Strategic Improvement Plan 2023-2026

Abbotsford Public School 1001

School vision statement

All students at Abbotsford Public School will 'discover the world around them and understand the world within them.'

To achieve this vision we believe that:

- all students have the right to learn and the responsibility to take an active role in their learning, to reach their potential
- engagement enhances learning
- high expectations and an appropriate level of challenge enhance learning
- quality teaching is central to student learning
- evidence-based collaborative decision making supports learning
- critical reflection and continuous improvement promote excellence
- effort, progress and achievement need to be acknowledged and celebrated
- principles of equity and 'a fair go for all' need to guide our actions and school goals
- supportive home-school partnerships are based on transparency, honesty and mutual respect

Our students will be prepared for rewarded lives as engaged citizens in a complex and dynamic society.

School context

Abbotsford Public School is located within the inner west of Sydney and is nestled on a peninsular which is framed by the Parramatta River. With the redrawing of school boundaries and the rebuilding of nearby Russell Lea Primary School, our enrolment numbers are relatively stable at 426 students.

Abbotsford Public School has established a reputation for providing quality education, comprehensive sporting programs and a committed approach to supporting the wellbeing of our diverse school community.

The school currently comprises 19 classes, with specialist programs which include the support of the teacher librarian, specialist music teacher, English as an Additional Language/Dialect, a specialist Learning and Support teacher and a Community Language program in Italian. The school has a QTSS teacher who enhances professional practice by using evidence-based strategies to improve the quality of classroom teaching including collaboration, mentoring and reflective practice.

Abbotsford Public School has established a partnership with Uncle Jimmy Smith, to guide our Aboriginal Education team in building our school community's knowledge and understanding of Aboriginal cultures and histories. We are committed to building a school environment that is culturally safe, and celebrates the oldest living culture of humanity.

Attached to the school is an Aftercare service, which is managed by a fulltime educator team who support up to 150 students each day, before and after school.

The school has a very supportive P&C, which actively fundraise to provide resources to support teaching and learning programs. It also organises events to enhance the community spirit of the school. The P&C support a comprehensive chess program and a flourishing arts program which are run by parents after school.

Extra-curricular opportunities in Sport, Writing, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

Clear and accurate monitoring and analysis of student achievement data on a regular basis will aim to inform whole school resource allocation for maximum impact and improvement. Continual monitoring of student performance data should determine areas of need and success at a whole school level. The involvement of the whole school community in this process is essential and work across the learning community should be utilised.

The leadership team will deploy staff to make the best use of available expertise to meet the needs of students and use data to evaluate the effectiveness of management processes, and create a culture of shared accountability to achieve organisational best practice.

Purpose

In order for young people to develop a strong foundation in literacy and numeracy, including deep content knowledge and confidence in their ability to learn, all teachers and leaders will be responsive to the changing needs of students and effectively use data to drive practice.

Improvement measures

Reading growth

Achieve by year: 2023

K-2 students are meeting or exceeding reading targets, based on school established benchmarks

An increase in the percentage of reading questions answered correctly by Year 4, 5 and 6 students compared to the respective 2022 data.

Numeracy growth

Achieve by year: 2023

K-2 students are meeting or exceeding numeracy targets, based on school established benchmarks

An increase in the percentage of numeracy questions answered correctly by Year 4, 5 and 6 students compared to the respective 2022 data.

Assessment Practices

Achieve by year: 2026

Teaching and Learning program audits show evidence of flexible and responsive assessment practices, school self-assessment of the SEF element Formative Assessment is at excelling.

Initiatives

Data-Informed Teaching

Effective processes for data analysis and reflection are used for identifying individual growth and informing curriculum delivery in reading and numeracy.

- Whole school professional learning to develop teachers' capacity to analyse, interpret and use student achievement and progress data to inform practice
- Teachers use data to inform planning and programming.
- Regular data meetings to provide opportunities for teachers to engage in moderating, review student progress measures and evaluate programs
- KLA teams will review K-6 assessment practices to ensure all teachers are regularly collecting data to measure student growth
- A range of assessment strategies and feedback is embedded into daily classroom practice, addressing individual progress and guiding future teaching.

Effective Classroom Practice in Reading and Numeracy

Understanding and implementing the most explicit and evidence-based teaching practices in reading and numeracy.

