

Strategic Improvement Plan 2021-2024

Shoalhaven Heads Public School 1625



School vision and context

School vision statement

Our vision is to encourage open minds and creative thinkers who will meet the challenges of their generation.

Together we give every student the opportunity to be their best academically, culturally, emotionally, and socially. Through quality teaching and engaging learning, we make our school a fun, fair and an inclusive place for all. We promote a cooperative environment where people learn from and inspire one another to be their best. We work in partnership with our community to encourage kind, caring and compassionate young people with the skills to apply these values in their daily lives and into the future.

Engagement with a diverse curriculum facilitates a culture of quality learning and educational risk taking in a safe school setting. This ensures every student has an opportunity to develop as resilient community members who have the self-belief, knowledge and skills required to overcome challenges and strive for continued improvement.

School context

Shoalhaven Heads is a picturesque coastal town with a strong, supportive community. Our town is located at the foot of Coolangatta Mountain which includes the Cullunghutti Aboriginal Area that is a culturally and spiritually significant place for our first people.

Shoalhaven Heads Public School has enrolled generations of the same families since our opening in 1861. A number of our staff are also proud past students.

Shoalhaven Heads Public School has a strong P&C and benefits from the voluntary involvement of parents and local community members. Their time and effort enhances school programs for our students, including support during class activities, assistance during social events, community sport programs, participation in the school's ukulele group and dedication to our community gardening projects.

Shoalhaven Heads Public School provides a healthy and active learning environment for students, who participate in daily physical education lessons that utilise our own sports oval, including a basketball court, rugby league field, soccer field and play equipment. The school regularly enters teams in PSSA events and has had many students and teams excel at some of the highest levels of sport. Students are provided the opportunity to participate in community sport, where strong partnerships allow the school to utilise the impressive variety of facilities within Shoalhaven Heads, such as the pump-track and skate park, tennis courts, community pool, boat ramp for fishing and the beach.

The school has excellent facilities, which are positioned in our beautifully landscaped school grounds. The school has a comprehensive library and very high levels of technology for student learning.

Shoalhaven Heads is a member of the local Community of Schools (COS) who meet regularly to bring ideas together. Our community of schools effectively collaborates to enhance teaching, learning and leadership in all schools. There is strong focus on authentic partnerships with the NLAECG to bring to life the Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030.

Our school current student enrolment is 185. This is showing an upward trend since 2019. Of our students, 16 students identify as Aboriginal and/or Torres Strait Islander. 13 students have a language background other than English. There are currently no beginning and emerging EAL/D students. 12 students are non-local enrolments, 5 of these are sibling enrolments. Our current Family Occupation Education Index is 90, up from previous years.

When an internal analysis was conducted against the student outcome measures, it was evident that expected growth in Reading, Numeracy and Writing would be areas for explicit focus in the new school plan. A disciplined approach to inquiry and reflective practice will underpin all areas of this plan.

The school is committed to continually improving effective classroom practices. Participating in High Impact Professional Learning (HIPL) will ensure student educational

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pathways lead to learning growth. Through improved data collection, analysis and use, our commitment to individualised and differentiated learning is embedded. The provision of highly effective, self-directed learning opportunities for all students, coupled with strong staff collaboration and individualised feedback loops, staff and students will build the capacity to deeply reflect on our teaching and learning journey.

Having reflected on our implementation of practices, we have prioritised establishing sustainable structures and processes for leading improvement, innovation and change as supported by the current research. These activities will focus on developing and sustaining whole school processes for collecting and analysing data to ensure the implementation of contextually appropriate curriculum provision underpinned by evidence-informed strategies and embedded evaluative practice to create school excellence.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes that reflect system-negotiated targets in Reading and Numeracy, we will build a responsive learning culture that is evidence based, data informed practices to ensure we best met the needs of all students.

Improvement measures

Target year: 2022

Reading Attainment

Uplift of 11.2% of Year 3 and 5 students achieve in the top 2 bands in NAPLAN Reading.

Element: Effective classroom practice (S&G)

Focus theme: Explicit Teaching (S&G)

Target year: 2023

Reading Growth

A minimum of 79.70% of Y5 students achieve expected growth NAPLAN Reading.

