

Strategic Improvement Plan 2021-2024

Sandon Public School 5696



School vision and context

School vision statement

Sandon Public School is a diverse learning community where students strive to become:

- Content, caring and creative individuals
- Successful lifelong learners
- Active, informed and respectful members of the community.

School context

Sandon Public School has a student population of 225 students from diverse cultural, religious and socio-economic backgrounds. Approximately twenty percent of students are of Aboriginal background. Twenty five percent of students come from a language background other than English and ten percent of students have a diagnosed disability. Our teaching and learning and student well-being programs are designed to address this complexity.

Sandon Public School has two support classes for students with disability. Our support classes are an integral part of our school.

In 2020 we reviewed our school wide student behaviour support and have adopted the PAX Good Behaviour Game.

PAX Good Behaviour Game consists of 10 psychology-based instructional strategies taught as skills and used daily by teachers as part of the regular lesson. Using game-theory principles, students and teachers define the class rules for behaviours within the classroom, and learn how to 'play' each game. These games are then used to support the delivery and completion of classwork and other tasks while simultaneously positively reinforcing the students' ability to be aware of their behaviours and regulate these themselves. A large part of PAX GBG is also recognising the strengths and achievements of others. This aspect develops strong peer recognition and valuing the achievements of others.

Our SHINE values of Show respect, Honesty, Include others, Never give up and Engage in Learning complement the PAX Good Behaviour Game.

The school completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. These areas build on the work undertaken in the previous school planning cycle around quality teaching, quality learning and well-being to connect, succeed, thrive.

1. STUDENT GROWTH AND ATTAINMENT

When analysis was conducted against the student outcome measures the

Value-add

- K-3 is **Working Towards**.
- Year 3-5 is **Delivering**.
- Year 5 - 7 is **Delivering**.

Expected growth in NAPLAN

In **Reading** there has been an upward trend over ten years.

We were above network schools for the percentage of students in the top two bands by

School vision statement

School context

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From the findings of the gap analysis in Reading the focus areas include:

- Interpret the meaning of vocabulary in context in an information text
- Identify how a character is portrayed in a narrative
- Identify the first-person narrator in an imaginative text
- Identify the relationship between characters in an imaginative text
- Link an image to information in an information text
- Sequence events from an information text.

In **Numeracy** there have been significant gains made since 2013. Since 2015 we compare favourably to SSSG.

We reached our target in 2019 for Aboriginal students in the top three bands for NAPLAN Numeracy and for Expected Growth in Numeracy in NAPLAN.

Our school participated in the Year 3 and Year 5 check in assessment conducted by the NSW Department of Education.

From the findings of the gap analysis in Numeracy the focus areas include:

- Solves a problem involving addition and subtraction of whole numbers
- Identifies, describes, compares and classifies angles
- Selects appropriate methods to collect data, and constructs, compares interprets and evaluates data displays, including tables, picture graphs and column graphs.
- Uses simple maps and grids to represent position and follow routes, including compass points.

2. EXCELLENCE IN TEACHING

Curriculum Focus

Quality Teaching Rounds, using the NSW Quality Teaching Framework has been a focus for some staff across the school who are part of a research project with the University of Newcastle.

The school employed an Instructional Leader in 2019 to support Literacy and Numeracy K-2. The data gathered across the year indicated the majority of students K - 2 achieved benchmarks, as the Instructional Learning worked with staff to implement Learning Sprints, evidence gathering, and data analysis to inform teaching.

School vision statement

School context

As a result of the learning from External Validation and our self-assessment against the School Excellence Framework we have determined that within the themes identified we can:

- support a Literacy and Numeracy Action plan to address student growth and attainment.
- Improve our understanding of quality evidence collection and analysis.
- Improve our understanding of how to measure impact.

Our analysis helped us to decide that excellence in teaching would be an explicit focus in the new school plan. We identified we need to

- develop a strong professional learning community, which includes evaluation of impact across teaching and non-teaching staff
- have strong and sustainable systems and practices.

3. WELLBEING AND ATTENDANCE

Behaviour

Positive Behaviour for Learning (PBL) has been embedded practice at Sandon for over five years. In 2018 and 2019 the school reviewed the procedures and practices, which resulted in a number of changes to assist both students and families better understand our S.H.I.N.E. values and how the student award system ran in conjunction with PBL.

In 2020 all teaching staff were provided with professional learning on PAX the Good Behaviour Game. The PAX Good Behaviour Game consists of behavioural and instructional strategies to build self-regulation in children, strengthen peer networks, reduce impulsivity and teach prosocial decision-making in children.

The school decided to implement PAX GBG to

- Increase time for teaching and learning
- Increase attention to and completion of academic tasks
- Engage learners
- Improve learning outcomes
- Reduce off-task and disruptive behaviours.

Attendance

School vision statement

School context

Attendance above 90% - 66.40%, this is below the baseline of our negotiated targets.

Attendance rate overall is 86.66%.

Attendance for Aboriginal students in Term 1 2020 was 78.4%.

The class teacher phone intervention has had an impact on the attendance of some students, as has the SMS alert sent to parents commenced in Term 4. A whole school Attendance Improvement plan will need to be developed.

