

Strategic Improvement Plan 2023-2026

Valley View Public School 4508



School vision and context

School vision statement

At Valley View, all students have fair access to high quality teaching and learning delivered through evidence-based practices and supported through responsive wellbeing programs and strong community partnerships.

School context

Valley View Public School was established in 1980 and is located in the Wyoming area. The current enrollment is 342 students with 4.72% acknowledging their Aboriginal heritage and 16.8% English as an Additional Language or Dialect (EAL/D).

Valley View Public School has a newly established Support Unit consisting of three Multi-Categorical classes. An OOSH (Out of School Hours) service is also on site and a Community Language School which operates on-site on Saturdays. The school has a dynamic teaching team ranging from early career teachers to more experienced staff, with school administration and learning support officers working as a team to provide educational excellence.

Valley View Public School implements a number of research-based Literacy and Numeracy programs, including MSLE. The school implements 'Positive Behaviour for Learning' (PBL) and upholds the values of Respect, Responsibility and Personal Best.

Valley View Public School prides itself on the quality and variety of educational and extra-curricular experiences available to students. Extra-curricular activities include: band, choir, recorder, dance groups, a range of sporting PSSA teams, public speaking, debating and the Premier's Reading Challenge, Premier's Spelling Bee and Premier's Reading Challenge.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will be undertaken around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. School services will be utilised to build an understanding of how to do this successfully with a focus on quality professional learning.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need additional support and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential moving forward.

Valley View Public School has strong alliances with the Valley Schools Learning Community and the Cooinda Local AECG, valuing the consultative partnerships that exist. The P&C are committed to the school ensuring timely resourcing and support is provided to enhance the learning opportunities for all.

Strategic Direction 1: Student growth and attainment

Purpose

Improvement measures

Reading growth

Achieve by year: 2023

An increased proportion of students in Year 3 and 5 can demonstrate reading growth compared to 2022 as measured by Check-In assessments.

Numeracy growth

Achieve by year: 2023

An increased proportion of students in Year 3 and 5 can demonstrate numeracy growth compared to 2022 as measured by Check-In assessments.

Reading growth

Achieve by year: 2023

All students can demonstrate reading growth and achievement from Term 2 to Term 4 using PAT assessment data.

Numeracy growth

Achieve by year: 2023

All students can demonstrate numeracy growth and achievement from Term 2 to Term 4 using PAT assessment data.

Initiatives

Data Driven Practices

Impact Statement

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

- Professional Learning in data literacy, analysis and use in teaching for all staff.
- Whole school data collection practices to be developed and utilised to ensure consistency across the school.
- Stage and whole school data meetings to be scheduled in professional learning sessions to allow for staff to discuss and be supported with students who are working towards, high achieving or from targeted groups.
- Stage assessment outlines are aligned to create a consistent practice across the whole school. Teaching and learning programs reflect the use of different forms of assessment and are responsive to the needs of the students.

Individualised learning practices and processes.

Embed a learning culture that enables targeted students to develop effective goals, receive feedback and achieve their individual learning goals.

- Staff engage in relevant professional learning to build teacher capabilities to provide individualised, explicit, differentiated and responsive learning opportunities for all students.
- Develop processes and systems to identify and plan for high potential and gifted students across all KLA's.
- Use student assessment data, learning goals and parental input to reflect on teaching and learning programs and deliver individualised learning opportunities for targeted groups of students
- The learning and support team work with staff to

Success criteria for this strategic direction

A whole school approach to the monitoring of quality teaching, curriculum planning, delivery and assessment that promotes learning excellence and responsiveness in meeting the needs of all students (SEF - Curriculum Planning).

Assessment Data is collected on a regular and planned basis and used responsively in classroom instruction and effectively directs teaching and learning programs (SEF - Data Skills and Use).

Identified students articulate, understand and achieve their learning goals. (SEF - Assessment)

EALD and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches in literacy and numeracy programs (SEF - Curriculum Planning).

Consistent teacher judgement is evident across the school (SEF - Assessment)

The Principal and School Leadership team model best practice, and promote a culture of high expectation and achievement, resulting in sustained and measureable whole school improvement. (SEF - Educational Leadership) .

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated . There are explicit systems for collaboration and feedback to sustain quality teaching practice (SEF - Learning and Development). and assessment

Programs and student work samples are reflective of explicit teaching practises with student goals responsive to formative and summative assessment data.

Evaluation plan for this strategic direction

Question - to what extent have we collected, analysed and used data to inform our teaching and learning programs? How effectively have we met the learning

Strategic Direction 1: Student growth and attainment

Initiatives

monitor and assess student progress, and develop teaching and learning programs to address whole class, small group and individual need.

