School Excellence Plan 2021-2025

Albury North Public School 3922

School vision and context

School vision statement

Albury North Public School is a learning community committed to promoting perseverance, empathy, and acceptance through strong and supportive wellbeing programs that encourage learners to be the best they can be.

Our inquiry based approach to learning promotes engagement, differentiation and creativity while challenging all learners to question, collaborate, achieve and succeed in a safe and caring environment that celebrates effort.

School context

Located in the central-north of Albury, Albury North Public School has a current enrolment of 271 with students being supported in 11 mainstream classes and three multi-categorical classes funded by the NSW Department of Education. Our school supports students from diverse socio-economic backgrounds, including:

- 22% Aboriginal and Torres Strait Islander
- 20% English as a Second Language
- 22% with a confirmed disability

Our dedicated staff provide innovative, challenging and differentiated learning programs to engage students to become successful learners, confident and creative individuals, and active and informed citizens. The school encourages whole-school participation in Creative and Performing Arts, Technology and Sporting activities. Effective student welfare programs ensure the promotion of respect, tolerance and understanding of others as we encourage and celebrate individuality and achievement.

The adoption of the school improvement framework of Curiosity and Powerful Learning has provided staff with a consistent school-wide approach to support, extend and measure the impact of our teaching on the learning outcomes of our students. Our situational analysis identified the need to enhance community engagement and build partnerships with parents, carers and external agencies. Our focus on an instructional leadership model will facilitate collaborative practice across our teaching teams to build the capacity of teachers to improve students outcomes in reading comprehension and number sense and place value in mathematics.

Strategic Direction 1: Student growth and attainment

Purpose

When teachers and schools, in their search for improvement, use data to monitor, provide feedback about, and enhance student performance

Then students' progress accelerates more quickly.

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: 2027

To achieve an uplift of 8 points in year 5 NAPLAN reading mean scaled score by 2027.

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: 2027

To achieve an uplift of 8 points in year 5 NAPLAN numeracy mean scaled score by 2027.

Initiatives

Data driven practices

Data driven practices are established to implement a systematic plan for the collection, analysis, as well as flexible and responsive use of a range of student achievement and wellbeing data.

Data Literacy and analysis

- Strengthen process for all teachers to identify learning goals for students that are informed by analysis of internal and external student progress and achievement data.

Data use in planning and teaching

- Review and adopt processes to ensure formative and summative assessment tasks are used to reliably analyse student progress, evaluate growth over time and inform future planning.

Differentiation and Personalised Learning

Provide opportunities to ensure that all students have high expectations linked to the school's learning culture, being appropriately engaged, challenged and extended.

Individual learning needs

- Identify, promote and model effective teaching strategies to allow teachers to plan and deliver a differentiated curriculum for a range of student abilities.

Differentiation

- Provide timely, targeted intervention and enrichment programs to meet the needs of students at different levels of achievement in reading comprehension and numeracy skills across K-6.

Success criteria for this strategic direction

- Teachers give students feedback on how to improve their performance on formal assessment tasks.
- Teachers use formal assessment tasks to help students set challenging learning goals.
- Teachers use results from formal assessment tasks to inform lesson plans.
- Students share an understanding of the model of mastery they are working towards and constantly review their progress against it.
- Teachers use explicit teaching strategies linked to the Curiosity and Powerful Learning theories of action and What Works Best.

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 data
- Tell Them From Me surveys
- PAT-R: reading comprehension
- PLAN 2: Understanding Text, Creating text, Quantifying Number and Additive Strategies
- Student PLPs
- SEF SaS

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.
- Leadership team and whole staff reflective sessions.

Evaluation plan for this strategic direction

- Regular review and triangulation of data sources including school based data and external data.

Strategic Direction 2: Building an Expert Teaching Team

Purpose

When teachers and leaders employ more precise strategies for teaching learning

Then students' progress accelerates more quickly.

