Strategic Improvement Plan 2021-2024

Gordon East Public School 3985

School vision and context

School vision statement

Striving for excellence in a respectful, inclusive environment with high expectations.

At Gordon East Public School, we strive for excellence in an inclusive environment where every student maximises their potential.

Our beliefs include:

- every child has the right to an education focusing on their individual academic, social, emotional and physical needs.
- all students must receive a strong foundation in literacy and numeracy, building a deep knowledge and confidence in their ability to learn.

We aim to prepare students for a future where respect, adaptability and effective communication are fundamental skills for success.

We develop partnerships in learning to collaboratively empower all students to become confident, self-directed and resilient learners.

We promote the building of teacher capacity to engage, innovate and transform our students as they develop in a context of high expectations with a range of opportunities to succeed.

The wellbeing of all Gordon East students and staff lies at the core of our school vision. We support the development of students with positivity in a climate where every student is known, valued and cared for with a focus on student wellbeing, student academic growth and social success.

School context

Gordon East Public School is situated on spacious, picturesque grounds in Gordon. There are 308 students at Gordon East Public School, with 51% of our student body from a language background other than English.

We pride ourselves on the sense of shared purpose across the school community, enhanced by the supportive relationships between families, staff and students. We value high expectations for student learning, enabling all students to strive for and experience success. Gordon East provides a well-resourced learning environment to engage, motivate and inspire students to achieve excellence. While engaging in evidence-based academic programs, students have opportunities to participate in a variety of extra curricula activities including STEM robotics, chess club, representative sport, bands, choirs and dance groups.

Highly professional and dedicated teachers implement quality learning programs across all Key Learning Areas. Gordon East Public School has 31 staff, which includes full-time, part-time, temporary and casual employees. There is a mixture of experienced and early career teachers who have diverse backgrounds. The school maintains a safe and supportive learning environment where the core values of being safe, respectful learners underpin our student welfare ethos.

As a result of the school`s situational analysis, it has been determined that a whole school approach, including all members of the school community, is required to achieve improvement in student performance. This approach will include:

- The evaluation, development and application of strong pedagogical practices K-6
- The development and implementation of strategies that support:

- a strong professional learning community which includes evaluation of impact across teaching and non-teaching staff
- staff evaluative practices, data use and skills
- systems that identify, record and manage the needs of every student
- improved community partnerships focused on parent engagement

- Strategic collection of relevant data and the development of systems that supports the tracking of individual student performance from K-6
- Developing and embedding whole school and community practices to improve student wellbeing, engagement and attendance.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and quality teaching practice; building strong foundations for academic success across all Key Learning Areas.

Improvement measures

Target year: 2022

Achievement of 2022 system-negotiated targets:

- There will be an uplift of 6.8% in the amount of students achieving in the top two bands for **Reading.**

Target year: 2022

Achievement of 2022 system-negotiated targets:

- There will be an uplift of 6.5% in the amount of students achieving in the top two bands for **Numeracy**.

Target year: 2023

Achievement of 2023 system-negotiated targets:

- There will be an uplift of 3.8% in the amount of students achieving expected **growth** in **Reading.**

Target year: 2023

Achievement of 2023 system-negotiated targets:

- There will be an uplift of 2.5% in the amount of students achieving expected **growth** in **Numeracy.**

Initiatives

Literacy

In literacy, we will embed sustainable whole school processes for collecting and analysing data to inform:

- high impact teacher professional learning and school resourcing focused on student growth and attainment in literacy.
- explicit and systematically planned teaching and learning programs in reading that have been collaboratively designed in response to student needs.
- instructional leadership and mentoring to build teacher expertise and collective pedagogy leading to school improvement in student growth and attainment in literacy skills.
- goal setting (individual, group and whole school) in response to the needs of all students` learning.
- whole school impact and evaluation of implemented strategies on student learning.
- the development and sustaining of positive and productive partnerships in learning with teachers and parents working together to understand:
- specific goal setting,
- differentiated curriculum delivery,
- and assessment practice to improve student learning and strengthen outcomes in literacy.

To support us in this initiative we are using the research of: the Department`s Literacy and Numeracy Hub, CESE, Viviane Robinson and Helen Timperley.