- Differentiated professional learning in reading and numeracy
- Middle Leaders identify, promote, upskill, model and team-teach the most current evidence-based strategies in reading and numeracy, in order to build the capacity of all teachers.
- Meaningfully engage with the best available evidence and make incremental changes to teaching practice, for big impact over time
- Teachers expertly apply a range of teaching strategies taken from the DET Literacy and Numeracy Hub to teach the Reading and Numeracy elements identified in the situational analysis

Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement (SEF – Learning – Curriculum – Teaching and Learning Programs. Excelling)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction.

Formative assessment is practised expertly by teachers. (SEF – Learning – Assessment – Formative Assessment. Excelling)

The school analysis student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. (SEF – Learning – Assessment – Summative Assessment. Excelling)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measureable improvement.

The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. (SEF – Learning – Assessment – Whole school monitoring of student learning. Excelling)

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (SEF – Learning – Student Performance Measures – Student Growth. Excelling)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF – Teaching – Effective Classroom Practice – Explicit Teaching. Excelling)

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF – Teaching – Data Skills and Use – Data literacy. Excelling)

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 – Teaching – Data Skills and Use – Data use in teaching. Excelling)

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success. (SEF – Teaching – Data Skills and Use – Data use in planning. Excelling)

Evaluation plan for this strategic direction

Q – To what extent are teachers effectively using student data to inform differentiated teaching and learning to improve student outcomes in reading and numeracy?

D – NAPLAN, Check in, Teaching and Learning programs, audit of assessments and assessment practices, student work samples, classroom observations, professional learning plans with staff evaluation

A – Analysis will be embedded within initiatives through progress and implementation monitoring

I – Implications will inform future actions and focused professional learning

SIP Progress measures 1: Student growth and attainment

Reading growth			
2023 Improvement measure	**2024 Progress measure**	**2025 Progress measure**	**2026 Progress measure**
K-2 students are meeting or exceeding reading targets, based on school established benchmarks An increase in the percentage of reading questions answered correctly by Year 4, 5 and 6 students compared to the respective 2022 data.			

Numeracy growth			
2023 Improvement measure	**2024 Progress measure**	**2025 Progress measure**	**2026 Progress measure**
K-2 students are meeting or exceeding numeracy targets, based on school established benchmarks An increase in the percentage of numeracy questions answered correctly by Year 4, 5 and 6 students compared to the respective 2022 data.			

Assessment Practices			
2023 Progress measure	**2024 Progress measure**	**2025 Progress measure**	**2026 Improvement measure**
The school uses systematic and reliable assessment information to evaluate learning over time and implements changes that lead to measurable improvement. School self-assessment of the SEF element Formative Assessment is at delivering.	The school uses systematic and reliable assessment information to evaluate learning over time and implements changes that lead to measurable improvement, including a range of formative assessments. School self-assessment of the SEF element Formative Assessment is at sustaining and growing.	The school uses systematic and reliable assessment information to evaluate learning over time and implements changes that lead to measurable improvement, including a range of formative assessments. Formative assessment data is shared and analysed , K-6. School self-assessment of the SEF element Formative Assessment is at sustaining and growing.	Teaching and Learning program audits show evidence of flexible and responsive assessment practices, school self-assessment of the SEF element Formative Assessment is at excelling.

Implementation and progress monitoring 1: Student growth and attainment

Data-Informed Teaching 2023			
SEF elements Curriculum Data Skills and Use **Team** **When** **Yr:** 2023 **T:** 1 **W:** 10	**Activity** *Data to inform planning and programming* • Introduce Program Compliance for all teaching staff- indicating data is used for planning and programming. • Whole school goal focused on using data for all staff PDPs • APC&I delivering TPL on Phonological awareness	**Resources** APC&I / Executive staff	**Evaluation** Q - What measures have been put in place to ensure the development of PDPs and programs align with departmental and school requirements and targets? D - Overview and checklist of program compliance requirements provided to all staff and collegial discussions on effective annotation of differentiation, student growth underway -Action plan developed to collate similar PDP goals and create staff networks for professional learning and mentoring purposes. -All staff completed phonological awareness TPL - Phonological Awareness Scope & sequence developed with clear termly benchmarks outlined. A - Staff feedback indicates some uncertainty on how to most effectively show student progress within programs. Staff report increased understanding of the sequence of teaching within Phonological Awareness. I - Further discussions within stage teams required for program compliance to build staff confidence in annotating in a way that reflects the differentiation and practices occurring in their classroom.