Improvement measures

Collaboration

Achieve by year: 2025

An increase in the explicit systems for collaboration and feedback to sustain quality teaching practice, with professional learning being informed by the needs of teachers ensuring impact for student growth.

Initiatives

Instructional leadership

Provide explicit systems for collaboration and feedback to sustain quality teaching practice to meet the needs of all students.

Coaching and mentoring

- Strengthen an instructional leadership model to allow school leaders to spend time coaching / mentoring teachers to model, evaluate practice and provide feedback whilst actively promoting the use of evidence-based teaching strategies.

Collaborative practice and feedback

- Schedule significant and systematic time for teachers to participate in instructional rounds to develop common language about learning and teaching (linked to the research of Curiosity and Powerful Learning).

Innovative Teaching and Learning

Ensure consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels through the provision of a coherent, sequenced plan for integrated curriculum delivery.

Explicit teaching

- Design and implement learning programs that are responsive to students needs and interests, integrate key learning areas, and deliver coherent and explicit skill acquisition.

Expertise and Innovation

- Provide opportunities for teachers to trial innovative or evidenced-based, future focused practices and establish processes to evaluate, refine and scale up future success.

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 provision of specific and timely feedback between teachers.
- Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.
- Teachers set clear learning intentions and plan lessons that engage students with the lesson narrative.
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

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 data
- Tell Them From Me surveys
- PAT-R: reading comprehension
- PLAN 2: Understanding Text, Creating text, Quantifying Number and Additive Strategies
- Student work samples
- Student PLPs
- SEF SaS

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

Albury North Public School (3922) -2021-2025

Strategic Direction 2: Building an Expert Teaching Team

Evaluation plan for this strategic direction

Excellence Framework elements and themes.

- Leadership team and whole staff reflective sessions.
- Regular review and triangulation of data sources including school based data and external data.

Strategic Direction 3: Building Productive Relationships

Purpose

When schools and teachers prioritise high expectations and authentic relationships

Then all students are more likely to fulfil their potential.

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

Achieve an increase of 1.2% in the attendance rate, from 85.1% in 2023 to 86.3% in 2027.

Initiatives

Parent and Community Engagement

Enhance student learning and wellbeing by actively partnering with parents and families, to build positive partnerships.

Parent engagement

- Design and implement strategies to allow teachers to directly and regularly engage with parents to improve their understanding of their child's learning.

Transitions and continuity of learning

- Collect and analyse information to inform and support student's successful transition at key schooling points, including across stages, highly mobile students and students with atypical enrolment.

Specialised Support

The successful school's vision depends on a team effort, which in turn depends on strong, purposeful relationships between all members of the school community as well as with external stakeholders.

Wellbeing

- Refine whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated personalised learning support plans.

High Expectations

- Implement and co-design whole school programs with external agencies and specialists, to support students with additional wellbeing and learning needs

Success criteria for this strategic direction

- Teachers set high expectations for student learning.
- Teachers develop individual education plans to set goals for students and carers
- The school has clear processes established to allow for Learning and Support referral for students at risk
- Teachers work in partnership with parents/carers and external agencies to understand the expectations for students in their class.
- The school has effective transition programs for children entering Kindergarten, Year 2 to 3 and from Year 6 to 7
- The school develops specialised learning programs for groups of students to support their learning needs.
- All children with a diagnosed disability have access to NDIS support plans.

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 data
- Tell Them From Me surveys
- Student surveys
- PAT-R: reading comprehension
- PLAN 2: Understanding Text, Creating text, Quantifying Number and Additive Strategies
- Student PLPs, IBMPs, IEPs
- SEF SaS

The evaluation plan will involve:

- Regular review of these data sources to provide

Strategic Direction 3: Building Productive Relationships

Evaluation plan for this strategic direction

clarity around whether we are on track for achieving the intended improvement measures.

- Regular professional discussion around the School Excellence Framework elements and themes.

- Leadership team and whole staff reflective sessions.

- Regular review and triangulation of data sources including school based data and external data.