Element: Curriculum (S&G)

Focus theme: Differentiation

Element: Assessment (S&G)

Focus theme: Whole school monitoring of student learning

Using baseline data 2021, students in Year 3-6 will demonstrate growth when comparing benchmarks scores in the Progressive Achievement Test (PAT) in Reading.

Students K-3 show value add at or above state average

Explicit comprehension strategies are tracked to individualise student instruction

Initiatives

Reading

In Reading, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

1. The selection of evidence based teaching strategies and curriculum provision catering to individual student need
2. The impact of the implemented strategies on student learning which is regularly monitored, reviewed and evaluated
3. Teacher professional collaboration and school resourcing to support effective classroom practice for student growth and attainment

Numeracy

In Numeracy, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

1. The selection of evidence based teaching strategies and curriculum provision catering to individual student need
2. The impact of the implemented strategies on student learning which is regularly monitored, reviewed and evaluated
3. Teacher professional collaboration and school resourcing to support effective classroom practice for student growth and attainment

Success criteria for this strategic direction

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

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF - Effective classroom practice)

Student assessment data is regularly used school-wide to identify student achievements and progress in order to reflect on teaching effectiveness and inform future school directions. The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (SEF - Data skills and use)

Evaluation plan for this strategic direction

Questions

1. Have system negotiation targets been met for growth?
2. Have system negotiation targets been met for attainment ?
3. Do school internal measures reflect external data?

Tools

- Observations of practice
- Student literacy and numeracy data (PAT, NAPLAN, Value Add, Initialit)
- learning programs

Analysis

Triangulate internal and external data

Strategic Direction 1: Student growth and attainment

Improvement measures

Element: Curriculum (S&G)

Focus theme: Differentiation (S&G)

Element: Assessment (S&G)

Focus theme: Whole school monitoring of student learning (E)

- *incorporate SEF adjustment from external validation recommendations*
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Target year: 2023

Numeracy Growth

A minimum of 67.4% of 5 students achieve expected growth NAPLAN Numeracy.

Element: Curriculum (S&G)

Focus theme: Differentiation

Element: Assessment (S&G)

Focus theme: Whole school monitoring of student learning

Using baseline data 2021, students in Year 1-6 will demonstrate growth when comparing benchmarks scores in the Progressive Achievement Test (PAT) in Numeracy.

- *incorporate SEF adjustment from external validation recommendations*
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Target year: 2022

Numeracy Attainment

Uplift of 14% Year 3 and 5 students achieve in the top 2 bands in NAPLAN Numeracy.

Element: Effective classroom practice (D)

Strategic Direction 1: Student growth and attainment

Improvement measures

Focus theme: Explicit Teaching (D)

Strategic Direction 2: Teaching Excellence

Purpose

We will invest in High Impact Professional Learning to develop teacher capabilities while pursuing a shared approach to school improvement.

Improvement measures

Target year: 2024

- Ongoing school wide improvement in practice and student results are evident
- All teachers regularly engage in professional collaboration and structured lesson observation to collectively analyse and refine their practice to improve student outcomes.
- Embed explicit systems for teacher collaboration, observation, feedback and High Impact Professional Learning to build quality teaching practices K-6 are evident.

Element: Learning and Development (E)

Focus Theme: Collaborative Practice and feedback (E)

Target year: 2024

- All teachers have a comprehensive understanding of student assessment and data concepts. They are able to analyse, interpret and extrapolate data and collaboratively use this data to inform planning, identify interventions and modify teaching practices to improve student learning.

Element: Data Skills and Use (E)

Focus Theme: Data Literacy (E)

Initiatives

High Impact Professional Learning

High Impact Professional learning supports schools in developing a shared vision of quality teaching and learning through;

- Effective collaboration to share successful and innovative evidence informed practices and evaluative thinking.
- Creating a strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life, so that teachers support one another, to continuously develop their skills and knowledge.
- An embedded culture of agreed practices in the delivery of high quality teaching focused on the improvement of all students' literacy & numeracy skills.
- Instructional leadership providing feedback, guidance and monitoring of classroom practice, student growth and pedagogy .
- Regular participation in structured lesson observations to improve the quality of teaching and student outcomes.

Data Literacy

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum provision by:

- Building teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.
- Participating in HIPL in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Establishing and using IL position to coach teachers to effectively use data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Success criteria for this strategic direction

Classrooms are quality learning environments with lessons that feature high levels of intellectual quality and significance.

