

Strategic Improvement Plan 2021-2025

Glossodia Public School 2021



School vision and context

School vision statement

Our vision at Glossodia Public School is to provide an inclusive environment where students' positive mindsets, wellbeing and their ability to achieve high levels of academic success, empower them to reach their potential, and prepare them to become productive, creative and empathetic members of society.

All teachers are willing to develop and demonstrate their high expectations of all students including that of our Aboriginal students.

We are committed to working respectfully within cultural protocols when working with Aboriginal students, including when finding out about students' languages and when engaging with students, families and communities.

School context

Glossodia Public School has a reputation in the wider community for being a caring, nurturing and inclusive school. Our students are happy, positive and responsible. The staff are dedicated, hard-working and genuinely care for every student. The Parent and Citizens Association provides ongoing support to the students and staff.

Glossodia Public School currently has 182 enrolments. We have a total of 80 students K-2 and 102 students 3-6. Twelve Aboriginal students are currently enrolled with no students being identified as a student with English as an Additional Language/Dialect. Our Family Occupation and Education Index (FOEI) is 109, which has been increasing by 2% each year.

After consultation with staff, students and parents, our 2021-2024 Strategic Improvement Plan will focus on the following areas:

Our NAPLAN data indicates that we are currently performing above our baseline by 1.8% in Numeracy across Year 3-5 by and below our Reading baseline by 2.4%.

Whilst our internal data shows slightly better results, we have accepted that both data sets indicate that we are currently sitting at delivering.

The implementation of Visible Learning at Glossodia Public School has allowed students to become assessment capable learners who are responsible for their own learning and can articulate where they are in their learning journey. Staff and students share a language of learning across the school and students have been learning to develop their own individual learning goals empowering students to take greater ownership of their learning.

Setting individual goals will continue to be a strategy implemented in 2021. Teachers will continue to provide students with whole class learning intentions (WALT) and success criteria (SC) with a greater emphasis on effective feedback that has the maximum impact on student outcomes.

Data from an internal survey showed that 86% of students in Year 3-6, strongly agreed that teachers give effective feedback on how to improve their work, and 80% of Years 1-2 students from internal data believe their teacher tells them how they can do better.

Learner dispositions units of work introduced in 2019 will also continue to embed the characteristics of an effective learner for students K-6.

Targets:

- Teachers provide effective feedback in both written and verbal forms in a timely manner will have great impact.
- Students engage in peer feedback.

In 2020, the Learning and Support Teacher (LaST) and School Learning Support Officer

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(SLSO) worked on implementing a variety of programs to improve student learning outcomes in the area of English, with Reading being a high priority. The outcomes of these programs have been positive. However, there is scope for a more targeted approach to individual student needs when it comes to learning and support. The LaST and SLSO's will be more involved in collecting formative and summative assessment data. They will analyse internal and external data, to ensure that all students requiring additional support have been identified, and included in targeted intervention, by either working with classroom teachers to support creating a tailored differentiated program, LaST run programs, and SLSO support. The analysis of student learning will be planned, and more frequent, with the LaST and SLSO team analysing impact at 5-week intervals of support programs. Communication and collaboration between teachers and the learning and support team will allow for clearer understanding of students needs.

The LaST will utilise some assessments that will give a more comprehensive overview of student ability, and highlight areas of need, so that learning intervention programs can be individual. These include the YARC assessment, Phonological Awareness Diagnostic and Running Records. They will continue to utilise SENA, and internal numeracy assessments.

We have identified that Numeracy as an area which as a school, we need to provide support, as well as continuing with programs to support literacy. 2021 planning will include a position created for a Numeracy Instructional Leader within our school to work with teachers and support them in implementation, differentiation, and formative and summative assessment practices. An additional SLSO will also be employed to ensure support to run targeted support programs with students.

The average overall attendance rate for 2019 was 83% and 90.06% for 2020. The increase of 7.06% has been a result of an increase in the number of students with an attendance rate higher than 85%. Moving forward we will be ensuring that all teachers actively follow up student absences that exceed 2 days and ensure that the principal is aware if their absence continues. Attendance strategies will also be put in place for students whose attendance rate is lower than 80% and monitored by both the school and HSLO. Attendance of all our students is a high priority, including our vulnerable Aboriginal students. have set the following targets:

- Attendance rate for 2021-2024 to be 93% or above.
- 95% of absence notes to be returned yearly.
- 100% of teachers following up absences.

High Expectations

In 2021-2024 we aim for the whole school community to demonstrate aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students are motivated to deliver their best and continually improve.

