

Strategic Improvement Plan 2021-2024

Mount Ousley Public School 4095



School vision and context

School vision statement

Our school is a small school with big opportunities. It is a place of inclusivity, excellence and innovation built on genuine relationships and a shared culture of trust.

Every member of our school is focused on ensuring children thrive.

Every decision reflects what works best for each child.

Every child is empowered to achieve and have their voices heard.

School context

Mount Ousley Public School is situated in Fairy Meadow in the northern suburbs of Wollongong and the Illawarra approximately 80km south of Sydney. There are 8 classes from Kindergarten to Year 6 with a current enrolment of approximately 197 students. The school enrolment includes 30% of students with a non-English speaking background and 3% of students of Aboriginal and Torres Strait Island background. Mount Ousley PS has a strong teaching emphasis on the core subjects of literacy and numeracy while delivering a wide variety of opportunities to students in a supportive and inclusive learning environment. The school staff is a mix of early career and experienced teachers who are hard-working, caring and innovative. They provide a range of high quality learning opportunities to stimulate and challenge the individual needs and talents of their students. This is done within a collaborative culture, creating a sense of community and united support.

Our school has a commitment to delivering quality teaching to challenge students by engaging every student in every class. Students are eager to use flexible learning spaces to engage in learning. Students each use their own Apple device to collaborate, create and publish. Our teachers value student voice in learning and there are no upper limits to what our students can and do achieve. Ours is a school where trust is freely given, where mistakes are seen as a necessary stepping stone to success and where innovation thrives.

Results from the situational analysis highlighted the need to embed high impact professional learning to all staff focusing on the teaching of reading and numeracy. This professional learning will ensure all students are catered for at their point of need and the future directions for their learning are identified and acted upon. Professional learning will be supported by an Assistant Principal working as an instructional leader across K-6. Targeted support for teachers and students will be a focus. The collection of quality, reliable assessment and growth data will determine the levels of success and areas for continued development.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning through high quality teaching that extends knowledge, invites curiosity and builds strong foundations in literacy and numeracy ensuring the skills for future learning and success.

Improvement measures

Target year: 2022

Increase percentage of students in the top 2 bands for reading by 5.15% to meet the agreed lower bound target.

Increase percentage of students in the top 2 bands for numeracy by 7.2% to meet the agreed lower bound target.

Target year: 2023

Increase the percentage of students achieving expected growth in reading by 5% to reach Upper bound target.

Increase the percentage of students achieving expected growth in numeracy by 5% to reach Upper bound target.

Target year: 2024

All teachers demonstrate effective explicit teaching and differentiation to cater for the needs of all learners.

Exceed Excelling and be meeting the statement of excellence for the Assessment and Student Performance Measures domains of the School Excellence Framework by exceeding upper bound targets in reading and numeracy.

Every student is making at least a year's worth of growth for every year of teaching and learning.

Initiatives

Research informed practice

Embed a culture of ongoing learning for teachers as learners.

- Professional Learning: Research-based professional learning undertaken by all staff on a regular and ongoing basis - *'What Works Best'*, *Scarborough's Reading Rope*, deep analysis of syllabus documents, data literacy and analysis, Literacy Hub and wide variety of portal resources and assessments that are available.

- Numeracy: Big ideas in Number - Di Siemon, Numeracy hub resources, Jo Boaler mathematical mindsets. Embedding numeracy across the curriculum

- Expertly implement research-based practices in all classrooms to respond to student needs and create positive growth in student achievement.

- Embed a consistent approach to explicit the teaching of reading across the curriculum based on research and evidence.

A year of growth for a year of teaching

Create a culture of high expectations for teachers and students as learners who are responsive, collaborative and achieving.

- Teachers develop and utilise effective assessment processes to inform teaching and learning in a systematic and sustainable manner across all classrooms K-6.

- Teaching and learning is informed by data and evidence, including K-3, 3-5 and 5-7 growth data, top 2 bands in reading and numeracy, data trends over time, PAT assessment data and internal assessment measures.

- Individual student needs are identified early and plans are enacted through the learning support team to ensure student growth.

- Students achieving beyond stage outcomes will be challenged to extend their learning across curriculum

Success criteria for this strategic direction

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.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement in all subject areas, with success which can be measured by improved student progress and achievement data.

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

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

Q: What impact has high quality teaching had on student outcomes in literacy and numeracy?

D: Data analysis throughout the year will be undertaken utilising internal and external performance measures to track progress and implications of changes in practice. The following data will form the basis of this collection and analysis;

- NAPLAN (top 2 bands and growth)

- Value-Add

Strategic Direction 1: Student growth and attainment

Initiatives

areas with the implementation of High Performing and Gifted policy and practices.

Evaluation plan for this strategic direction

- Phonological awareness screeners
- Teacher observations
- IFSR
- PAT assessment growth data (baseline taken in 2020)
- Check-in Assessments
- PLAN2

Reflection and analysis of this data will inform the External Validation submission in 2021 and future directions which in tern will inform future directions

- Whole school data analysis will take place at 5 weekly professional learning meetings in order to monitor progress towards targets
- Whole staff reflections will be completed once per term.