Numeracy

In numeracy, we will embed sustainable whole school processes for collecting and analysing data to inform:

- high impact teacher professional learning and school resourcing focused on student growth and attainment in numeracy.
- explicit and systematically planned teaching and

Success criteria for this strategic direction

- Positive school value-add trend
- Most students achieving in the top two bands for NAPLAN reading, writing and numeracy
- Students are aware of their growth targets and most are showing growth on internal school progress and achievement data
- School data shows that progress and achievement shown in external measures are consistent with that shown on internal measures
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback, are consistent and show evidence of reliable student assessment and continuous tracking of student progress and achievement.
- Teaching and learning programs across the school show evidence of adjustments to cater for individual student needs. All adjustments lead to improved learning and show evidence that all students are challenged.
- Teachers involve students and parents in planning to support learning and share expected outcomes .
- Each student`s individual growth has been identified and students are achieving higher than expected growth.

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

- NAPLAN data
- Scout - Value added data
- Student work samples
- PLAN2 Data for literacy and numeracy

Strategic Direction 1: Student growth and attainment

Initiatives

learning programs in numeracy that have been collaboratively designed in response to student needs.

- instructional leadership and mentoring to build teacher expertise and collective pedagogy leading to school improvement in student growth and attainment in numeracy skills.

- goal setting (individual, group and whole school) in response to the needs of all students` learning.

- whole school impact and evaluation of implemented strategies on student learning.

- the development and sustaining of positive and productive partnerships in learning with teachers and parents working together to understand:

- specific goal setting,

- differentiated curriculum delivery,

- and assessment practice to improve student learning and strengthen outcomes in numeracy.

To support us in this initiative we are using the research of: the Department`s Literacy and Numeracy Hub, CESE, Viviane Robinson and Helen Timperley.

Evaluation plan for this strategic direction

- Student Personal Learning Plans
- Classroom observations and Quality Teaching Rounds
- Surveys
- PDPs
- Document (eg: programs) analysis

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 published in the Annual Report each year, school newsletter and on the School Website throughout the year.

Gordon East Public School (3985) -2021-2024

Strategic Direction 2: Quality Teaching, Quality Learning

Purpose

To develop and sustain whole school quality teaching and learning practices that ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Target year: 2024

All staff effectively implement the What Works Best research and understand its impact on student performance with an increase in teacher confidence in the elements of use of data to inform practice and assessment.

Target year: 2024

All staff demonstrate a deep understanding of the impact of research Including: Dr Lyn Sharratt and What Works Best on school improvement and their role in ensuring every student, every teacher, every leader and every school improves every year.

Target year: 2024

An increase in all staff confidence in collaborative practices that drive student improvement.

Initiatives

Quality Teaching, Quality Learning

Establish and embed a culture of consistent, evidence-based practices in the delivery of quality teaching focused on student success and improvement. Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery. This will be facilitated though the delivery of quality learning opportunities for all students and be achieved through:

- Embedding and use of professional learning models, including learning walks, to build teacher capabilities and collective pedagogical practice.
- Professional Learning in data literacy, analysis and use in teaching for all staff.
- Use of student assessment data to reflect on teaching effectiveness and provide explicit, differentiated and responsive learning opportunities.
- Embedding data informed formative assessment practices as an integral part of daily instruction.
- Implementation of a case management & puzzles of practice approach to addressing student needs.
- Reviewing and adjusting whole school scope and sequences to provide a consistent approach to curriculum delivery throughout the school.
- High impact professional learning processes are utilised to support curriculum implementation.

To support us in this initiative we are using the research of: the Department`s Literacy and Numeracy Hub, CESE, Viviane Robinson and Helen Timperley and Dylan William.

High Expectations and Quality Learning using Collaborative Practice

Develop a sustained learning culture focused on high expectations, quality learning and collaborative practice. This will be facilitated through embedding explicit systems for teacher collaboration, observation, and feedback to sustain quality teaching practices. This will be achieved through:

Success criteria for this strategic direction

- Effective partnerships in learning with parents and students are resulting in students who are motivated to deliver their best and continually improve.
- Our curriculum provision supports high expectations for student learning. Curriculum is enhanced by learning alliances with other schools or organisations.
- Teaching and learning programs are dynamic showing evidence of revisions based on feedback, consistent and reliable assessment and continuous tracking of student progress.
- Teaching and learning programs across the school show evidence of adjustments to address individual student needs, ensuring all students are challenged and all adjustments lead to improved learning.
- Formative assessment is practiced expertly by teachers.
- School analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends at all levels: individual, group and whole school.
- Feedback from students on their learning in assessments informs further teaching.
- School uses systematic and reliable assessment information to evaluate student learning over time and implements change that leads to measurable improvement.
- Progress and achievement of equity groups is equivalent to these progress and achievement of all students..