Evaluation plan for this strategic direction

needs of all students, and individualised their learning where needed?

Data

- External Assessments (Phonological Awareness, Best Start, Check In, Scout, Phonics Assessment)
- Internal Assessment (Running Records, PAT, Sight Word Assessment, Phonological Awareness MSLE)
- Formative and Summative Assessments
- Work Samples
- Student Voice
- Personalised Learning Plans
- Teacher Programs
- CTJ Sessions
- Teacher feedback - TPL
- SCOUT Data

Analysis

The evaluation plan will involve:

- Scheduled stage and whole school meetings to focus on the collection and analysis of data, focusing on students working towards, high achieving students and targeted groups.
- Teaching and learning programs will all include assessments, learning goals and individualised learning opportunities for high potential and gifted students, targeted groups and students with additional learning needs.

Implication

- Planning for future directions based upon the analysis of data.
- Assessment practices across the school are aligned, and the data is analysed to inform the development of high quality teaching and learning programs.
- High potential and gifted students, targeted groups and students with additional learning needs have

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

their learning personalised to allow for optimum growth.

Strategic Direction 2:

Purpose

Improvement measures

Achieve by year: 2026

Evaluation of the Professional Partner Program shows that 100% of staff found that it was effective in supporting and developing the capabilities of all staff through a staff survey.

Achieve by year: 2026

Staff survey will show that 100% of teachers felt TPL was effective in improving their teaching practice.

Achieve by year: 2026

All teaching staff have undertaken PL in MSLE, with a scope and sequence developed and implemented in all teaching and learning programs.

Initiatives

High Impact Professional Learning

Implementation of high impact professional learning to build the capacity of all staff K-6 in evidence based programs that reflect excellence in pedagogical practice.

- Conduct a whole school review and evaluation into current teaching programs and practices with a focus on literacy and numeracy. An effective and high impact PL timetable will be developed to ensure targeted and sustained teacher professional growth across identified areas of need.
- Assistant Principal Curriculum and Instruction to deliver whole school Professional Learning, provide opportunities for collaborative planning with stage teams, deliver demonstration lessons and provide quality feedback around the implementation of evidence based strategies in literacy and numeracy leading to a greater emphasis on quality pedagogy.
- Assistant Principal Curriculum and Instruction to work alongside Assistant Principal's to develop scope and sequences as well as teaching and learning programs that reflect New Syllabus outcomes for both literacy and numeracy. Professional learning around the implementation of the new programs will be delivered across the school K-6.
- Professional learning will be delivered whole school by the ICT team around the implementation of the new scope and sequence.
- A renewed focus on the VVPS Professional Partners Program will lead to greater emphasis on quality pedagogy and reflected practice for continued improvement across K-6.

Development, Implementation and Evaluation of Evidence Based Programs

We will embed sustainable whole school processes and practices framed by a culture that enables teachers to include, challenge and extend, enabling all students to

Success criteria for this strategic direction

A learning culture where professional learning is highly valued and regular, constructive feedback is sought out to ensure continuous improvement for all staff. (SEF - Learning Culture)

Pedagogical practice is explicit and reflective of the needs of all students in the implementation of high quality teaching in literacy leading to improved outcomes for all students. (SEF - Curriculum)

All staff work collaboratively in planning to deliver and implement quality literacy and numeracy programs in a supportive and collegial way, ensuring maximum outcomes for our students. (SEF - Learning and Development)

All staff work collaboratively, with a school-wide focus on developing staff and student's ITC capabilities (SEF - Curriculum)

Staff will engage with, and implement, the new K-2 English and Mathematics syllabuses through Professional Learning activities and support from DoE Literacy and Numeracy Advisors. (SEF - Curriculum)

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and how effectively have we supported the professional development of staff in the implementation of evidence based literacy and numeracy programs.

What are the implications for staff in the implementation of our new PL focus?

Data

- PL timetables
- SA Spelling Data
- Professional Partners observations and feedback

Strategic Direction 2:

Initiatives

achieve their full potential.

- Teachers will develop and apply their knowledge of evidence based literacy and numeracy programs into their daily teaching practice, ensuring ongoing learning and professional growth to improve the outcomes for all students K-6.
 - Implementation of the Multi Sensory Approach to Language Education (MSLE) will occur in classrooms K-6 to improve outcomes in spelling across the whole school.
 - DoE Literacy and Numeracy Advisors will be utilised to support the implementation of high quality teaching and learning numeracy programs.
 - Conduct a whole school review of current scope and sequences and units of work in collaboration with stage teams and develop and implement teaching programs that reflect the new syllabus outcomes for both literacy and numeracy.
 - An ICT scope and sequence will be developed and implemented K-6 to ensure an improved focus on technology across the whole school.
-

Evaluation plan for this strategic direction

- Markbook Data

Analysis

The evaluation plan will involve:

- Regular review of professional learning undertaken by staff to ensure a whole school and sustained focus continues in order to meet and achieve the targets.
- Regular and timetabled meetings to focus on the collection and analysis of data.
- Scheduled time for professional discussions and feedback as part of the Professional Partners process.