Attachments

File/Link	Date upload	Tags
/2023/Strategic Direction 1/Program Checklist - K-2 Teacher (2).docx	2023-05-26 15:38:35	
/2023/Strategic Direction 1/Program Checklist - LST.docx	2023-05-26 15:38:35	
/2023/Strategic Direction 1/Program Checklist - RFF & Library.docx	2023-05-26 15:38:35	
/2023/Strategic Direction 1/Program Checklist - Teacher (1).docx	2023-05-26 15:38:35	
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/2023/Strategic Direction 1/PhA/1I Basic.xlsx	2023-05-26 15:48:20
/2023/Strategic Direction 1/PhA/1L Basic.xlsx	2023-05-26 15:48:20
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/2023/Strategic Direction 1/PhA/2V Advanced.xlsx	2023-05-26 15:48:20
/2023/Strategic Direction 1/PhA/KCB Best Start and Basic.xlsx	2023-05-26 15:48:20
/2023/Strategic Direction 1/PhA/KD Best Start and Basic.xlsx	2023-05-26 15:48:20
/2023/Strategic Direction 1/PhA/Kindergarten Cohort Analysis.pdf	2023-05-26 15:48:20
/2023/Strategic Direction 1/PhA/KM Best Start and Basic.xlsx	2023-05-26 15:48:21
/2023/Strategic Direction 1/PhA/Year 1 Cohort Analysis.pdf	2023-05-26 15:48:20
/2023/Strategic Direction 1/PhA/Year 2 Cohort Analysis.pdf	2023-05-26 15:48:20

Data-Informed Teaching 2023

	Activity *Whole school professional learning*	Resources	Evaluation
	Whole school professional learning to develop teacher's capacity to analyse, interpret and use student achievement and progress data to inform practice. • Baseline SIP data given to all staff and external data analysis on SDD prior to planning	SDD - Term 1 Day 2 AP Curriculum & Instruction	Q- What evidence do we have that demonstrates staff understand the teaching and learning cycle and the importance of effective data analysis? D- All staff provided with baseline SIP data.

Data-Informed Teaching 2023

SEF elements			
SEF elements Data Skills and Use Learning and Development **Team** **When** **Yr:** 2023 **T:** 1 **W:** 10	• Professional learning calendar established for 2023, reflecting SIP and SEF • APC&I team data meetings established to provide opporunities for teachers to engage in moderating, review student progress measures and evaluate programs - Including E-data tracking & K-2 data analysis - literacy (focus on Phonological Awareness)		-Professional learning calendar established and underway with some changes to sequence in response to evolving staff and school needs. -APC&I data meetings have begun with a particular focus on K-2 literacy. A - Staff understand the available data collection tools but are not yet consistently utilising the data to inform practice I - Further TPL and support required for staff in the analysis of data and unpacking what that means for practice.

SEF elements	Activity *Assessment Practices*	Resources	Evaluation
SEF elements Curriculum Assessment **Team** **When** **Yr:** 2023 **T:** 1 **W:** 10	Executive team will review K-6 assessment practices to ensure all teachers are regularly collecting data to measure student growth • Alignment of new K-2 curriculum with assessment schedule • Whole school Assessment scope & sequence established • Alignment of Assessment Cycle to Student Reports of Progress	AP Curriculum & Instruction	Q- What measures have been put in place to ensure formative assessment is being collected regularly and used to measure and report on student growth? D - Assessment schedule in draft form. All staff following the schedule at this point in time. A - The type of data being collected is in question at this point in time, particularly in the areas of mathematics. Not currently embedding working mathematically as effectively as it could be. Literacy data informing practice, particularly K-2 and programming indicating responsive teaching to student needs. I - Assessment schedule requires further review throughout the year. CRTs will continue to analyse the effectiveness of current assessments/amend to suit the new syllabuses and identified needs, with the support of the APC&I and data meetings. Further work required on how best to communicate student growth to parents. .

