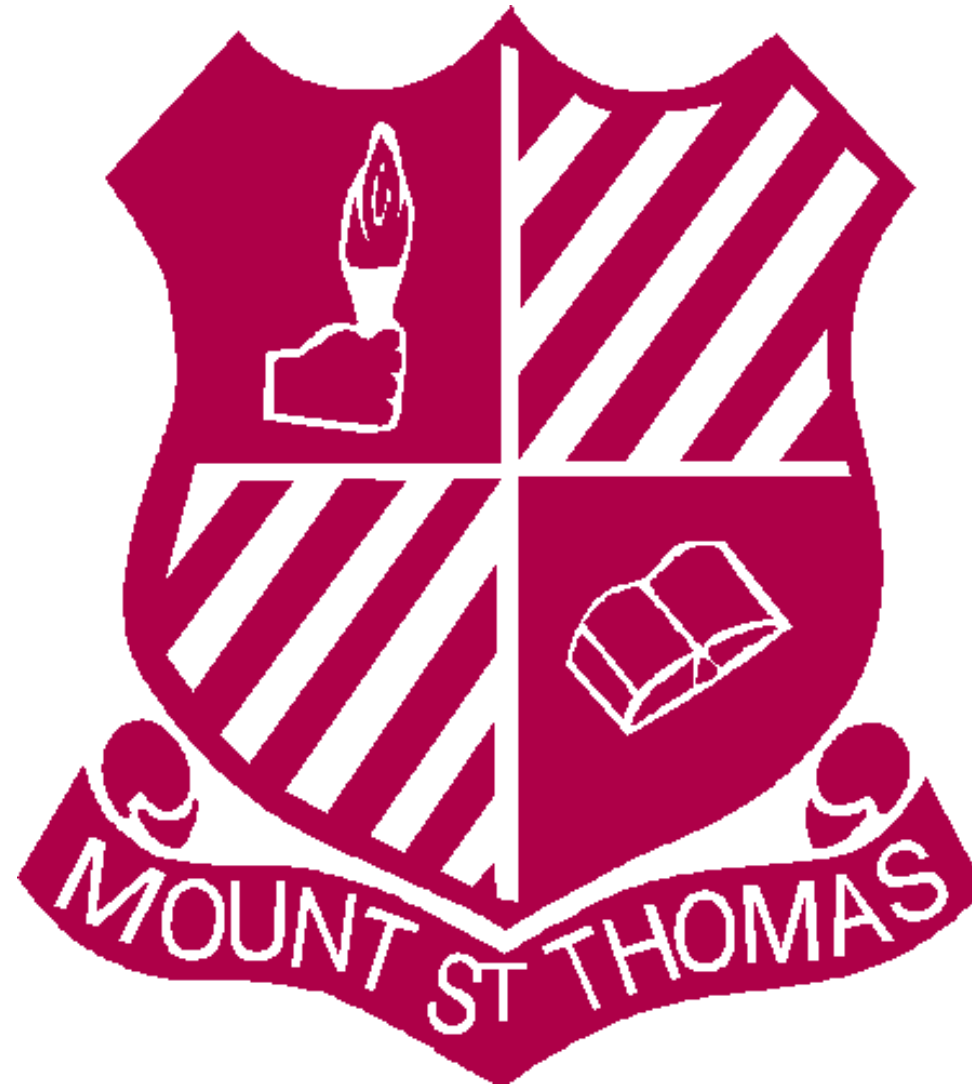# Strategic Improvement Plan 2023-2026

Mount St Thomas Public School 3881

School vision and context

School vision statement

At Mount St Thomas Public School, we aim to develop the individual talents, interests and abilities of our students in an inclusive and respectful learning environment. Through high quality personalised learning, we believe that every student should continue to reach or exceed learning milestones on their journey to improvement. Our vision is to empower students to be confident and creative individuals, active and informed citizens and lifelong learners.

School context

Mount St Thomas Public School is situated in the tranquil, leafy suburb of Wollongong with a student enrolment of 342. The school culture is inclusive, connected and collaborative with students, staff, parents and the community working together to achieve individual potential and school-wide excellence.

