

Strategic Improvement Plan 2021-2024

Adamstown Public School 1008



School vision and context

School vision statement

Adamstown Public School is committed to creating an inclusive learning ecosystem that excels in a complex and evolving world. Our school is a place where collaboration, critical thinking and creativity make learning exciting and all learners are known, valued and cared for. The school vision is underpinned by our core values of Opportunity, Innovation and Success.

School context

Adamstown Public School is situated in inner city Newcastle. The school is set in spacious grounds and serves a well-established and diverse community with people from a range of social and cultural backgrounds.

The school population of 338 students, 14 mainstream classes Kinder to Year 6, is drawn from a strong and vibrant multicultural community. 8% of students identify as Aboriginal or Torres Strait Islander, 12% of students have a language background other than English requiring EAL/D (English as an Additional Language or Dialect) support.

At Adamstown Public School we aim to develop future focused learners, academically, culturally and socially by providing quality initiatives in English, Mathematics and Technology. We take pride in the many sporting, cultural and high potential and gifted activities in which our students excel. Our extra curricula programs are highly valued by our school community and student voice is paramount and at the centre of all we do.

The whole school community, involving students, staff, parents, our Elder in Residence and the local AECG, were consulted in a thorough situational analysis followed by the development of a strategic improvement plan. Through our situational analysis we have identified a need for further work to use data driven, collaborative practices to ensure all classes plan and deliver quality, targeted and differentiated lessons to support student growth aligned to best practice. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. A whole school planned approach to well being was also identified to deliver improvement on the elements from the well being framework supporting student sense of belonging and advocacy.

A dedicated and highly qualified teaching and non teaching staff foster student success in the pursuit of excellence as supported by the School Excellence Framework. Our staff work together to create a happy and supportive environment that encourages all to face the future with confidence. Our school has twenty two permanent and temporary engaged teachers, inclusive of four Assistant Principals, fourteen Classroom Teachers, a Teacher Librarian and a number of part-time Specialist Support Teachers and School Administration Support Staff. Our school also has a two day per week allocation of a Defence School Mentor (DSM) to support the 19 students and their families who are in the armed services. Our Family Occupation and Education Index (FOEI) currently sits at a value of 60.

Adamstown Public School is a proud member of the Kotara Community of Schools (KCoS) comprised of 6 public Primary Schools and 1 public High School and the Muloobinbah Local Aboriginal Educational Consultative Group (LAECG).

Adamstown Public School has a very strong relationship with its community, reflected in an extraordinary support of all school events by parents, families and friends. Parents are valued, well informed, and actively participate in all aspects of school life, authentically partnering with our learning community.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in literacy and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of personalised curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Target year: 2022

- A minimum of 36.9% of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy (lower bound system negotiated target).
- A minimum of 48.9% of Year 3 and 5 students achieve in the top two bands of NAPLAN Reading (lower bound system negotiated target).
- An uplift to 100% of Aboriginal and Torres Strait Islander students achieving in the top 3 bands of NAPLAN Literacy and Numeracy.

Target year: 2023

- 58.5% of student achieve expected growth in NAPLAN Numeracy (lower bound system negotiated target).
- A minimum of 65.2% of students achieve expected growth in NAPLAN reading (lower bound system negotiated target).

Target year: 2024

Improvement from Delivering to Excelling in the School Evaluation Framework area of Data Skills and Use.

Target year: 2024

All staff will be excelling in demonstrating contemporary content knowledge and effective teaching practices for embedding Aboriginal and Torres Strait Islander perspectives.

Initiatives

High Impact Professional Learning

Embed a learning culture where every student has personalised learning goals, receives feedback on their learning and is engaged in evidence-based best practice within the classroom, targeted to their point of need.

- Participate in high impact professional learning on Creative Critical Thinking and the High Potential and Gifted Students policy, and use collective teacher efficacy to embed this in classrooms.
- Analyse individual, class, stage and whole-school assessment data to reflect on teaching effectiveness and provide opportunities to individualise and differentiate explicit teaching
- Embed, evaluate and use high impact professional learning on evidence-based literacy and numeracy practice to build teacher capacity and pedagogical knowledge to cater for all students
- Engage in Aboriginal Education professional learning and embed Aboriginal knowledge and understanding into curriculum delivery.
- Engage specialised teaching and non-teaching staff to work collaboratively with classroom teachers to differentiate teaching and learning.

Data Driven Practices

Ensure effective strategies and streamlined processes are in place for succinct data analysis that drive teaching and learning cycles.

- Utilise Learning Pods to closely monitor, analyse and track student learning behaviours, in line with the National Literacy and Numeracy Learning Progressions.
- Establish clear processes around whole school data collection to identify students working at, above and below expect targets.
- Embed data informed formative and summative assessment practices, including the use of visible learning in classrooms.

