self-assessment level in the element of management practices and processes focusing on community satisfaction and the element of educational leadership focusing on community engagement to excelling against the School Excellence Framework.

### Leadership Development

Achieve by year: 2026

Improve the school's self-assessment level in the element of learning and development, focusing on collaborative practice and feedback, coaching and mentoring, professional learning to excelling against the School Excellence Framework.

## Initiatives

### Community Engagement

**The school will identify and implement strategies to support the development of constructive and sustainable partnerships by actively encouraging community engagement.**

- Parents and community members have the opportunity to engage in a range of school-related activities and provide feedback.
- &middledot;School regularly obtains and addresses feedback on school performance from students, staff, parents and the broader school community.
- &middledot;Implement, review and refine the school's communication strategy to ensure timely, clear communication enables effective community engagement.
- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

### Coaching and Mentoring

***Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, focusing on early career teachers and middle leaders. Mentors give advice and expert recommendations to individual teachers and leaders. Coaches facilitate learning and skill development through questioning, active listening and appropriate challenge through a supportive and encouraging environment.***

- Develop the capacity of staff to grow as learning leaders who create impact, drive improvement and enhance student and teacher learning outcomes.
- Staff actively participate, evaluate and discuss impact from targeted and timely professional learning to benefit teacher learning for student learning.

## Success criteria for this strategic direction

- Community provides feedback to the school through multiple sources to foster effective partnerships.
- Parent/carer participation in Tell Them From Me survey increases.
- Parent/carer participation in whole school events increases.
- Communication methods effectively engage all members of the school community.
- Experts (internal and external) are being utilised as coaches and mentors to build capacity of staff.
- There are embedded systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of feedback.
- Whole school and/or inter-school relationships provide mentoring and/or coaching support to ensure the ongoing development of all teachers.
- Student results reflect growth in achievement of outcomes.

## Evaluation plan for this strategic direction

### Questions

- To what extent are we actively encouraging community engagement?
- To what extent are coaching and mentoring opportunities impacting on the ongoing development and improvement of staff professional knowledge and leadership skills?

### Data

- Focus groups of community members and staff, Tell Them From Me surveys (community, student and staff), staff attendance at professional learning opportunities, staff engagement in the Performance Development Plan (PDPs) process, meeting minutes, completion rates of beginning teacher and middle leader induction programs, Staff participation and engagement in professional learning targeted to

# Strategic Direction 3: Engagement and Development

## Initiatives

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- Staff engage in opportunities to improve teaching and learning which includes negotiated observations of classroom teaching practice with feedback.
  - Develop inter-school relationships to facilitate mentoring, collaboration and support for staff beyond the school context..
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## Evaluation plan for this strategic direction

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school priorities.

### Analysis

Analysis will be embedded within the initiative through milestones as well as strategically monitoring progress and implementation.

### Implications

Data analysis of the initiative will inform future actions and planning for community engagement and coaching and mentoring. Annual reporting on school implementation and progress measures will be published at the end of Term 1 each year to provide information to the community.