Strategic Direction 1: Student growth and attainment

Purpose

We will increase student growth and attainment in literacy and numeracy by embedding explicit teaching using evidence based practices. All educators explicitly teach all students, especially our Aboriginal students using evidence based teaching practices and effectively analyse data to inform quality teaching and learning.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

Explicit Teaching

Teachers are skilled at explicit teaching techniques to identify students' learning needs, and use a range of explicit strategies to explain and break down instructions to develop transferable skills. They plan for and implement effective teaching and learning for all students including Aboriginal and Torres Strait Islander students.

The school provides/facilitates professional learning that builds teachers' understanding of effective strategies using current curriculum and teaching literacy and numeracy skills K-6.

Use of data to inform practice

Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

This will be achieved through:

- facilitating teacher professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data
- systematically using and analysing the Literacy and Numeracy Progressions and PLAN2 to track student progress and growth

Success criteria for this strategic direction

- Teaching and learning programs show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- Assessment is a tool supporting learning across the school. Teachers use Formative assessment to capture information about student learning.
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students.
- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Evaluation plan for this strategic direction

Q: How do we know we have achieved our purpose and how can we demonstrate impact and improvement of student outcomes in reading and numeracy?

D: A variety of data sources will be used. Internal assessment, PLAN2, Literacy and Numeracy progressions, Teaching and Learning program checklist, IL data check in, NAPLAN, Check In Assessment, Observation - Supervisor observation, IL observations, Lesson Studies, Survey - students, staff, community

A: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

I: The findings of the analysis will inform:

Future actions and Annual reporting on progress measures

Strategic Direction 2: Personalised Learning

Purpose

To ensure students across the full range of abilities engage meaningfully with the curriculum. Planning for learning is informed by individual learning needs, ensuring that all students, including Aboriginal students are challenged and all adjustments lead to improved learning. Assessment and feedback are used flexibly and responsively as an integral part of daily classroom instruction.

Initiatives

Assessment and Feedback

Valid assessments are developed and used regularly across the whole school to promote consistent and comparable judgement of student learning, monitor student learning progress and identify skill gaps for improvement and areas for extension.

Teachers will demonstrate awareness of and begin to use assessment and monitoring tools and approaches that support learning for Aboriginal students

To achieve this we will:

- monitor and analyse assessment data and feedback to differentiate learning at the point of instructional need
- facilitate a culture of teacher professional learning
- review and analyse student achievement data using consistent teacher judgement

Differentiation

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 will also differentiate and adapt teaching strategies in response to emerging needs of Aboriginal students. To achieve this we will:

- expertly use student assessment data to provide individualised, explicit, differentiated and responsive learning opportunities
- collaboratively plan for learning, informed by holistic information about each student's learning needs in consultation with parents/carers

Success criteria for this strategic direction

- 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.
- Assessment is a tool that supports learning across the school. Teachers use Formative assessment to capture information about student learning.
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. 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.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Evaluation plan for this strategic direction

Question:

To what extent have we demonstrated improved assessment strategies to successfully differentiate learning and provided constructive feedback to our students?

Data:

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

- Internal assessment - PLAN2, Literacy and

Evaluation plan for this strategic direction

Numeracy progressions, Teaching and Learning program checklist,

- External assessment - NAPLAN, Check In Assessment
- Observation - Supervisor observation, IL observations, Lesson Studies
- Survey - students, staff, community

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Instructional leader

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures.

Strategic Direction 3: Student, Staff & Community Wellbeing and Engagement

Purpose

To improve student attendance, learning experiences, progress and social acceptance, which are supported by positive parent partnerships.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 91.53% in 2026 to 93.02% by 2027.

Initiatives

High Expectations

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.

The strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted by all members of the community.

Aboriginal education involves continuous, lifelong learning. about Aboriginal Australia for all students.

Attendance

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

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

Identifying poor attendance patterns need to be established to address the impact that poor attendance has on all students, especially Aboriginal students when missing vital classroom time.

Success criteria for this strategic direction

- Teachers directly and regularly engage with parents, including Aboriginal parents to improve understanding of student learning and strengthen student outcomes.
- The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback, including Aboriginal parents and students to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences, including Aboriginal students do not impact on learning outcomes.
- The leadership team measures school community (parent and student, including Aboriginal parents and students) satisfaction and shares its analysis and actions in response to the findings with its community.

Evaluation plan for this strategic direction

Q: Have we demonstrated High Expectations that it is the responsibility of all stake holders to ensure students make learning progress and attendance is regularly analysed to improve attendance for all students, including those at risk?

D: Daily roll marking and notes to explain why students were absent from school. Phone calls and meetings with parents.

A: Weekly executive and communication meetings will be used to inform staff of how overall attendance is rated. LST meetings will be used to discuss any concerns including any students at risk..

I: The findings of the analysis will be discussed with the

Strategic Direction 3: Student, Staff & Community Wellbeing and Engagement

Evaluation plan for this strategic direction

HSLO to provide feedback of where to next.