- Teachers clearly understand, develop and apply a full range of assessment strategies to determine teaching directions and monitor student progress. (SEF Data Skills and Use)
- Teachers reflect on their knowledge of relevant, evidence informed pedagogy, enabling them to drive ongoing school wide improvement in teaching practice and student results. All staff implement principles of evaluative thinking to monitor student impact (SEF Professional Standards)
- The school has an effective collaborative learning culture focused on continuous improvement of teaching and learning. Teaching programs show evidence of feedback implementation on teaching and tracking of student achievement (SEF Curriculum , Effective Classroom Practice)
- Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration, professional dialogue, classroom observation and feedback to ensure quality teaching practice. (SEF - Learning and Development)

Evaluation plan for this strategic direction

Question:

1. Has the quality of teaching improved through HIPL? How?
2. How many teachers have engaged with high impact professional learning? How do they feel it has improved their knowledge and practice?
3. How effective has HIPL been in fostering professional dialogue about improving teaching and learning?
4. How is student data driving classroom instruction?

Initiatives

- Reviewing and adapting practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement
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Evaluation plan for this strategic direction

Tools:

1. De-identified lesson observations, student growth measures (PATs, NAPLAN, internal assessments, reading ages).
2. High impact professional learning evidence, Professional learning plans and logs, PD scope and sequence, meeting minutes, pre & post teacher surveys, focus groups.
3. Staff perceptions survey, TTFM Teacher survey (Collaboration, Leadership, Learning Culture and Teaching Strategies), teacher focus groups.
4. Evidence of inclusion of QTF concepts and language in teaching programs (planning and assessment), (teaching programs)

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Strategic Direction 3: Engagement through Efficacy

Purpose

In order to increase learning engagement we will build community partnerships that support, develop and grow students self efficacy inclusive of their social, emotional, cultural and academic needs.

Improvement measures

Target year: 2024

Learning Culture

- Personal learning journeys accurately demonstrate an understanding of high expectations, evaluative reflection and implementation of feedback loops to achieve success.

Target year: 2022

Student Engagement

- Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School meets the system negotiation target of 94.9%
- Increase of the proportion of individual students attending more than 85% of the time.
- Whole school attendance is at or greater than system negotiated target of 88%

Initiatives

Learning Culture

To embed a culture of high expectation, strong home/school connections to learning, self motivated and actively engaged students. We will;

- Build a shared understanding of what high expectation look like in a high performing school
- Provide individualised opportunities for students to attempt challenging work, whether the challenge is intellectual, physical or performance-based.
- Embed a learning culture that enables students to create and receive feedback to achieve their learning goals.
- Provide students access to their own learning data to reflect and plan for improvement.
- Develop processes for students to communicate with their families on their personal learning journey to support stronger home/school connections.

Student Engagement

Student engagement is central to learning. When students invest in ideas, concepts and risk taking we can create meaningful student involvement. We will;

- Develop a shared understanding of student engagement for;

Cognitive engagement: students' motivation and investment in their own education,

Emotional engagement: students' feelings, especially towards belonging, self belief, their teacher and their peers,

Behavioural engagement: students' participation in learning (including attendance),

Cultural engagement: fostering secure, respectful and reciprocal relationships, partnerships, and respect for diversity.

Success criteria for this strategic direction

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. (SEF Curriculum)

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community. (SEF Management Practices and Processes)

There is school wide collective responsibility for student learning and success. Planning is informed by holistic information about each students wellbeing and learning needs in consultation with parents/carers. (SEF wellbeing)

The school has evidence-based, whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF Wellbeing)

Effective partnerships in learning with parents and students means students are motivated to deliver their best and continually improve. (SEF Learning Culture)

Teaching and learning plans show evidence that they are adjusted for individual need. Students, teachers and parent are involved in planning and share expected outcomes. (SEF Curriculum)

Evaluation plan for this strategic direction

Questions

1. Do students hold high expectation for success?
2. How do student demonstrate high expectations for success?
3. How has student engagement increased?

Tools

- TTFM surveys show upward trend
- student learning goals

Strategic Direction 3: Engagement through Efficacy

Evaluation plan for this strategic direction

- student forums
- Internal surveys
- Personal and Social Capability learning continuum data
- Semester Reports

Analysis

Triangulation of data collected using the above tools