Caring for students

Self-reflection against the School Excellence framework determined we were Sustaining and Growing in 2019.

We used the *Wellbeing for School Excellence Evaluation Support Tool* to determine whether student wellbeing has improved after the adoption of the strategies identified in the previous plan.

Family- School Partnerships

In 2020 the school identified through professional learning that a key dimension for planning partnerships was communication.

The following strategies were implemented:

- Shift to the use of the term families in all communications (as opposed to parents/carers)
- Review of communication tools, with an emphasis on using *Seesaw*, *Schoolbag* and *email*.
- Telephone calls from class teachers every week during the learning from home period.
- Student involvement in interviews and school decision making.

The development of this Strategic Improvement Plan is underpinned by consultation with staff, community and students.

Strategic Direction 1: Student growth and attainment

Purpose

As a result of the learning from External Validation, our self-assessment against the School Excellence Framework and our Situational Analysis we have determined that we need to develop a culture of continuous improvement, and improve our understanding of how we measure impact.

Improvement measures

Target year: 2022

Improve the percentage of students achieving in the top two NAPLAN bands for Reading to be within the range of system-negotiated target of 38.2% (lower bound) and 43.20% (upper bound).

Increase the percentage of students achieving in the top two NAPLAN bands for Numeracy to be within the range of system-negotiated target of 28.2% (lower bound) and 33.20% (upper bound).

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Numeracy to 65%.

Increase the percentage of students achieving expected growth in NAPLAN in Reading to 65%.

Target year: 2022

Improvement as measured by the School Excellence Framework:

- Curriculum - Sustaining and Growing
- Professional Standards - Sustaining and growing
- Learning and development - Sustaining and growing
- Educational leadership - Sustaining and growing.

Initiatives

Data driven practices

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

- Professional Learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Establish and use Instructional Leader position to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Numeracy

In Numeracy the collection and analysis of data will inform:

- teacher professional learning
- the selection of teaching strategies in relation to student learning needs
- the impact of implemented strategies on student learning.

Success criteria for this strategic direction

In consideration of the School Excellence Framework and the CESE Document *What works Best* the school will measure Strategic Direction 1 success through the following criteria:

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

Valid teacher judgment is evident across the school.

Data and feedback inform teaching practice and direct learners and learning.

All students articulate, understand and achieve their literacy and numeracy learning goals.

Teams across the school are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

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:

- * NAPLAN data
- * Scout - Value added data
- * Learning sprint data analysis
- * Student work samples
- * Literacy and numeracy PLAN2 data
- * Student Personal Learning Plans
- * Student focus groups.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

The evaluation plan will involve:

* Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

* Regular professional discussion around the School Excellence Framework elements and themes. * Executive team and whole staff reflective sessions.

* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Excellence in Teaching

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Research has shown that collective teacher efficacy has an effect size of 1.57.

Improvement measures

Target year: 2024

1. The quality of teaching is improved in line with the Quality Teaching Model (QTM).
2. All teachers undertake targeted and relevant evidence-informed professional learning, driven by teacher and student needs.
3. All teachers engage in professional collaboration through Quality Teaching Rounds (QTR) to collectively analyse and refine their practice.
4. All teachers embed QT elements into their planning and teaching.

Target year: 2022

1. The annual QTR Teacher Survey demonstrates a 5% improvement in teacher survey responses.
2. Delivery of 2 TPL sessions per term to build understanding of the QT Model of (classroom and assessment practice).
3. 25-50% of staff have participated in at least one set of Quality Teaching Rounds in PLC that cross stage and schools.
4. 25-50% of teachers collaboratively develop teaching and learning programs incorporating QTM.

Target year: 2023

1. The annual QTR Teacher Survey demonstrates a 5% improvement in teacher survey responses.

Initiatives

Quality Teaching Rounds

Quality Teaching Rounds is recognised by the Department of Education as a high impact approach to professional development. Quality Teaching Rounds is underpinned by the Quality Teaching Model (QTM), which supports schools in developing a shared vision of quality teaching and learning.

1. Teachers will consistently strive for excellence in classroom practice by embedding pedagogy that is shown through research to improve the quality of teaching and student outcomes (QTM).
2. Teachers will engage in collaborative professional learning focusing on pedagogy (QTR).
3. Teachers will collaboratively analyse and discuss their own and each other's teaching in QTR professional learning communities (PLCs).
4. Teachers actively engage with the QTM throughout the teaching and learning cycle.

Digital Maturity

Using the Digital Maturity Framework technology use is aligned with school excellence.

Assess the Digital maturity of the school and develop a plan of action to improve use for quality learning and administration.

Success criteria for this strategic direction

In consideration of the School Excellence Framework and the CESE Document *What works Best* the school will measure Strategic Direction 1 success through the following criteria:

1. Classrooms are quality learning environments with lessons that feature high levels of intellectual quality and significance.
2. teachers are empowered through knowledge of relevant, evidence informed pedagogy, enabling them to refine their practice to effectively meet student needs.
3. the school has an effective collaborative learning culture focused on continuous improvement of teaching and learning.
4. Teachers and leaders used the shared concepts and language of the QTM as a basis for discussion about pedagogy.

