

Strategic Improvement Plan 2021-2024

Greta Public School 2084



School vision and context

School vision statement

At Greta Public School we challenge all students, through partnerships with parents and community, to succeed through high expectations and continuous improvement in a respectful and inclusive environment. Using a focus of positive student wellbeing, academic growth and social success we support the development of all students to become engaged, active members of society and lifelong learners. This is underpinned by engaging learning environments that focus on explicit instruction from passionate and committed teachers. Our students are known, valued and cared for and are at the heart of all that we do.

School context

Greta Public School is vibrant and inclusive, centrally located in the heart of the Hunter Valley in New South Wales. Historical buildings enhance the aesthetic appeal of the natural bushland setting in which it's set.

There is a student enrolment of 199, with 13% of students identifying as Aboriginal or Torres Strait Islander. We acknowledge that we are located on Wonnarua country and hold strong ties with the Maitland Local Aboriginal Education Consultative Group (AECG). There are multi-generational links with the Greta Migrant Camp which results in a number of students enrolling in our school from a variety of cultural backgrounds.

Extra-curricular opportunities in Sport, Dance, Music, Debating, Public Speaking, Gardening Club and STEM enable our students to excel through a range of different experiences. Student voice is highly valued and promoted through students in Years 1-6 participating in Student Parliament.

The whole school community, involving students, staff, parents and Maitland Local AECG, was consulted in a thorough situational analysis followed by the development of this Strategic Improvement Plan 2021-2024. Through our situational analysis, using a truly reflective lens, we have identified three areas of focus: Student Growth and Attainment, High expectation and Continuous Improvement, A Strong Sense of Belonging and Wellbeing.

Through the NAPLAN gap analysis, the school is working towards achieving system-negotiated target areas in Reading and Numeracy. We have also identified students who have the potential to move into the top two bands for reading and numeracy and have targeted interventions in place to achieve this. Through the use of QTSS and DSP staffing allocation, targeted students will receive small group tuition in reading and numeracy with the intention of moving them into the top two bands in NAPLAN.

When triangulating internal and external data, it was evident that further work is needed in using data to inform the teaching and learning cycle. After looking deeply at the School Excellence Framework, we identified that *Data Skills and Use* in teaching must be a focal point for all teachers in order to improve student outcomes. In addition, every teacher must have high expectations of all students and work collaboratively with students and parents to set achievable learning goals. To ensure authenticity, this process must be developed, implemented and sustained throughout the duration of this plan. This direction will be supported through the use of the instructional leadership and socio-economic background equity funding, classroom teachers have the opportunity to work with Instructional Leaders to drill down into their classroom data to work towards improving student outcomes.

Analysing attendance and student wellbeing data uncovered the need to place attendance at the very centre of our work in the third strategic direction, as it has the power to positively impact student wellbeing. Our Sentral wellbeing data indicates that there is a significant number of minor negative wellbeing entries for classroom behaviour. This leads to our work developing and implementing supportive systems and processes in classroom management. Furthermore, after the extrapolation of external data we uncovered that our

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Aboriginal students lacked a sense of belonging and felt that their teachers did not have a sound understanding of their culture. To support our work in this strategic direction, QTSS and socio-economic background equity funding is used to employ an Aboriginal Education teacher one day per week working with classroom teachers to ensure authenticity in the delivery of Aboriginal Education. In addition, socio-economic equity background funds are used to employ a Deputy Principal Wellbeing for two days per week to focus on attendance and student wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student growth and attainment in reading and numeracy, the principal and school leadership team will model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Improvement measures

Target year: 2022

Increase the percentage of students achieving in the top two bands for NAPLAN Reading from the baseline to the lower-bound target.

Target year: 2022

Increase the percentage of students achieving in the top two bands for NAPLAN Numeracy from the baseline to the lower bound target.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Reading by 6.48%.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Numeracy by 7.55%.

Target year: 2024

All Aboriginal students achieve personal growth.

Initiatives

Instructional Leadership

- Professional learning in the school emphasises developing effective instructional leadership, management skills, and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

Data Analysis

- All teachers engage in professional learning in data concepts, analysis, and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.
- The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.

Student Growth

- Through teacher professional learning to support improved instructional leadership across the school students will be aware of and demonstrate expected growth on internal school progress achievement data.
- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Success criteria for this strategic direction

- All teachers 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 - Instructional Leadership)
- All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF - Data Literacy)
- 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 - Student Growth)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate positive impact and improvement of student outcomes in reading and numeracy?