Implication

- Planning for future directions based upon the analysis of data.
- A quality scope and sequence has been developed for numeracy across the whole school and is reflective of the quality and high impact programs being implemented.
- Improved pedagogical practices are evident and embedded in the teaching of literacy.

Strategic Direction 3:

Purpose

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending school 90% of the time from 72.2% to 75%.

Achieve by year: 2026

Increase the whole school attendance rate from 83.8% to 92%.

Achieve by year: 2026

85% of staff trained and implementing the PAX program within their setting.

Achieve by year: 2026

100% of staff are up-skilled in updated PBL practices and consistently apply the revised PBL program relating to Tier 1 PBL data.

Achieve by year: 2026

A 25% reduction in the number of Tier 2 and Tier 3 behaviour incidents.

Achieve by year: 2026

Tell Them From Me data shows an increase of 10% to 68% for 'Sense of Belonging.'

Initiatives

Engagement

We will embed programs and whole school initiatives to build self-regulation, strengthen peer networks, reduce impulsivity and teach prosocial decision-making in children by evaluating and implementing current proven behavioural and instructional strategies.

- Improve attendance levels by helping children engage with their education and expertly using Sentral data to reflect on processes for improvement
- Implementation of PAX including PL for all staff to monitor and enhance PBL practices
- Overhauling Tier 1 behaviour recording processes to ensure accurate data collection.
- Evaluating and updating PBL processes with a view to decreasing Tier 2 and Tier 3 incidents.
- Review and implement the DoE's Behaviour Strategy

Wellbeing

We will evaluate and enhance positive mental health and behaviour programs across the school based on established neuroscience and child development theory to maximise opportunities for students to achieve their full potential.

- Evaluation of current practices to increase knowledge of student needs and circumstances to provide opportunities for students to flourish and be successful.
- Develop and implement programs to support children's understanding to regulate their behaviour and understand their emotions.
- Work in conjunction with external providers and agencies to support individuals and small groups in resilience, emotional regulation and building a self-esteem.

Success criteria for this strategic direction

Attendance data is regularly collected and followed up to monitor and target areas for improvement. (SEF - Wellbeing)

A whole school approach to professional learning around PAX and implementation of the program in all school settings which facilitates a consistent approach to student wellbeing. (SEF - Wellbeing)

Modification of PBL practices and processes in both the playground and classrooms to increase the percentage of students displaying desired behaviours. (SEF - Wellbeing)

Behaviour incident data is regularly collected and followed up from the playground and the classroom. (SEF - Data Skills and Use)

Programs tailored to individual student needs are implemented across the school focusing on positive mental health and providing students with opportunity to achieve their full potential. (SEF- Wellbeing)

Learning environments are well managed with a consistent, school wide approach to wellbeing that results in increased student engagement and improved outcomes. (SEF - Effective Classroom Practice)

Effective interventions are in place to support positive student behaviour, wellbeing and anti-bullying. (SEF - Wellbeing)

Staff are familiar with the new Student Behaviour Strategy and it is being implemented across the school.

Evaluation plan for this strategic direction

Question

- To what extent has student wellbeing increased and how effectively has this impacted on student outcomes and attendance
- Have staff been able to effectively implement PAX into their classrooms?

Strategic Direction 3:

Evaluation plan for this strategic direction

- Are students feeling safe and valued in their school setting in order to successfully engage in their learning?

Data

- Sentral data (behaviour, attendance, communication)
- Class Dojo (OK ticket) Data
- LST data reflecting students in social and emotional interventions (playground and classroom cards and attendance data from programs)
- SCOUT Data
- PBL data (Tiers 1-3)
- Tell Them From Me survey data

Analysis

The evaluation plan will involve:

- Regular, timetabled PBL meetings to analyse data to identify common trends and triggers in behaviour.
- Sourcing external providers and agencies to work with targeted students on a regular basis.
- Implementation and evaluation of plans supported by and identified by the LST team, teachers and parents.

Implication

- After analysing data, decisions will be made regarding our next steps.
- Positive, supportive systems and processes will be in place to support our students, ensuring all students are 'known, valued and cared for.'