

Strategic Improvement Plan 2021-2024

Pottsville Beach Public School 3578



School vision and context

School vision statement

Pottsville Beach Public School values strong community partnerships. Student success is driven by excellence in teaching and learning delivered by world class educators in a safe and supportive environment. Our students are confident, creative, and critical thinkers. Staff are committed to ongoing professional learning that ensures research-based practices are at the forefront of teaching. Every student, every teacher, every leader and our school will improve every year.

All our students will have a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens. Every student is known, valued and cared for.

School context

Pottsville is a town on the Far North Coast of New South Wales. The population is approximately 8000. Bill Potts owned the first house in Pottsville around 1930 and the location was initially around 1930 and the location was initially named Potts Point. Soon thought, the town was renamed Pottsville to alleviate any confusion with the place of the same name in Sydney.

Pottsville includes housing developments such as Pottsville Waters, Koala Beach, Seabreeze and Black Rocks Estate.

Pottsville Beach recently (2019) underwent significant capital works to create 13 new classrooms, new library facilities, new administration facilities and to promote contemporary facilities. The new classrooms promote open and flexible learning with flexible furniture.

The school community is very supportive of the school and has a proud history of being a 'community' school. The community likes to be involved in all aspects of school life and would be supportive of a more active role for parents and community members.

Pottsville has a proud music/band program as well as a successful sporting program. We are aiming to promote all aspects of the curriculum.

The situational analysis showed the following:

- our year 3 NAPLAN results are generally above or at state average.
- reinforced our attention to student growth across all grades
- our continued review of our learning and wellbeing policy and procedures
- our commitment to whole school professional learning

Strategic Direction 1: Student growth and attainment

Purpose

The principal and school leadership team 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: 2024

Students achieving expected growth numeracy: 61%

Students achieving expected growth reading: 68%

Students in top 2 bands numeracy: 41%

Students in top 2 bands reading: 56%

Value Add

K-2: Excelling

3-5: Excelling

5-7: Excelling

Improvement as measured by the School Excellence Framework:

- **Learning:** Learning Culture, Curriculum, Assessment, Student Performance Measures is validated as Excelling
- **Teaching:** Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning and Development are validated as Excelling
- **Leading:** Educational Leadership is validated as Excelling

Target year: 2023

Students achieving expected growth numeracy: 58%

Students achieving expected growth reading: 66%

Initiatives

Instructional Leadership

Instructional leadership will build the capacity and expertise of all staff in quality teaching and learning.

- school leaders embed evidence-informed practices in reading and numeracy across the school and ensure that effective methods are identified, promoted and modelled through quality curriculum provision
- use embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.
- leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- challenging and support student learning needs through appropriate curriculum differentiation; adapting the syllabus to meet the specific learning needs of the students.

Effective Classroom Practice

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.

- high impact professional learning on the use of literacy and numeracy progressions and the High Potential and Gifted Education policy to personalise learning and understanding
- expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities
- embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice

Success criteria for this strategic direction

- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. (SEF Assessment, Theme - Whole school monitoring of learning)
- The school achieves excellent value-added results, significantly above the value added by the average school (SEF Student Performance Measures, Theme - Value-add)
- 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 Performance Measures, Theme - Student Growth)
- Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. (SEF Effective Classroom Practice, Theme - Lesson Planning)
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF Effective Classroom Practice, Theme - Explicit Teaching)
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF Effective Classroom Practice, Theme - Feedback)
- All teachers have a sound understanding of student

Strategic Direction 1: Student growth and attainment

Improvement measures

Students in top 2 bands numeracy: 39%

Students in top 2 bands reading: 54%

Value Add

K-2: Sustaining and Growing

3-5: Sustaining and Growing

5-7: Sustaining and Growing

Improvement as measured by the School Excellence Framework:

- **Learning:** Learning Culture, Curriculum, Assessment, Student Performance Measures is validated as Sustaining and Growing
- **Teaching:** Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning and Development are validated as Sustaining and Growing
- **Leading:** Educational Leadership is validated as Sustaining and Growing

Target year: 2022

Students achieving expected growth numeracy: 56%

Students achieving expected growth reading: 64%

Students in top 2 bands numeracy: 37%

Students in top 2 bands reading: 52%

Value Add

K-2: Sustaining and Growing

3-5: Sustaining and Growing

5-7: Sustaining and Growing

Initiatives

- teachers routinely review learning with each student, ensuring all students have a clear understanding of how to improve
- lessons are systematically planned referencing student information including progress and achievement data, curriculum requirements, and student feedback.