Evaluation plan for this strategic direction

Question:

1. Has the quality of teaching improved? How?
2. How many teachers have engaged with the Quality Teaching Model? How do they feel it has improved their knowledge and practice?
3. How effective has Quality Teaching Rounds been in fostering professional dialogue about improving teaching and learning?
4. Have teachers embedded the Quality Teaching Model in the teaching and learning cycle? How?

Data:

1. De-identified lesson observations, Tell Them From Me survey data, student growth measures (PATs, NAPLAN, Internal assessments, running records).
2. QTR participation rate, Professional learning logs, meeting notes, pre and post QTR teacher surveys,

Strategic Direction 2: Excellence in Teaching

Improvement measures

2. Delivery of 2 TPL sessions per term to build understanding of the QT Model of (classroom and assessment practice).
3. 50 -75% of staff have participated in at least one set of Quality Teaching Rounds in PLC that cross stage and schools.
4. 50 -75% of teachers collaboratively develop teaching and learning programs incorporating QTM.

Target year: 2024

1. The annual QTR Teacher Survey demonstrates a 5% improvement in teacher survey responses.
2. Delivery of 2 TPL sessions per term to build understanding of the QT Model of (classroom and assessment practice).
3. 75 -100% of staff have participated in at least one set of Quality Teaching Rounds in PLC that cross stage and schools.
4. 75 -100% of teachers have embedded QT elements within teaching and learning programs. All key learning areas (KLAs) demonstrate a focus on planning for and evaluating teaching and learning programs using QT.

Target year: 2024

Improvement as measured by the School Excellence Framework:

- Effective classroom practice - Excelling
- Data skills and use - Excelling
- Professional standards - Excelling
- Learning and development - Excelling

Target year: 2023

Assess the Digital maturity of the school and develop a plan of action to improve use for quality learning and

Evaluation plan for this strategic direction

focus groups).

3. Staff perceptions survey, TTFM Teacher survey, teacher focus groups.
4. Evidence of inclusion of QTM concepts and language in teaching programs (planning and assessment), teacher focus groups.

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Implications:

1. Include QTR and QTM in allocation of roles and responsibilities.
2. Refine professional learning schedule to provide regular opportunities for: Collaborative analysis of data, Professional learning about QTR.
3. Include QT elements in program templates.

Strategic Direction 2: Excellence in Teaching

Improvement measures

administration.

In the element of Digital teaching processes, under the themes of;

- Planning and Programming we are Excelling.
 - Feedback and reporting we are Excelling.
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Strategic Direction 3: Attendance and Wellbeing

Purpose

As a result of analysis of our previous three year plan, our Situational analysis and self-assessment against the School Excellence Framework it was clear that we would continue to include wellbeing in our plan. By including attendance in the name we want to place the spotlight on lifting our attendance rates.

Improvement measures

Target year: 2022

- Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of 74.90%.
- Tell Them From Me Wellbeing data (advocacy, belong, expectations) increases at or above the lower bound system-negotiated target of 85%.

Target year: 2024

Meet the criteria for Excelling across all three areas of the Sport and Physical Activity: School Health Check.

Target year: 2022

Meet the criteria for excelling under Attendance in the School Excellence Framework.

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

Initiatives

Whole school evidence-based approach to sport and physical activity

- Regular self-evaluation against the Sport and physical activity: School health check
- Every student is plotted on the Physical Literacy Continuum and class teachers are using *Smart Rubric* to determine student achievement.
- Embed systems gathering processes for sport and physical activity and wellbeing based on the health check.

Pulse check in

Students in Years 3 - 6 use the Pulse check in app weekly to track how they are feeling. The reported categories are;

- valued and safe
- healthy
- have material basics
- participating
- positive sense of identity and culture.

Improving Attendance

An action plan for Improving Attendance is developed and implemented.

Success criteria for this strategic direction

In consideration of the School Excellence Framework and the CESE Document *What works Best, the WELLBEING FRAMEWORK* the school will measure Strategic Direction 1 success through the following criteria:

The school has a whole-school approach to sport and physical activity and it is supported by the staff, students, parents/carers and the whole school community.

- There are high quality opportunities for all students to participate in physical activity across the school day.
- Students have high levels of wellbeing in relation to academic and psychosocial outcomes.

Evaluation plan for this strategic direction

Questions:

- How can the school determine that its systems and process for enhancing student well being through a whole-school approach to sport and physical activity have been achieved?
- Have we implemented a quality Attendance improvement plan that has lifted our attendance rates?

Data:

- Self-assessment against Sport and Physical Activity: School Health Check.
- Staff survey/observation data
- Student and community voice surveys.
- Attendance data

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications:

Strategic Direction 3: Attendance and Wellbeing

Evaluation plan for this strategic direction

What are the implications for our work? Future directions and next steps.

Question: Do students have high levels of well being ?

Data: PULSE data, referrals to Student Impact Learning team, SENTRAL behaviour data.

Analysis: Analyse the data to determine how we are tracking to achieve our system negotiated target in Tell Them From Me.

Implications: What are the implications for next steps and future directions?