Attachments

File/Link	Date upload	Tags
/2023/Strategic Direction 1/Professional Learning Wishlist 2023.xlsx	2023-05-26 15:39:26	

Data-Informed Teaching 2023

	Activity *Data to inform planning and programming*	Resources	Evaluation
	Collect programs and analyse extent to which data is informing planning and programming.	• Community snapshot survey • Check-In assessment • Executive staff (APs/DP/APC&I)	Q-Are teachers using responsive programming? D-Document analysis of teaching programs

Data-Informed Teaching 2023

SEF elements			A-Look at student progress measures over time - not yet completed process
Curriculum			I-How this information is communicated to parents - continued work required
Effective Classroom Practice			Programs have not yet been collected however discussions have begun on how to show student progress measures over time and how it can be communicated to parents. No decision made at this point in time.
Data Skills and Use			
Team			
When			
Yr: 2023 **T:** 2 **W:** 10			

Attachments

File/Link	Date upload	Tags
/2023/Strategic Direction 1/Program Checklist - K-2 Teacher (2).docx	2023-05-26 15:38:35	
/2023/Strategic Direction 1/Program Checklist - LST.docx	2023-05-26 15:38:35	
/2023/Strategic Direction 1/Program Checklist - RFF & Library.docx	2023-05-26 15:38:35	
/2023/Strategic Direction 1/Program Checklist - Teacher (1).docx	2023-05-26 15:38:35	

SEF elements	Activity *Whole school professional learning*	Resources	Evaluation
	TPL - Establish whole school procedures for phonological awareness	APC&I	Q- To what extent has phonological awareness TPL increased teachers' understanding of the progression of skills?
Team	All staff refreshed on sequence of learning; phonological skills	Whole staff PL meetings	D- Staff feedback, scope and sequence, lesson content
			A- Further analysis required
When			I- Next actions to be drawn from the analysis
Yr: 2023 **T:** 2 **W:** 10			

Attachments

File/Link	Date upload	Tags
/2023/Strategic Direction 1/3-phonological-awareness-post-session.jpg	2023-05-26 15:42:20	

Data-Informed Teaching 2023

File/Link	Date upload
/2023/Strategic Direction 1/2-phonological-awareness-pre-session.jpg	2023-05-26 15:42:20
/2023/Strategic Direction 1/APS Phonological Awareness Instructional Sequence.docx	2023-05-26 15:42:20

Effective Classroom Practice in Reading and Numeracy 2023

SEF elements	Activity *Adjust teaching practice*	Resources	Evaluation
Curriculum Effective Classroom Practice Data Skills and Use **Team** **When** **Yr:** 2023 **T:** 2 **W:** 10	Meaningfully engage with the best available evidence and make incremental changes to teaching practice, for big impact over time. • Evaluation of Stage 2 Spelling program through analysing available data • School staff collaborate with the school community to inform of new teaching practices in literacy (pending delivery of home readers)		Q- To what degree has the engagement with research and evidence changed teaching and learning and how has this been communicated to parents? D - Data analysis of current results in spelling, engagement in research in stage TPL A - Results indicate current spelling program not addressing student needs. I - New spelling program required for Stage 2. In meantime, Stage 2 amending K-2 spelling program to address learning gaps and awaiting further TPL for new 3-6 English syallbus before final decision made

Attachments

File/Link	Date upload	Tags
/2023/Strategic Direction 1/7.1 Summary.xlsx	2023-05-26 15:43:10	
/2023/Strategic Direction 1/7.2 Summary.xlsx	2023-05-26 15:43:10	
/2023/Strategic Direction 1/Proposed Stage 2 Spelling Scope and Sequence 2023.docx	2023-05-26 15:43:19	

Effective Classroom Practice in Reading and Numeracy 2023

	Activity *Professional Learning*	Resources	Evaluation
	Differentiated professional learning in reading and numeracy & middle leaders identify, promote, upskill, model and team teach the most current evidence based strategies in reading and numeracy, in order to build the capacity of all teachers.	APC&I Middle leaders LaST teacher	Q- Are executive confident in their ability to lead stage teams through the new syllabus requirements? D - Executive and staff feedback, Staff completion of micro modules and NESA modules, evidence in programs A - Weekly executive TPL meetings have provided opportunity for navigating the new syllabus and available resources to support them leading the implementation.

