

# Strategic Improvement Plan 2021-2024

## 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 2021 is 254 students from Kindergarten to Year 6, including 26 students with a language background other than English, one student receiving support from our EAL/D (English as an Additional Language or Dialect) teacher and 35 of our students identify as Aboriginal.

In addition, there are 28 students enrolled in our Department of Education 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.

The school has a strong sporting history and offers a broad range of activities including a biennial whole school performance, STEM program, lunch time 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 both Orica and Port Waratah Coal 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 2021-2024 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 viewing and comprehension strategies, and in numeracy are whole number, word problems and measurement.

Developing whole school processes for collecting and 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. Building teacher capacity to embed high impact teaching strategies will ensure students achieve expected growth and attainment in their learning. High expectations and collaboration will strengthen pedagogy and practice across the school.

The wellbeing and engagement 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. Engagement with the Wellbeing Framework will provide clarity for developing whole-school processes to support every student being known, valued and cared for.

# Strategic Direction 1: Student growth and attainment

## Purpose

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In order to improve student learning outcomes in reading and numeracy we will develop explicit teaching pedagogy, strong assessment practices and whole school monitoring processes tailored to individual student growth.

## Improvement measures

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### Target year: 2022

% of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is above 47.8%. (Baseline 41.6%)

% of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is above 37.5%. (Baseline 31.2%)

### Target year: 2023

% of students achieving expected growth in NAPLAN reading is above 56.6%. (Baseline 47%)

% of students achieving expected growth in NAPLAN numeracy is above 57.5%. (Baseline 50%)

### Target year: 2024

NAPLAN Value-Add is maintained at sustaining and growing for K-3 and excelling for 3-5 and 5-7.

School Excellence Framework elements of student performance measures, assessment and reporting are validated at excelling.

## Initiatives

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### Reading

Establish a whole school reading focus to support student progress and achievement by:

- embedding and using high impact professional learning structures to build teacher capabilities and collective pedagogical practice
- providing high impact professional learning on the use of literacy progressions and the High Potential and Gifted Education policy to personalise learning
- tracking student assessment data to reflect on teaching effectiveness and provide individualised, explicit and differentiated learning opportunities
- ensuring consistent school wide formative and summative assessment practices are used to monitor plan and report
- building teacher capacity in deep knowledge of effective reading strategies.

### Numeracy

Establish a whole school numeracy focus to support student progress and achievement by:

- ensuring consistent school wide scope and sequences for explicit delivery of linked content
- providing high impact professional learning on the use of numeracy progressions and the High Potential and Gifted Education policy to personalise learning
- embedding formative and summative assessment practices used to drive delivery of differentiated teaching and learning programs
- building teaching capacity and collective efficacy in the critical components of working mathematically.

## Success criteria for this strategic direction

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Teachers expertly apply a range of informative and summative assessment strategies to inform teaching and learning that lead to measurable improvement in reading and numeracy.

Teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and extensions and modify teaching practice.

Assessments are developed and used regularly to promote consistent and comparable judgement of student learning, monitor student learning progress and identify skill gaps for improvement are areas for extension.

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Students articulate, understand and achieve their literacy and numeracy learning goals.

## Evaluation plan for this strategic direction

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The following data sources will be used to regularly analyse the effectiveness of initiatives in improving student outcomes in reading and numeracy:

- external assessment
- internal assessment
- scout data
- document analysis
- student focus group and work samples
- surveys.

Annually the school will review progress towards the improvement measures.

# Strategic Direction 2: Explicit Teaching

## Purpose

To improve teacher capacity and effectiveness in delivering explicit, data driven teaching practices with a focus on high expectations through high impact professional learning.

## Improvement measures

### Target year: 2024

Assessment tasks are varied to cater for individual needs and to measure growth over time.

Teachers work collaboratively to analyse data and adapt teaching and learning programs.

### Target year: 2024

School Excellence Framework elements of effective classroom practice, data skills and use, learning and development are validated at excelling.