Every student at Mount St Thomas Public School is known, valued and cared for. Authentic and informed personalised learning is embedded and fostered in a dynamic, collaborative teaching community, where student data and improvement consistently informs the teaching and learning cycle. Together, teachers as learners and students as learners all strive to reach and exceed high expectations for achievement and success.

Our highly committed and dedicated staff and community provide a range of quality initiatives, enrichment opportunities and specialist programs, focused on students' cognitive, emotional, social and physical wellbeing. A proud member of the Figtree Community of Schools, we share an authentic collaboration between schools, providing leadership, arts, sport and academic opportunities for students that extend beyond the school.

Our situational analysis has led to the identification of priority areas and focused initiatives across three strategic directions:- Student Growth and attainment, High expectations and differentiation, and Reflective pedagogy and professional collaboration.

Strategic Direction 1:- Student Growth and attainment

Analysis conducted against student outcomes and system-negotiated target areas identified a further 8% improvement needed in Reading and Numeracy. Future work includes ensuring teaching and learning programs are dynamic, showing evidence of revisions based on feedback, consistent and reliable student assessment and continuous tracking of student progress and achievement. Consistent implementation of research based practices and effective pedagogy in Reading and Numeracy will continue, with regular progress monitoring and measurement of impact. Narrowing the focus, identifying explicit areas for improvement and targeted teaching, will be utilised and measured by all teachers.

Strategic Direction 2:- High expectations and differentiation

When analysis was conducted against student outcome measures it was evident that the number of students achieving in the top two bands, expected growth in both reading and numeracy and value-add would be areas for explicit focus in the new school plan. Targeted professional learning will assist teachers to differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Students will access tools and strategies to support individual learning milestones, to articulate their learning and to understand what they need to learn next to enable continuous improvement. As a result of these practices, all teaching and learning programs will show evidence of adjustments addressing individual student needs with progress monitoring ensuring all adjustments lead to improved learning. Processes implemented by teachers will involve students and parents in planning to support learning, and share expected outcomes.

School vision and context

School vision statement

School context

Strategic Direction 3:- Reflective pedagogy and professional collaboration

Future work in Strategic Direction 3 will focus on improved pedagogy in literacy and numeracy, and more effective professional collaboration. Teachers' Professional Development Plans will be supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school and/or inter-school relationships will provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as executive teachers or those accredited at Highly Accomplished or Lead. Teaching staff will have opportunities to demonstrate and share their expertise within their school and with other schools. Through strategic and authentic professional learning, all teachers will develop expert contemporary content knowledge and deploy effective teaching strategies. The school will continue to implement innovative practices and have processes in place to evaluate, refine and scale success.

Strategic Direction 1: Student growth and attainment

Purpose

To embed a school culture strongly focused on learning with a school-wide, integrated approach to: quality learning, quality teaching, evidence-based curriculum planning and delivery, and assessment and reporting practices, to support the diverse learning needs of all students and promote learning excellence.

Improvement measures

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.

Reading 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.

Initiatives

Quality teaching in literacy and numeracy

Literacy and numeracy teaching will incorporate explicit and systematic instruction in the skills, knowledge and understandings required for students to be literate and numerate. To achieve this we will:

- Ensure all staff have a consistent understanding of evidence-based instruction and assessment of reading and numeracy

- Promote student improvement as the shared responsibility of all staff in all key learning areas

- Develop a consistent school understanding of reading and numeracy development using the syllabus outcomes and the National Literacy and Numeracy Learning Progression indicators

- Whole school adoption of Literacy and Numeracy Learning Progressions and PLAN2

- Use collaborative and collegial approaches to whole school improvement, including through professional learning and strategies such as classroom walk-throughs, collaborative planning and co-teaching

- Ensure a consistent approach to data analysis and student progress monitoring in order to measure impact