Success criteria for this strategic direction

- assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF Data Skills and Use, Theme - Data Literacy)
- 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 Skills and Use, Theme - Data use in teaching)
- School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success (SEF Data Skills and Use, Theme - Data use in planning)
- The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (SEF Professional Standards, Theme - Improvement of Practice)
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (SEF Professional Standards, Theme - Literacy and numeracy focus)
- 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
- Student assessment data is regularly used school-wide to identify student achievements and progress
- teachers expertly apply a range of formative and

Strategic Direction 1: Student growth and attainment

Improvement measures

Improvement as measured by the School Excellence Framework:

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Success criteria for this strategic direction

- summative assessment strategies to inform teaching and learning that led to measurable improvement
- all teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice
- valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy
- learning intentions are drawn from the relevant syllabus and clearly describe what students should know, understand and be able to do
- success criteria describes what success looks like in relation to the learning intentions and are co-created by students and teachers
- teachers provide explicit descriptive feedback to students in a timely manner and ensuring it is clearly understood by students
- teaching and learning is directly informed by data through monitoring and reflecting on the progress of every student
- school-wide plan to collect robust evidence of student learning and use that data to target teaching and track student progress over time
- data and feedback inform teaching practice and direct learners and learning
- observations in every classroom indicates quality reading instruction
- teachers can identify every student's needs in their class in relation to reading and numeracy

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

Evaluation plan for this strategic direction

QUESTION:

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

DATA:

- NAPLAN data
- SCOUT data
- Check-In Assessment data
- Literacy and Numeracy PLAN2 data
- SEF SaS
- Observation
- Teacher and Student Surveys
- Document Analysis including student work samples

ANALYSIS:

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
- annual reporting on school progress measures

Question Data Analysis Implications (QDAI)

Strategic Direction 2: Quality Teaching and Collaboration

Purpose

Teachers will commit to identifying, understanding and implementing the most effective explicit teaching methods with the highest priority given to evidence based teaching strategies. Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

Improvement measures

Target year: 2024

100% of teaching staff engage in Learning Walks.

100% recommended actions from learning walks (top 3 as identified by staff) implemented.

TTFM survey data

Improvement as measured by the School Excellence Framework:

- **Learning:** Learning Culture and Curriculum are validated as Excelling
- **Teaching:** Effective Classroom Practice, Professional Standards and Learning and Development are validated as Excelling
- **Leading:** Educational Leadership is validated as Excelling

Target year: 2023

Improvement as measured by the School Excellence Framework:

- **Learning:** Learning Culture and Curriculum are validated as Sustaining and Growing
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- **Leading:** Educational Leadership is validated as Sustaining and Growing

Initiatives

Learning Walks

Learning Walks will enable teachers to engage in professional learning to improve practice.

- School culture is strongly focused on learning
- Curriculum provision supports high expectations for student learning
- foster conversation about teaching and learning in order to develop a shared vision of high quality teaching that impacts on student learning.
- builds whole-school sense of accountability for quality of teaching and learning
- encourages improvement through openness and sharing of practice
- supports teachers to implement effective practices observed in other classrooms
- Assess effective implementation of the targeted area into classroom practice
- develop a deep understanding of teaching and learning
- inform directions to enable professional learning to be appropriate and purposeful

English Textual Concepts

Textual Concept Progressions make explicit what is important to teach and learn in the English syllabus.

Textual Concepts learning and teaching design facilitates differentiation and gives students access to higher order thinking.

Designing lesson sequences with Textual Concepts and Processes creates pathways through learning to assessment.

Concepts are the knowledge of English (what students learn about) and the processes are the ways this knowledge is acquired (the ways students learn to use the

Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. (SEF Learning and Development, Theme - Collaborative practice and feedback)

Embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

All teachers are committed to a school culture that is strongly focused on learning and ongoing performance improvement throughout the school community.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices. (SEF Curriculum, Theme Teaching and Learning Programs)

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes (SEF Curriculum, Theme - Differentiation)

Teachers engage in professional collaboration that explicitly aims to improve teacher practices and student outcomes.

Teachers and school leaders draw on internal and external expertise to identify and implement best-practice models that centre first and foremost on students' needs and improving learning outcomes.

All teachers are willing to open their classrooms and participate in structured lesson observations

Collaborative planning, reflection and peer coaching are embedded in everyday school life.

Strategic Direction 2: Quality Teaching and Collaboration

Improvement measures

Target year: 2022

Improvement as measured by the School Excellence Framework:

- **Learning:** Learning Culture and Curriculum are validated as Sustaining and Growing
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- **Leading:** Educational Leadership is validated as Sustaining and Growing

Initiatives

concepts eg through experimenting).

The resource will help you interpret the NSW English syllabus for the Australian Curriculum K-10, through carefully considered definitions and support materials. You can locate what is valued in subject English so that you can design lessons and units of learning that focus on what is important. The resource clarifies the knowledge and understanding in English at each Stage and through the processes allows you to develop learning sequences that challenge students and promote effective learning.