Abbotsford Public School (0)

Effective Classroom Practice in Reading and Numeracy 2023

| **SEF elements**

Learning and Development

Team

When

Yr: 2023 **T:** 4 **W:** 10 | • 3-6 engaging in K-2 micro learning modules and NESA modules for the new syllabuses
• APC&I lead school executive in navigating new syllabus
• APC&I and LaST development of fluency assessment program 3-6
• Best practice assessment strategies used in Comprehension - currently trialing 2 versions | | I- Shared understanding of implications of current research - focusing on identified areas of need; fluency and comprehension and staff trialling versions before final review and decision moving forward. |

Attachments

File/Link	Date upload	Tags
/2023/Strategic Direction 1/Professional Learning Wishlist 2023.xlsx	2023-05-26 15:39:26	
/2023/Strategic Direction 1/3-6 Fluency tracking.xlsx	2023-05-26 15:49:44	

Annual reflection 1: Student growth and attainment

Strategic direction 1 - Annual reflection 2023
Resources allocated
Initiatives
- Data-Informed Teaching   - Effective Classroom Practice in Reading and Numeracy

Annual progress measures	Progress towards achievements
Reading growth K-2 students are meeting or exceeding reading targets, based on school established benchmarks An increase in the percentage of reading questions answered correctly by Year 4, 5 and 6 students compared to the respective 2022 data.	
Numeracy growth K-2 students are meeting or exceeding numeracy targets, based on school established benchmarks An increase in the percentage of numeracy questions answered correctly by Year 4, 5 and 6 students compared to the respective 2022 data.	
Assessment Practices The school uses systematic and reliable assessment information to evaluate learning over time and implements changes that lead to measurable improvement. School self-assessment of the SEF element Formative Assessment is at delivering.	

Annual reflection 1: Student growth and attainment

Strategic direction 1 - Annual reflection 2024
Resources allocated
Initiatives • Data-Informed Teaching • Effective Classroom Practice in Reading and Numeracy

Annual progress measures	Progress towards achievements
Reading growth	
Numeracy growth	
Assessment Practices The school uses systematic and reliable assessment information to evaluate learning over time and implements changes that lead to measurable improvement, including a range of formative assessments. School self-assessment of the SEF element Formative Assessment is at sustaining and growing.	

Annual reflection 1: Student growth and attainment

Strategic direction 1 - Annual reflection 2025
Resources allocated
Initiatives • Data-Informed Teaching • Effective Classroom Practice in Reading and Numeracy

Annual progress measures	Progress towards achievements
Reading growth	
Numeracy growth	
Assessment Practices The school uses systematic and reliable assessment information to evaluate learning over time and implements changes that lead to measurable improvement, including a range of formative assessments. Formative assessment data is shared and analysed , K-6. School self-assessment of the SEF element Formative Assessment is at sustaining and growing.	

Annual reflection 1: Student growth and attainment

Strategic direction 1 - Annual reflection 2026
Resources allocated
Initiatives
- Data-Informed Teaching   - Effective Classroom Practice in Reading and Numeracy

Annual progress measures	Progress towards achievements
Reading growth	
Numeracy growth	
Assessment Practices Teaching and Learning program audits show evidence of flexible and responsive assessment practices, school self-assessment of the SEF element Formative Assessment is at excelling.	

Strategic Direction 2: Student Wellbeing

Purpose

In order to increase student engagement and achievement we will focus on a holistic, evidence-based approach to wellbeing that is strengths-based, preventative and focuses on early intervention.

Improvement measures

Attendance >90%

Achieve by year: 2023

Over 90% of students will have an attendance rate of 90% or above

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Positive Behaviour for Learning PBL

Achieve by year: 2026

Staff, students and families will have a shared understanding of the school expectations, processes and procedures and staff will consistently follow school wide practices for positive behaviour management

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Wellbeing

Achieve by year: 2026

Initiatives

Student Agency

Every student is recognised as leader of their own learning and has input into their goals and learning plans

- Embed school wide processes to ensure students' learning goals are addressed through teaching and learning programs, and shared with parents/caregivers
- High impact professional learning to support implementation and delivery of High Potential and Gifted Education Policy to personalise learning
- Lessons incorporate differentiated adjustments to support all students to progress, regardless of their starting point.
- Review and adapt practice to ensure that opportunities are provided for students to be socially engaged in the life of the school
- Strengthen student voice and engagement through Student Leadership opportunities, Student Representative Council (SRC) and regular student surveys.