A: Measuring growth against baseline data

I: The analysis of this data will inform future directions.

Strategic Direction 2: Collaborative and Connected communities

Purpose

To build an educational learning community which has teachers, students and parents authentically connected and invested in the learning and wellbeing of all students, enhanced by strong wider community relationships.

Improvement measures

Target year: 2024

Majority of students (>80%) indicate a strong sense of belonging on the Tell Them From Me survey.

Teacher surveys indicate strong connection to the educational community and the network of schools in the region and beyond.

All teachers have expert contemporary content knowledge and deploy effective teaching and wellbeing strategies that promote strong student agency.

Target year: 2022

Increase the percentage of students attending greater than 90% by 5.8% to reach the lower bound attendance target.

Initiatives

Collaborative Practice

Build a strong culture of collaboration.

- Staff engagement in ongoing high quality professional learning, professional dialogue and collaborative planning and programming.

- Staff model best practice to others both within and across schools.

- Inclusion of parents in ongoing transformative practices and shared expertise to support learning.

- Collaborate with networks of schools, universities, community organisations and corporations to build high student, staff and parent aspirations.

Students known valued and cared for

Create environments across the whole school where all children can connect, succeed and thrive.

- All staff have a shared responsibility for all children and all children have a trusted adult that they can talk to in times of need or celebration.

- Development of community engagement which maximises student success through high levels of attendance, wellbeing, and partnerships in learning.

- A co-developed school wide approach to student management that is research based and evidence informed, including the Berry Street Education Model.

- Strategic and ongoing support and access to services for children of refugee families.

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.

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

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

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support 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 a high performing teaching staff as measured against The Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.

Evaluation plan for this strategic direction

Q: How has immersion within a collaborative culture and extended educational learning community transformed classroom practice?

Evaluation plan for this strategic direction

D: - Regular and ongoing analysis of attendance data to determine growth in attendance of students at risk, as per policy and school processes.

- 4Cs reflection tools

- Student Tell Them From Me survey twice a year to evaluate student connection to school and the growth in this measure

- Whole staff reflections and evaluations of change in practice, student response to changes.

- teacher surveys

- Professional Development Plans

- What Works Best reflection tool.

- exist slips at the conclusion of staff meetings, Google forms, classroom observations and conversations about practice

- Student focus groups to determine success of collaborative strategies and school wide student management.

Strategic data analysis utilising internal and external data will occur at regular intervals each term at the executive and whole school level.

A: Triangulation of qualitative and quantitative data to corroborate conclusions.

I: The analysis of data will inform future directions.

Strategic Direction 3: Creative and Critical Thinking

Purpose

To strengthen the capacities of our learning community in order to meet the challenges of our changing world, and reimagine innovative pedagogical strategies and learning design for transformative deep learning and leading.

Improvement measures

Target year: 2024

All students staff and families are confident users of the language, skills and strategies of the learning dispositions framework and understand how it influences them as learners now and into the future.

An extensive repertoire of digital technologies are expertly integrated to teaching across the curriculum to extend, support and enhance deep learning.

Future focused practices are embedded in all classrooms. Students are engaged and are performing at or above their peers at statistically similar schools in areas of creativity, problem solving and academic achievement.

Target year: 2024

Initiatives

Transformational teaching and learning

Embed a culture of innovative pedagogy and enact creativity, critical reflection, communication and collaboration through;

- Professional learning in transformational practice for all staff that is then embedded into classroom practice across the school.

- Strategic and collaborative lesson design to promote intrapersonal, interpersonal and cognitive development skills and awareness for teachers and students.

- Future-focused teaching and learning embedded through high quality practices across the curriculum for all students, informed by the High Impact Professional Learning and High Potential and Gifted Policies and supporting documents.

Innovative use of digital technologies

Students and teachers leverage digital technologies to enhance learning, creating, collaboration, communication and critical reflection.

- Professional learning of digital technologies is successfully implemented into classroom practice making teachers experts in digital tool use.

- Digital technologies are effectively utilised to enhance and expand student learning beyond the classroom and apply knowledge to complex world problems.

- High performing students utilise technology to enhance their connection with intellectual, creative, social-emotional and physical learning domains informed by the High Potential and Gifted Policy and supporting documents.

- Digital technologies are effectively utilised to create access to the curriculum for students with additional needs.

Success criteria for this strategic direction

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed best practice.

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.

Technology that supports learning is available and expertly integrated into lessons by teachers.

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.

Evaluation plan for this strategic direction

Q: How have the reimagined innovative pedagogical strategies transformed learning for all stakeholders?

D: Detailed analysis of data will inform the future directions in this area. Data sources will include;

- classroom observations of the utilisation of technology to enhance learning across the curriculum.

- Community focus groups and cold calls

- Community Tell Them From Me surveys

- observations and reflections of the implementation of transformational practice in all classrooms

- Student feedback on the implementation of future focused learning strategies, technology use and critical reflection.

- APPLE self-assessment survey

Evaluation plan for this strategic direction

- 4Cs reflection tools

- HIPL and HPAG assessment tools

A: Triangulation of qualitative and quantitative data to corroborate conclusions.

I: Implications of the data analysis will inform future directions.