Evaluation plan for this strategic direction

Question:

- What has been the impact of using consistent evidence-based practices in the delivery of quality teaching programs?
- How effectively have staff analysed, interpreted and extrapolated data and collaboratively used this to

Initiatives

- Teachers' engagement in collaborative professional learning focusing on pedagogy with high expectations.
- Implementation of an internal learning walks model developing a shared vision of quality teaching and learning. Teachers will work together to reflect on observable practice and provide specific, actionable feedback
- Teachers working collaboratively to ensure their pedagogy aligns with Quality Teaching practices that are shown through research to improve student outcomes.
- Collaboratively 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.
- Building staff capacity in using data to monitor and assess student progress and design future learning across all levels i.e. individual, group, class, and whole school.

To support us in this initiative we are using the research of: CESE, Viviane Robinson, Helen Timperley, Lynn Sharrat and John Hattie.

Evaluation plan for this strategic direction

inform planning, identify interventions and modify teaching practice?

- To what extent have we achieved our purpose and can demonstrate improvement of our high expectations?
- Do teachers collaborate to evaluate, reflect and adapt practice and how as collaborative practice impacted on improving student achievement?

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

- NAPLAN data
- Tell Them From Me survey
- Student work samples
- PLAN2 Data
- PAT data
- Student Personal Learning Plans
- Classroom observations and Quality Teaching Rounds
- PDPs
- Document (eg: programs) analysis
- Observations
- Meeting minutes
- Internal assessment data

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 published in the Annual Report each year, school newsletter and on the School Website throughout the year.

Strategic Direction 3: Community Connections and Wellbeing

Purpose

To develop strong partnerships in learning and strengthened community connectedness through whole school planned approaches to wellbeing, engagement and communication.

Improvement measures

Target year: 2022

Achievement of 2022 system-negotiated targets:

Attendance

- An uplift of 4.1% of students attending school equivalent to or above 90% of the time.

Target year: 2024

School reports increased levels of social skills and resilience evident across the school.

Target year: 2024

Tell Them From Me data indicates an uplift in the areas of: expectations for success, advocacy and sense of belonging at school for students.

Target year: 2024

Data shows an uplift in parent satisfaction of their experiences at the school in the areas of : communication and parent involvement.

Initiatives

Wellbeing and Engagement

Embed a whole-school learning approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- Reviewing current wellbeing practices and their levels of alignment with the wellbeing framework, data and self-assessment findings to establish focus areas around whole-school wellbeing reform.

- Updating whole-school wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning, and engagement is responded to with clear evidence of impact.

- Implementation of targeted social skills/wellbeing initiatives.

- Embedding differentiated and system-negotiated target support for well-being and engagement into practice (teaching programs, behaviour systems, intervention, and adjustment) ensuring strategies are regularly reviewed.

To support us in this initiative we are using the research of: CESE, Department of Education - Student Wellbeing resources

Community connections

Build a sustained culture of partnerships in learning and connected communities. This will be achieved through:

- Engaging parent and community members in a range of school-related activities to build cohesiveness.

- Developing and strengthening partnerships with the wider community to enhance teacher practice and student learning.

- Reviewing and updating the school's approach to communication.

- Reflecting on community consultation and

Success criteria for this strategic direction

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

- Teachers report in a clear, timely and accurate manner to directly engage with parents to improve understanding of student learning and strengthen student outcomes.

- The school is responsive to community feedback in regards to management practices/processes. It measures community satisfaction and shares findings with the community.

- The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

- Supportive, respectful relationships are evident and widespread among students and staff. These relationships promote optimum conditions for student learning across the whole school.

- School organisation facilitates regular opportunities for students to meet regularly with an identified staff member who can provide advice, support and assistance to assist students fulfilling their potential.

- 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 students` wellbeing and learning needs in consultation with parents/carers.

- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.

- The school uses a centralised system for analysing and reporting of data on school performance including academic growth, and non-academic data.

- There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

Strategic Direction 3: Community Connections and Wellbeing

Initiatives

responding appropriately.

Developing active partners in learning focused on student achievement - social, emotional and academic that embed the school`s values and direction in the community.

To support us in this initiative we are using the research of: CESE, Department of Education - Communication and Engagement resources

Evaluation plan for this strategic direction

Questions

How have our systems and processes:

- for enhancing student wellbeing and engagement been successful?
- enhanced parental engagement and created sustained positive partnerships in learning?
- embedded a cohesive culture where our school is excelling as. school part of a productive learning community.

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

- TTFM
- Parent Focus Groups
- Surveys
- Curriculum documentation
- School Excellence Framework V2 evaluation
- Wellbeing Framework
- Analysis of PBEL data
- Sentral and Scout Data
- Document analysis

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 identify implications for our work and inform future directions and next steps.