

Strategic Improvement Plan 2021-2025

Orange East Public School 2811



School vision and context

School vision statement

The school vision, 'Success for All' is at the centre of a strong school and community partnership. Orange East Public School is driven by the belief that every student should be known, valued and cared for in a high expectation yet supportive environment. Our school strives to meet the diverse range of student needs with a clear focus on academic growth, student wellbeing and collaboration.

School context

Orange East Public School is located in Orange on the land of the Wiradjuri people and has an enrolment of 270 students, including approximately 18% Aboriginal students. The school's Family Occupation and Employment Index (FOEI) is 113.

Key focuses throughout the school include Literacy, Numeracy, Student Wellbeing and the development of high standard programs and practices. The school achieves its mission, Safe Respectful Learners through students, staff and parents working together to create a supportive, student-centred atmosphere. The core values espoused through the school-wide *Positive Behaviour for Learning* program are to teach students about respect, safety, excellence in learning, responsibility, cooperation, fairness and participation. The school has a number of high functioning teams including Learning Support, Stronger Smarter, Positive Behaviour for Learning, Wellbeing and Social Media catering for a wide range of student and school needs.

The school is part of the *Early Action for Success* program and has an Instructional Leader supporting student achievement and staff development. The school also has a student kitchen, vegetable garden and poultry program with students taking part in the *Stephanie Alexander Kitchen Garden* program in the primary years. Technology is wide spread across the school with the use of iPads, Chromebooks, laptops, LED interactive whiteboards in every room, assistive hearing technology and 3D printers.

Orange East Public School is an integral member of the SPARKE learning community, a collaborative venture of 15 public primary schools in the Orange area.

The school is well supported by a vibrant community and a strong P&C who have initiated a number of successful fundraising activities. The major annual P&C fundraiser is the East Orange Village Markets, which has been successful in raising funds to enhance a number of school facilities.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. As in the past, there is a deep focus on quality teaching practice and student engagement as foundations for high impact learning. Consultation across the students, staff and community supports these as continuing high value attributes of the school.

1. Student Growth and Attainment

Our whole school focus to improve student growth and attainment in reading and numeracy is underpinned by our review of the evidence base provided by *What Works Best: 2020 Update* and the *Visible Learning* (Professor John Hattie) program. As the research and our data suggests, the school will focus on work in explicit teaching, effective feedback and our use of data to inform practice.

2. Engagement and Wellbeing

As a result of our situational analysis, in this section of the Strategic Improvement Plan the

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school will focus on high expectations, classroom management and wellbeing.

3. *Evaluative Practice*

The need for high level evaluative practice as a means for continuous school improvement was a focus that was identified through the completion of the External Validation process in 2020. As a result, in this section of the Strategic Improvement Plan the school will focus on collaboration and evaluative practice.

Strategic Direction 1: Student growth and attainment

Purpose

To support every student in developing core competencies in Literacy and Numeracy with all staff working collaboratively to embed evidence-based teaching programs.

Improvement measures

Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.

Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.

Initiatives

Reading

In Reading we will drive consistent student improvement to meet key goals by targeting explicit teaching, effective feedback and use of data to inform teaching. We will develop a sharp focus on building improved practice in the following key areas.

- Reviewing prior learning to identify and build on what students already know and inform differentiation and future directions.
- Clearly articulating purpose and relevance of all tasks to students including learning intentions and success criteria.
- Using a range of timely feedback strategies directly connected to the learning intentions and success criteria.
- Monitor progress of every student and make connections between different data sources to give an accurate picture on student learning.
- Use data to evaluate the effectiveness of teaching practice and programs and moderate practice to meet the learning needs of all students.

Numeracy

In Numeracy we will drive consistent student improvement to meet key targets by a specific focus on explicit teaching, effective feedback and use of data to inform teaching. We will develop a sharp focus on building improved practice in the following key areas.

- Reviewing prior learning to identify and build on what students already know and inform differentiation and future directions.
- Clearly articulating purpose and relevance of all tasks to students including learning intentions and success criteria.
- Using a range of timely feedback strategies directly connected to the learning intentions and success criteria.
- Monitor progress of every student and make

Success criteria for this strategic direction

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. (*SEF- Whole school monitoring of student learning*)

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (*SEF- Data use in teaching*)

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (*SEF - Feedback*)

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:

- Internal assessment, eg. PLAN2, DoE Screening Tests
- External assessment, eg. NAPLAN, PAT Tests, Check-in Assessment
- Surveys
- Observations

Strategic Direction 1: Student growth and attainment

Initiatives

- connections between different data sources to give an accurate picture on student learning.
- Use data to evaluate the effectiveness of teaching practice and programs and moderate practice to meet the learning needs of all students.