## Initiatives

### Data use and analysis

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

- delivering high impact professional learning in data literacy, data analysis and data use for all staff
- establishing collaborative practices to use data to monitor and assess student progress and design future learning on a whole class, group and individual level
- 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
- embedding data informed formative assessment practices
- establishing whole school literacy/numeracy focus to regularly assess, collate and analyse student progress to inform the next steps of teaching.

### Building teacher capacity

Professional learning supports the development of all teaching staff to deepen teaching practice for ongoing growth in student progress and achievement by:

- establishing mentoring and coaching opportunities focused on explicit delivery of literacy and numeracy
- providing opportunities for staff to draw on the collective expertise of teachers
- developing ongoing professional learning programs to build teacher capacity
- embedding systems for collaboration, observation and feedback to sustain quality teaching practices
- establishing and embedding a culture of agreed practices in the delivery of quality teaching focused on the improvement of all students literacy, numeracy and wellbeing.

## Success criteria for this strategic direction

Valid and reliable assessment data is regularly collected, monitored and analysed in reading and numeracy to inform teaching practice and direct learners and learning.

Regular stage, executive and whole school meetings review and analyse student performance data against system negotiated targets.

Systematic and reliable assessment is used to continually evaluate student learning and implement changes that lead to significant, measurable improvement.

Evidence-based teaching strategies and students' learning improvement is monitored and demonstrates growth.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, and the provision of effective practice and specific and timely feedback between teachers.

Enhanced teaching practice is evident through classroom observations and improvement in student engagement and achievement.

A maintained focus on a sustained culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

## Evaluation plan for this strategic direction

To regularly analyse the effectiveness of the initiatives in improving teacher capacity and data driven teaching practices:

- document analysis and observations
- student and staff focus groups
- surveys for students, staff and parents/carers

Annually the school will review progress towards the improvement measures.

# Strategic Direction 3: Connect and Engage

## Purpose

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To ensure all students have a sense of belonging through increased opportunity and a planned approach to whole school wellbeing that fosters connection, belonging and engagement.

## Improvement measures

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### Target year: 2022

Students attending >90% of the time is above 85.1%. (Baseline 81.1%)

Tell Them From Me Wellbeing data (advocacy, belonging, expectations) is above 90.4%. (Baseline 86.8%)

### Target year: 2024

Wellbeing, behaviour and attendance processes and practices are documented and embedded whole school.

Reciprocal cooperative partnerships are built and maintained with our school and local community.

## Initiatives

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### Wellbeing

Embed a whole-school approach to student wellbeing and engagement where this is a collective responsibility for success by:

- designing and implementing targeted support for student's emotional, social and academic wellbeing
- teaching resilience and self-regulation
- reviewing current wellbeing processes through the Wellbeing Framework self assessment
- updating whole school approaches to wellbeing focused on attendance, wellbeing and behaviour
- providing opportunities for student success both in and out of the classroom
- embedding the Department of Education's Wellbeing Framework into school culture through professional learning in effective wellbeing strategies.

### Cooperative partnerships

Build strong link with parents, carers and school communities to foster pride, connection and belonging by:

- continuing to build community connections with local Aboriginal people to build collective knowledge, respect and understanding
- delivering professional learning for staff
- increasing opportunities for all students, Aboriginal and non Aboriginal
- continuing to build existing partnerships with our school P&C and local businesses to foster a sense of community
- providing extra curricular and in school opportunities with community to nurture engagement and success.

## Success criteria for this strategic direction

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Implementation of whole school practices that facilitate measurable improvements in wellbeing and engagement that support student learning.

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

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

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.

## Evaluation plan for this strategic direction

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To regularly analyse the effectiveness of initiatives in improving student's sense of belonging and our partnerships the following data sources will be used:

- document analysis
- student, staff and community focus groups
- surveys
- agency - student and community voice

Annually the school will review progress towards the improvement measures.