Data: We will use a combination of data sources. These will include:

- Internal assessments - Literacy and Numeracy PLAN2 data, class-based formative and summative assessments
- External assessments - NAPLAN, Check-in Assessments, PAT
- Student work samples
- SCOUT data
- Student IEPs and PLPs
- Observations
- High Impact Professional Learning (HIPL)

Analysis: Will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

measures.

Implications: The findings of the analysis will inform future actions and annual reporting on school progress measures.

Strategic Direction 2: High expectations and continuous improvement culture

Purpose

To develop, implement and refine student assessment data that is used school wide to identify student achievements and progress, in order in to reflect on teaching effectiveness and inform future school directions.

Improvement measures

Target year: 2024

High Expectations and Continuous Improvement:

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

- 100% of teachers and students set literacy and numeracy learning goals and can articulate them to families to ensure a culture of high expectations, demonstrating continuous improvement each year.

Target year: 2024

Data-driven Teaching and Learning Programs:

Assessments are developed, sourced and used regularly across stages, year levels and the whole school to help promote consistent and comparable judgment of student learning, monitor student learning progress, and identify skill gaps for improvements and for areas of extension.

Teachers develop differentiated teaching and learning programs that are targeted to each student's zone of proximal development.

- 100% of teachers use assessment data to evaluate student learning over time and implement evidence-based pedagogical changes in teaching that lead to measurable improvement.

Initiatives

High Expectations and Continuous Improvement

- All teachers demonstrate a commitment that all students make learning progress in a culture of high expectations, where instruction is differentiated and individualised feedback is given.
- All teachers develop processes to collaboratively review teaching practices to foster and maintain a culture of continuous improvement.

Data-driven Teaching and Learning Programs

- All teachers are involved in developing, sourcing and using assessments regularly for all students to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Success criteria for this strategic direction

- All teachers are part of an active professional learning community which is focused on continuous improvement of teaching and learning. (SEF - High Expectations Culture)
- Teachers clearly 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 and assessing student progress and achievement, and reflecting on teaching effectiveness. (SEF - Data Use in Teaching)
- Teaching and learning programs across the school show evidence they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. (SEF - Differentiation)
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students means students are motivated to deliver their best and continually improve. (SEF - High Expectations)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate effective teaching practices?

Data: We will use a combination of data sources. These will include:

- Teaching and learning program evaluations
- Literacy and Numeracy PLAN2 data
- Individual student goals
- IEPs and PLPs
- Assessment rubrics
- Student and teacher surveys

Strategic Direction 2: High expectations and continuous improvement culture

Evaluation plan for this strategic direction

- High Impact Professional Learning (HIPL)

Analysis: Will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform future actions and annual reporting on school progress measures.

Strategic Direction 3: A strong sense of belonging and wellbeing

Purpose

To develop, implement and refine a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

Increase the percentage of students attending school more than 90% of the time by 7.22% or above.

Target year: 2022

Increase the percentage of students with positive wellbeing by 4.5% or above, to achieve the lower bound target.

Target year: 2024

Increase the percentage of Aboriginal students who believe that teachers have a good understanding of their cultural background.

Increase the percentage of teachers who consider and embed expert advice and adapt their teaching and learning to be more culturally sensitive and aware.

Initiatives

Attendance

- The school leadership team, in collaboration with all teachers, develops succinct and systematic processes and procedures to monitor student attendance with a clear purpose of maximising each student's educational outcomes.

Student Wellbeing

- All teaching and non-teaching staff develop and embed effective whole school processes to build individual and collective wellbeing through a climate of care and positivity.
- All teachers implement programs to ensure students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.

Aboriginal and cultural education

- The school leadership team, in conjunction with all teachers, establish and embed authentic whole school processes in partnership with the Maitland Aboriginal Education Consultative Group, to ensure all students develop an understanding and appreciation of the richness and diversity of Aboriginal cultures and histories.

Success criteria for this strategic direction

- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations and effectively caters for the range of equity issues in the school. (SEF - Community Engagement)
- All classrooms and other learning environments are well managed with a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. (SEF - Classroom Management)
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Attendance)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and successfully demonstrate that whole school wellbeing processes have enabled our students to connect, succeed, thrive and learn?

Data: We will use a combination of data sources. These will include:

- Sentral wellbeing data
- PBL School-wide Evaluation Tool (SET)
- Attendance data
- Suspension data
- IEPs and PLPs
- High Impact Professional Learning (HIPL)
- Tell Them From Me (TTFM) student and parent survey data
- PDPs

Evaluation plan for this strategic direction

- Teaching & Learning Programs

Analysis: Will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform future actions and annual reporting on school progress measures.