- Analyse NAPLAN and minimum standard data to identify target areas

Highly effective teaching practices

Identification and implementation of evidence-based practices to improve effective teaching pedagogy, ensuring an array of teaching strategies effectively meet the needs of students. To achieve this we will:

- Identify, develop and embed school-wide evidence-informed teaching practices in reading and numeracy

- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities

- Targeted and high impact professional learning to

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF - Learning Culture)

Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. (SEF - Curriculum)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. (SEF - Effective Classroom Practice)

Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF - Effective Classroom Practice)

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

Assessment data in reading and numeracy is regularly analysed, evaluated collaboratively and used responsively as an integral part of classroom instruction.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly 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:

- Best Start data
- NAPLAN data
- Check-in data
- PAT Data - Year 2

Strategic Direction 1: Student growth and attainment

Initiatives

- establish school-wide pedagogical approaches to the teaching and learning of literacy and numeracy skills
- Collaborative practices that promote collective efficacy

Evaluation plan for this strategic direction

- PLAN2 data - progressions
- School-based Assessment data
- Tell Them from Me Surveys - teacher and student
- Teaching and Learning Programs

The evaluation plan will involve:

- Regular review of data sources to provide clarity around whether the school is on track for achieving the intended improvement measures.
- Linking the focused SEF elements and themes to activities to monitor and inform continuous improvement.
- Use of the Question, Data, Analysis & Implication(QDAI) evaluation process to monitor the impact of activities by triangulating data sources including quantitative and qualitative, internal and external data to corroborate conclusions and to inform next steps in improvement actions

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and through other school publications throughout the year).

Mount St Thomas Public School (3881) -2023-2026

Strategic Direction 2: High expectations and differentiation

Purpose

In order to maximise student learning outcomes and to build strong foundations for academic success, we will further develop and refine evidence informed teaching practices that are differentiated and responsive to the learning needs of individual students.

Improvement measures

Attendance (>90%)
Achieve by year: 2023

Attendance

6% uplift in the percentage of students attending school 90% of the time or more in semester one. (Lower bound system-generated target)

Effective Use of Data
Achieve by year: 2026

All teachers are utilising both internal and external assessment measures to inform teaching and learning programs to meet student learning needs across the full range of abilities.

Wellbeing
Achieve by year: 2023

Wellbeing

Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift of 3.6%

Initiatives

Differentiated programming

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. To achieve this we will:

- Build teachers' capability to understand, develop and apply a full range of assessment strategies-assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring student progress and achievement, and reflecting on teaching effectiveness

- Ensure teaching and learning programs show quality, differentiated curriculum delivery utilising effective teaching strategies to meet the needs of students at all levels

- Further develop a school learning culture that enables students to create, receive feedback and achieve their learning goals

- Empower students to articulate their learning and understand what they need to learn next to enable continuous improvement

Data driven practices

Embedded, sustainable whole school processes for the collection and analysis of data, ensuring effective data analysis and reflection are used for responsive curriculum delivery and continuous student improvement. To achieve this we will:

- Provide quality professional learning for all teachers in data literacy, data analysis and data use in teaching

- Expertly use student assessment data (formative, summative, school-based and external) to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities

Success criteria for this strategic direction

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. (SEF - Curriculum)

Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF - Curriculum)

Explicit systems that facilitate collaboration, observation and modelling of effective practice are evident across the school. (SEF - Learning and Development)

The learning goals for students are informed by analysis of internal and external student progress and achievement data. (SEF - Data Skills and Use)

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. (SEF - Effective Classroom Practice)

Feedback from students on their learning derived from assessments informs further teaching. (SEF - 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. (SEF - Assessment)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (SEF - Assessment)

Reporting on school performance is based on valid and reliable data and analysis. (SEF - Data Skills and Use)

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

Strategic Direction 2: High expectations and differentiation

Initiatives

- Regularly analyse and evaluate the impact of the implemented strategies on student learning
- Ensure student learning goals are continually informed by analysis of student progress and achievement data
- Monitor and track progress towards school-based targets and overall school performance using internal, external data measures