Evaluation plan for this strategic direction

- Focus groups
- Student voice
- Interviews
- 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 inform:

* Future actions

Strategic Direction 2: Engagement and Wellbeing

Purpose

To enable continuous student improvement through effective wellbeing support and high quality learning environments.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending school more than 90% of the time by 4% from the system-negotiated target baseline.

Wellbeing

Achieve by year: 2023

Tell Them From Me survey data shows an Increase of 5.4% for students reporting positive expectations for success, advocacy and sense of belonging at school.

Initiatives

Wellbeing

We will drive high impact learning by targeting practices to support student social, emotional, behavioural and intellectual engagement. We will develop a sharp focus on building improved practice in the following key areas.

- Supporting the development of student self-regulation and social skills and maintaining focus in stressful situations.
- Establish opportunities for the development of student voice to encourage students to feel connected to their learning.
- Refine responsive communications systems with parents and carers to provide support for students and establish partnerships built on trust and respect.

High Quality Learning Environments

We will drive high impact learning by targeting challenging and supportive classroom environments with consistent behavioural expectations and systems. We will develop a sharp focus on building improved practice in the following key areas.

- Ensure lesson design and delivery shows explicit planning for students across a range of abilities, behavioural needs and learning dispositions that supports student participation in the classroom.
- Ensure staff implement effective strategies to respond to disengagement and support students to reengage in learning.
- Work with students, staff and parents/carers to establish and implement effective school rules, routines, systems and expectations for behaviour that support high quality learning.
- Establishing a school culture where all students feel comfortable taking risks, making mistakes and asking questions to clarify their thinking.

Success criteria for this strategic direction

The whole school community demonstrates 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 mean students are motivated to deliver their best and continually improve. (*SEF - High expectations*)

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (*SEF - Behaviour*)

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. (*SEF - Parent engagement*)

Evaluation plan for this strategic direction

Questions:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student engagement and wellbeing?

Data:

- *Tell Them From Me* surveys
- Internal school behaviour data
- Suspension data
- School attendance data
- Student, staff and community surveys
- Forums/focus groups
- Observations
- Document analysis
- Classroom walk-throughs

Analysis:

Strategic Direction 2: Engagement and Wellbeing

Evaluation plan for this strategic direction

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

Strategic Direction 3: Evaluative Practice

Purpose

To systematically implement high impact collaboration and evaluative strategies to drive continuous school improvement for every student and every classroom across the school.

Improvement measures

Achieve by year: 2025

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, and the leadership team supports the recognition of this through the teacher accreditation process. Through the self-assessment and external validation the school is validated at Excelling in the area of *Performance Management and Development*.

Achieve by year: 2025

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools. Through the self-assessment and external validation the school is validated at Excelling in the area of *Continuous Improvement*.

Initiatives

Collaborative Practice and Feedback

We will drive high impact learning by targeting collaborative practice and feedback with all staff. We will develop a sharp focus on building improved practice in the following key areas.

- Implement systems to utilise internal and external expertise to share and gain knowledge in evidence based, best practice teaching.
- Develop times/structures throughout the school year for teams to plan, develop and refine teaching and learning programs regularly.
- Active participation in professional networks and professional learning communities that focus on continuous student improvement and share any professional learning.
- Develop and implement a structured lesson observation process that focuses on how different teaching approaches impact on student learning.

Evaluative Leadership

The leadership team will drive high impact learning by leading quality evaluative systems across the school. We will develop a sharp focus on building improved practice in the following key areas.

- Coordination of student performance and program evaluation within the school to improve students' achievement in literacy and numeracy using research-based knowledge and internal/external student data.
- Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.
- Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and the educational priorities of the school.

Success criteria for this strategic direction

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. 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. (*SEF - Improvement of practice*)

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. (*SEF - Collaborative practice and feedback*)

Evaluation plan for this strategic direction

Questions:

To what extent has teacher capacity continued to develop across the four year plan? How will this be assessed?

To what extent are there embedded evaluative systems across the school? To what extent has evaluative practice expanded across the whole school?

Data:

- Performance and development program
- Professional learning records
- Teacher accreditation
- Systems/records of feedback
- Stage/Team and Executive Meeting minutes
- Collaborative planning agendas/records
- Teaching programs
- Data/program analysis records
- Student, staff and parent/carer surveys and forums

Evaluation plan for this strategic direction

- Annual school report
- School Plan and Activities

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