Success criteria for this strategic direction

- Teachers apply a range of evidence-based pedagogy, in literacy and numeracy, improving classroom practice and curriculum implementation.
- All teachers engage with, and understand, school-wide data collection processes and use this data to inform targeted intervention and drive the teaching and learning cycle.
- Teaching and learning programs and assessment include differentiation and show evidence as to how they are adjusted to address individual student needs.
- School executive lead and continually review school-wide practices in monitoring, planning and reporting to inform differentiated teaching.
- Value-Added data in Scout for K-3 and 5-7 shows an uplift to Excelling and 3-5 shows and uplift to Sustaining and Growing in the School Excellence Framework.
- University of Newcastle, Wollotuka support and recognise the strategic priorities of the school and strive to celebrate the achievements of the broader community locally and globally.

Evaluation plan for this strategic direction

Question: To what extent has Adamstown Public School achieved the purpose and improvement measures of Strategic Direction 1? Is teaching and learning high impact and explicitly targeted to drive the needs of each student and does data and research inform practice?

Data:

- Student work samples
- Literacy and Numeracy PLAN2 data
- Student personalised goals
- Aboriginal students Personalised Learning Plans
- Student focus groups
- NAPLAN data

Strategic Direction 1: Student growth and attainment

Initiatives

- Revise school-wide practice around consistency in monitoring, planning and reporting to inform differentiated teaching.
- Develop effective whole school practices to support, personalise and monitor progress and growth of Aboriginal and Torres Strait Islander students.

Quality Learning Environments and Collaboration

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge that is reflective of a quality learning environment. The school trials innovative practices and processes to collaborate, refine and achieve excellence.

- Participate in collaborative opportunities and facilitate professional dialogue, observations and learning walks.
- Engage in inter-school relationships and provide mentor and coaching support to ensure ongoing development and improvement of all.
- Foster wider connections and collaboration with local and global businesses and organisations.
- Embed Aboriginal knowledge and understanding into the teaching and learning culture across all Key Learning Areas.
- Provide feedback in various forms to enhance and articulate learning goals - teacher to student, teacher to teacher, peer to peer.

Evaluation plan for this strategic direction

- Check-In assessment data
- Best Start Kinder and Year 7
- Stage 3/4 Middle Years Value Add data

Analysis: Staff will regularly review multiple data sources to provide clarity and track the progress and achievement of the improvement measures. Regular team meetings and professional discussions will occur to ensure effective triangulation of internal and external data sources to evaluate against the School Excellence Framework and reflect on school initiatives.

Implications: The result of the analysis will inform where to next and future implications and directions for learning, teaching and leading.

Strategic Direction 2: A connected and thriving learning ecosystem

Purpose

Ensuring the wellbeing of all students is at the centre of the curriculum to support best practice and embed an inclusive culture of high expectations, engagement, positive wellbeing, collective efficacy and continuous improvement in pursuit of school excellence.

Improvement measures

Target year: 2022

- There will be an uplift from 81% to 85% of students attending greater than 90% of the time.
- There will be an uplift from 82% to 86% of Aboriginal and Torres Strait Islander students attending greater than 90% of the time.

Target year: 2024

Improvement from Sustaining and Growing to Excelling in the Schools Excellence Framework in transitions and continuity of learning.

Target year: 2024

Improvement from Delivering to Excelling in the School Excellence Framework in the area of a planned approach to wellbeing.

Target year: 2022

TTFM Survey Data demonstrates an uplift in all areas of Wellbeing (advocacy at school, expectations for success, sense of belonging) from 92% to 93.9% (Agreed lower bound target).

Target year: 2024

Improvement from Delivering to Excelling in the School Excellence Framework in the area of facilities.

Initiatives

A Planned Approach to Wellbeing

A planned approach to wellbeing will lead to demonstrated gains for student engagement and wellbeing contributing to a culture of high expectations and a collective responsibility for students to connect, thrive and succeed. This will be achieved through specific provisions for;

- Refining Aboriginal Education and Personalised Learning Pathways.
- Supporting student advocacy and voice providing mentoring and leadership opportunities for all students.
- Participating in transitions across K-6, P-K and 6 to 7.
- Analysing and planning for individual learning needs.
- Embedding the Personal and Social Capabilities Framework engaging in opportunities outside our school gates.
- Fostering high levels of emotional resilience and self regulation.
- Embedding school-wide Positive Behaviour for Learning processes.

Attendance and Engagement

The school implements evidenced based attendance strategies and processes that result in measurable improvements in student engagement. The school is responsive to feedback and discussion. This will be achieved through specific provisions for;

- Engaging teachers, parents and the community to work together to support a whole school approach to monitor, encourage and improve student attendance.
- Encouraging relationships with Aboriginal and Torres Strait Islander families and English as an Additional Language/Dialect families to promote exemplary attendance and engagement.
- Empowering students to be an integral part of

Success criteria for this strategic direction

Evidence-based change is implemented through whole school practices, resulting in measurable improvements in wellbeing, engagement and a sense of belonging to support all student outcomes. Respectful and positive relationships are evident throughout the school, through explicit teaching and reflective of the schools values and vision.

Regular, consistent and inclusive opportunities in student voice are evident for all students. Student voice programs are embedded in teacher programs across the school and a leadership passport is utilised by all Stage 3 students.

Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with the families. High functioning Learning and Support processes guide and assist teachers and families in actively supporting students.

Attendance data is regularly analysed and is used to inform planning. Whole school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk and identified as Aboriginal and Torres Strait Islander and English as an Additional Language or Dialect. 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

Question: To what extent has Adamstown Public School achieved the purpose and improvement measures of Strategic Direction 2? Can the school determine that it's systems and processes for enhancing student wellbeing and engagement have been successful?

Data:

- Wellbeing Framework Self Assessment pre and post data
- Attendance Self Assessment pre and post data
- Positive Behaviour for Learning ongoing data

Strategic Direction 2: A connected and thriving learning ecosystem

Initiatives

- monitoring their own attendance, engagement and sense of belonging.
 - Delivering key NSW AECG and Department of Education Partnership 2020-2030 agreements, Walking Together, Working Together.
 - Creating quality facilities to deliver engaging learning spaces that contribute to and facilitate high engagement across the whole school community.
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Evaluation plan for this strategic direction

- Student Parliament and Representative Council minutes and meeting data
- Aboriginal students are confident in their heritage, cultures and languages.
- Non-Aboriginal students understand the heritage and culture of Aboriginal Peoples on whose land/s they live and learn on
- Personalised Learning and Support Plans that outline wellbeing, attendance and social needs
- Extra curricular opportunities
- Tell Them From Me and Kids Matter

Analysis: Staff will regularly review multiple data sources to provide clarity and track the progress and achievement of the improvement measures. Regular team meetings and professional discussions will occur to ensure effective triangulation of internal and external data sources to evaluate against the School Excellence Framework and reflect on school initiatives.

Implications: The result of the analysis will inform where to next and future implications and directions for learning, teaching and leading.

Strategic Direction 3: Innovative systems and processes

Purpose

The leadership team will build their instructional leadership capacity to work collaboratively with school teams to continually monitor the impact of systems and processes to improve and develop innovative systems of excellence.

Improvement measures

Target year: 2024

Uplift from Delivering to Excelling in the area of Parent Engagement in the School Excellence Framework.

Target year: 2024

Uplift from Delivering to Excelling in the area of Instructional Leadership in line with the School Excellence Framework.

Target year: 2024

All staff achieve their PDP goals which strategically align to the School Improvement Plan and a school team for targeted continuous improvement.

Target year: 2024

Uplift from Delivering to Excelling in administrative systems and processes in line with the School Excellence Framework.

Target year: 2024

Uplift from Delivering to Excelling in facilities and financial management in line with the School Excellence Framework.

Initiatives

Distributive Leadership

Leadership and highly effective strategic school teams (Executive, Curriculum, Engagement and Technology, Evaluation, Aboriginal Education and Finance) establish, develop and plan for a culture of excellence.

- Allocate resources resulting in improved student outcomes, shared accountability and understanding of financial planning and accountability of all staff.
- Build sustainability of the leadership teams through highly effective systems.
- Review technology acquisition to ensure sustainability, innovation and future focused learning.
- Perform systematic evaluation of teams that regularly reflect, evaluate and review systems and practices to gauge the impact of the School Improvement Plan and to inform for future improvements.
- Model instructional leadership by the school leadership team through mentoring, coaching and working shoulder to shoulder with staff to build capacity.

Authentic Community Engagement and Connection

Management practices and processes are responsive to school and community feedback. There is a whole school approach to improving service delivery and student and/or parent connection with the school.

- Develop a communication flowchart and streamline processes regarding whole school procedures and ensure they are communicated with the community.
- Develop authentic learning opportunities where community engage with their child's learning.
- Participate in appropriate Department of Education Aboriginal and Torres Strait Islander cultural immersion initiatives and scheduled point of need for students, staff and community or within the Kotara Community of Schools.

Success criteria for this strategic direction

The school is excelling in its impact on learning progress, its effective practices and active support of improvements within education and the local community. A Teaching and Learning, Learning and Support and Administrative Handbook provide ongoing guidance and mentoring for all within the learning community ensuring continuity of exceptional practice. School community satisfaction is responsive to feedback from students, staff and community demonstrating a culture of excellence.

Evaluation plan for this strategic direction

Question: To what extent has Adamstown Public School achieved the purpose and improvement measures of Strategic Direction 3? Can the school determine that it's systems and processes have resulted in excellence in community satisfaction, sustainability and service delivery?

Data:

- Tell Them From Me teacher and parent responses
- Student, Staff and Community polls, focus groups and surveys
- Extra curricula group data
- Charting the evaluations against the SEF
- Robust planning in the EFPT of the SBAR
- Facebook, Skoolbag, Seesaw Analytics
- Team evaluation and action plans

Analysis: Staff will regularly review multiple data sources to provide clarity and track the progress and achievement of the improvement measures. Regular team meetings and professional discussions will occur to ensure effective triangulation of internal and external data sources to evaluate against the SEF and reflect on school initiatives.

Implications: The result of the analysis will inform where to next and future implications and directions for continuous whole school improvement.