

Strategic Improvement Plan 2024-2027

Stockton Public School 3110



School vision and context

School vision statement

Stockton Public School has high expectations to ensure every student and every teacher will be challenged to continue to learn and improve every year.

Explicit teaching strategies are key to strong foundations in literacy and numeracy. Through a varied and differentiated curriculum, student's individual potential will be nurtured with quality pedagogy in every classroom. We value and foster strong connections with our whole school community to build open and trusting partnerships focused on maximising opportunities and the wellbeing of every student.

School context

Stockton Public School, established in 1861, is located on the north side of Newcastle harbour. Enrolment in 2024 is 235 students from Kindergarten to Year 6.

In addition, there are 36 students enrolled in our public preschool. Our preschool offers a five-day per fortnight program. The Early Years Framework guides the play-based program. The preschool provides an outstanding transition to school program. Our preschool is a part of our school community and joins in for whole school events.

Across the whole school population 26 students have a language background other than English and 45 of our students identify as Aboriginal.

The school has a strong sporting history and offers a broad range of activities including a biennial whole school performance and art show, CAPA clubs such as bucket drumming and gardening.

The school works in close partnership with parents, local businesses and the wider community. Parents are engaged in their children's learning and actively participate in our range of school activities. The dedicated and energetic P&C support the school in achieving goals through an open and consultative relationship. Community Partnerships have been established with Orica, Port Waratah Coal Services and Newcastle Coal Infrastructure Group who support the school through providing funds for school improvements and programs, initiatives and scholarships.

The majority of the school's equity funding will be used to support initiatives outlined in this 2024-2027 Strategic Improvement Plan.

Reading and numeracy will be the key areas for improved student outcomes. Evidence-based practices focused on assessment, leading to curriculum differentiation and personalised learning, will support student growth and achievement. The NAPLAN gap analysis indicated the areas of focus for reading are phonics and fluency, and in numeracy is place value.

Delivering explicit instruction and constructive feedback as well as analysing student data to inform teaching and learning programs will contribute significantly to our success. The monitoring of student data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

The wellbeing and inclusion of our students will also be a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions. Providing a supportive and strategic approach to student wellbeing is optimal for student development. A culture of effective collaborative partnerships will promote an environment where students flourish.

Strategic Direction 1: Student growth and attainment

Purpose

Underpinned by high expectations, develop a school-specific core set of evidenced-informed teaching strategies to improve student learning outcomes in reading and numeracy through data-informed decision-making and impactful teaching practices, including explicit instruction and effective feedback.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

- Uplift of 1% of students achieving the mean scaled score in check in reading compared to check in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

- Uplift of 1% of students achieving the mean scaled score in check in numeracy compared to check in 2023.

Initiatives

Effective classroom practice

To strengthen teaching practice and improve student learning outcomes in reading and numeracy through:

- data informed practice
- student assessment that support teachers to monitor student progress, to inform the next steps and determine the effectiveness of teaching strategies
- differentiated teaching practice to support and enhance personalised learning
- evidence informed explicit teaching
- cycles of ongoing professional learning informed by school priorities
- a shared understanding of best practice and pedagogy
- a positive learning culture of continuous improvement through collaborative learning, shared expertise, mentoring and coaching.

Success criteria for this strategic direction

Students' learning pathways are longitudinally monitored (for example K-2; K-6; 7-12) to ensure sustained challenge and optimal learning outcomes.

Teachers analyse, interpret, and extrapolate this data and collaboratively use this to inform planning, identify interventions and modify teaching practice.

The school analyses student progress and achievement data and a range of other contextual information.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvements in pedagogy and student outcomes.

There is a school-wide approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum.

Evaluation plan for this strategic direction

The school will conduct a rigorous review of how effectively they have impacted "Student growth and attainment" through implementation of "Effective classroom practices" activities.

Probing questions will be analysed through a variety of data sources which will be triangulated to determine the impact and next steps to be taken for future strategic improvement.

Strategic Direction 2: Effective partnerships for success

Purpose

Through a commitment to continuous improvement and working in collaborative relationships, stakeholders can create a supportive and enriching educational environment that promotes ongoing student achievement and wellbeing.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- The attendance rate for the school is increased from 90.7% in 2023 to 91.8% by 2027.

Initiatives

Wellbeing and inclusion

A planned, strategic approach to wellbeing that fosters belonging and is dynamic and integral to learning through:

- personalised learning that is negotiated between teachers and individual students, involving parents/carers to provide individualised strategies for engagement and improvement
- student voice and agency is developed throughout the school
- attendance processes to ensure that every student has the opportunity to attend school regularly
- culturally rich curriculum that is responsive and inclusive of the diversity of the school community
- strengthening our Positive Behaviour for Learning framework to identify and successfully implement evidenced-based whole-school practices that enhance student learning outcomes
- authentic consultation processes to foster a strong collaborative culture, within and beyond the school.

Success criteria for this strategic direction

Learning goals for students are informed by the analysis of internal and external student data.

School staff collaborate with the school community to use student learning and wellbeing data to identify strategic priorities and develop and implement plans for continuous improvement.

There is a high expectation culture of high attendance rates for all students.

All stakeholders work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

There is an embedded school-wide and data-informed approach to support student and staff wellbeing.

Evaluation plan for this strategic direction

The school will conduct a rigorous review of how effectively we have impacted "Effective partnerships for success" through implementation of "Wellbeing and Inclusion" activities.

Probing questions will be analysed through a variety of data sources which will be triangulated to determine the impact and next steps to be taken for future strategic improvement.