Student engagement

Sustainable processes for whole school student engagement, including attendance monitoring and personalised actions for students at risk, to promote continuity of learning for all students. To achieve this we will:

- Regularly analyse attendance data to inform planning.
- Implement whole school and personalised attendance approaches to improve regular attendance rates for all students, including those at risk.
- Continue to promote the school's Positive Behaviour for Learning culture, positive reward system, celebrations and special days.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly 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:

- PLPs, ILPs, LaST data
- School Assessment data and tracking sheets
- NAPLAN data
- PAT Data - Year 2
- SCOUT data
- PLAN2 data - progressions
- Tell Them from Me Surveys - teacher and student
- Teaching and Learning Programs
- Attendance data

The evaluation plan will involve:

- Regular review of data sources to provide clarity around whether the school is on track for achieving the intended improvement measures.
- Linking the focused SEF elements and themes to activities to monitor and inform continuous improvement.
- Use of the Question, Data, Analysis & Implication(QDAI) evaluation process to monitor the impact of activities by triangulating data sources including quantitative and qualitative, internal and external data to corroborate conclusions and to inform next steps in improvement actions

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and through other school publications throughout the year).

Strategic Direction 3: Reflective pedagogy and professional collaboration

Purpose

To build a collective and collaborative approach to the achievement of excellence in learning, teaching and leading; where planning and evaluative thinking processes are accountable, evidence-based and reflective.

Improvement measures

Achieve by year: 2026

All teachers demonstrate high levels of self-efficacy and engage in continuous educational research to address deficits in student learning as evidenced by data

Achieve by year: 2026

All teachers engage in a continuous process of professional collaboration and reflection regarding their capacity to demonstrate quality teaching practices that effectively meet the needs of their students

Initiatives

Building teacher self-efficacy

Teachers develop a deeper pedagogical knowledge of differentiated instruction and personalised learning through research of current thinking and practices. To achieve this we will:

- Research and investigate differentiated instruction and personalised learning practice to inform current and future practices

- Use the Performance Development Framework to develop personalised professional learning plans, linked to the school's strategic directions and the Australian Professional Standards for Teachers

- Use the Australian Professional Standards for Teachers and Classroom Practice Continuum, as continuums of teacher practice to set goals and reflect on practice

- Strengthen and promote a reflective teaching culture, by using collaborative Action Research, Quality Teaching Rounds and Lesson Study as processes for teachers to reflect on, gain feedback on and evaluate the effectiveness of their instructional teaching practices

- Use Professional Learning to explore teachers' strengths and allow them to develop targeted areas which build instructional expertise to deliver innovative and quality teaching programs.

Instructional Leadership

Instructional leaders assist teachers by providing support structures to build their capacity to demonstrate quality teaching practices. To achieve this we will:

- Provide mentorship and coaching support through the Performance Development Framework, to assist teachers with appropriate goal setting, implementation and the gathering of evidence

- Provide mentorship and coaching support through Quality Teaching Successful Students (QTSS), assisting teachers to effectively analyse data, identify

Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results. (SEF - Learning and Development)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF - Educational Leadership)

Evaluation plan for this strategic direction

The school will use the following data sources to regularly 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:

- Performance Development Plans (PDPs)
- Lesson Observations and Feedback
- Quality Teaching Rounds
- Teaching and Learning Programs
- Program Checklists and Feedback
- Professional Learning Schedules
- Professional Learning hours
- Surveys
- Student Feedback
- Tell Them from Me Surveys - teacher and student

The evaluation plan will involve:

- Regular review of data sources to provide clarity around whether the school is on track for achieving the intended improvement measures.
- Linking the focused SEF elements and themes to

Initiatives

target areas in literacy and numeracy learning, plan quality programs addressing target areas and evaluate evidence of impact

Evaluation plan for this strategic direction

activities to monitor and inform continuous improvement.

- Use of the Question, Data, Analysis & Implication(QDAI) evaluation process to monitor the impact of activities by triangulating data sources including quantitative and qualitative, internal and external data to corroborate conclusions and to inform next steps in improvement actions

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and through other school publications throughout the year).