Effective teaching and learning occurs when texts, conceptual knowledge, outcomes and assessment align to challenge and extend what students already know.

Success criteria for this strategic direction

English Textual concepts and the related syllabus outcomes and content, types of texts chosen, learning and teaching experiences and assessment tasks designed remain fluid to enable teachers to make informed choices that reflect their class and school context.

Learning sequences reflect English Textual concepts, processes and the related syllabus outcomes and content using quality literature which include quality assessment tasks and address the syllabus outcomes and content.

Evaluation plan for this strategic direction

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Strategic Direction 3: Engagement and Wellbeing

Purpose

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: 2024

Attendance

Wellbeing - TTFM 98% of students report positive wellbeing; TTFM 88% of students have a positive sense of belonging; TTFM 80% of Aboriginal students report feeling good about their culture when at school

Improvement as measured by the School Excellence Framework:

- **Learning:** Learning Culture and Wellbeing are validated as Excelling
- **Leading:** Educational Leadership is validated as Excelling

Target year: 2023

Wellbeing - TTFM 94% of students report positive wellbeing; TTFM 85% of students have a positive sense of belonging; TTFM 77% of Aboriginal students report feeling good about their culture when at school

Improvement as measured by the School Excellence Framework:

- **Learning:** Learning Culture and Wellbeing are validated as Sustaining and Growing
- **Leading:** Educational Leadership is validated as Sustaining and Growing

Target year: 2022

Wellbeing - TTFM 90% of students report positive wellbeing; TTFM 83% of students have a positive sense

Initiatives

Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. It is a whole-school framework aimed at fostering positive behaviour in general. PBL emphasises proactively and explicitly teaching positive behaviour and pro-social skills, rather than just reacting to inappropriate behaviour.

Practices that support student wellbeing involve creating a safe environment; ensuring connectedness; engaging students in their learning; and promoting social and emotional skills.

Engagement

School communities have the potential to significantly influence student wellbeing. Strong school leadership that emphasises and promotes the importance of wellbeing, a culture of high expectations for all students and teachers who emphasise improvement are critical elements to supporting wellbeing at the school level.

Student wellbeing encompasses cognitive, social, physical and spiritual dimensions.

We will support wellbeing through practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community.

- Families, the community, and school staff communicate in numerous interactive ways, both formally and informally.

Success criteria for this strategic direction

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve (SEF Learning Culture, Theme - High Expectations)

The school engages in strong collaborations with parents, students and the community that inform and support continuity of learning for all students at transition points (SEF Learning Culture, Theme - Transitions and Continuity of Learning)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes (SEF Learning Culture, Theme - Attendance)

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

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF Wellbeing, Theme -Individual learning needs)

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. (SEF Wellbeing, Theme - Behaviour)

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. (SEF Reporting, Theme - Parent engagement)

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 Educational

Strategic Direction 3: Engagement and Wellbeing

Improvement measures

of belonging; TTFM 73% of Aboriginal students report feeling good about their culture when at school

Attendance - Semester 1 82% above 90%

Improvement as measured by the School Excellence Framework:

- **Learning:** Learning Culture and Wellbeing are validated as Sustaining and Growing
 - **Leading:** Educational Leadership is validated as Sustaining and Growing
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Success criteria for this strategic direction

Leadership, Theme - Community engagement)

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 Processes and Processes, Theme - Community Satisfaction)

Positive learning environment that allows every student to be supported and successful in their learning and wellbeing.

Establish opportunities for the development of student voice to encourage students to feel connected to their learning.

PLPs and IEPs

Explicit teaching of PBL focuses as identified from Sentral data.

Wider school community are kept informed of PBL focus areas.

Explicit systems and timelines are in place for referrals, tracking and ongoing support.

Student wellbeing is integrated into the school learning environment.

Parents actively support student learning by becoming involved in a range of school and classroom activities.

Classroom helpers/staff support/volunteer workers participate in training sessions and practicum sessions within classrooms.

Classroom helpers/staff support/volunteer workers operate within professional standards and confidentiality.

Student Representative Council represents their peers and contributes to developing activities that promote student engagement.

A sense of belonging to the school environment is

Success criteria for this strategic direction

maintained

Student Engagement increases.

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

Evaluation plan for this strategic direction

School based data from the PBL evaluation tool School-Wide Evaluation Tool (SET) and/or the Tiered Fidelity Inventory (TFI)

Tell Them From Me

SCOUT

Engagement of students in the governance and decision-making bodies of the school

Student-led parent/teacher conferences

Students co-constructing success criteria

Transition to school

Individual/Personalised Learning Plans (100% of identified students have a current plan, ?% of students meeting goals)

P&C