Wellbeing

Implement cohesive, K-6 evidence-based school practices to strengthen students' cognitive, physical, social, emotional, and spiritual development.

- Continue to embed Positive Behaviour for Learning
- Provide students with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility
- Build capacity of staff members to meet the needs of students with diverse learning needs

Success criteria for this strategic direction

Success Criteria

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 – Learning – Learning Culture – High Expectations. Excelling)

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF – Learning – Wellbeing – A planned approach to wellbeing. Excelling)

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF – Learning – Wellbeing – Individual Learning Needs. Excelling)

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. (SEF – Learning – Curriculum – Differentiation. Excelling)

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (SEF – Learning – Wellbeing – Caring for students. Excelling)

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 – Learning – Wellbeing – Behaviour. Excelling)

Evaluation plan for this strategic direction

Q – To what extent have we achieved our purpose and can demonstrate the impact of a whole school approach to ensuring student wellbeing and student agency?

D – Audit of teaching and learning programs, TTFM data, Attendance data, Sentral Wellbeing data, Student/Parent feedback, documentation from Wellbeing Team meetings, focus groups with students, three-way learning conferences

A – Analysis will be embedded within initiatives through progress and implementation monitoring

I – Implications will inform future actions, focused professional learning, opportunities for student-led initiatives within local community etc

SIP Progress measures 2: Student Wellbeing

Attendance >90%			
2023 Improvement measure	**2024 Progress measure**	**2025 Progress measure**	**2026 Progress measure**
Over 90% of students will have an attendance rate of 90% or above			

Positive Behaviour for Learning PBL			
2023 Progress measure	**2024 Progress measure**	**2025 Progress measure**	**2026 Improvement measure**
Measurable improvement in students meeting behavioural expectations as evidenced by a reduction in negative behaviour incidences (school based data)			Staff, students and families will have a shared understanding of the school expectations, processes and procedures and staff will consistently follow school wide practices for positive behaviour management

Wellbeing			
2023 Progress measure	**2024 Progress measure**	**2025 Progress measure**	**2026 Improvement measure**
Increased measure of student wellbeing as evidenced by Tell Them From Me Survey (Advocacy, Expectations, Belonging)			

Implementation and progress monitoring 2: Student Wellbeing

Student Agency 2023			
SEF elements Learning Culture Wellbeing **Team** **When** **Yr:** 2023 **T:** 2 **W:** 10	**Activity** *Student Voice* • New Stage 3 Leadership teams developed with projects identified • SRC working in collaboration with leadership teams on school identified initiatives • Open Day format changed to include a student led showcase of school learning and activities	**Resources** Students Staff mentors - Classroom teachers & executive	**Evaluation** Q- Have the changes made to the student leadership team format, to incorporate teams who work alongside a teacher mentor, increased student voice in school decision making? D - Student surveys, SRC surveys, review of school events A - Increased student involvement in the planning and execution of school events eg. Open Day, PBL events eg. Walk Safely to School Day, Reconciliation Week I- Surveys to be completed following each event to analyse degree of involvement/voice students felt they had and the impact they felt they had on improving the event.

Attachments

File/Link	Date upload	Tags
/2023/Strategic Direction 2/Open Day 2023 Infographic (1).pdf	2023-05-26 15:51:24	

| **SEF elements**

Learning Culture

Curriculum

Team

When

Yr: 2023 **T:** 4 **W:** 10 | **Activity** *Student Learning Goals*

Embed school wide processes to ensure students' learning goals are addressed through teaching and learning programs, and shared with parents/caregivers

• Individual Student/teacher goal setting
• 3 way interviews | **Resources** | **Evaluation**

Q- How and in what ways can we measure the effectiveness of goal setting and the impact goals have on student outcomes?
D - Staff and student feedback, evidence in programs, data review, survey

A - To be completed at this point in time

I-School wide processes to be finalised and shared with staff regarding goal setting. Survey to be completed as to how many students attended the 3 way interview and benefits/costs. |

Wellbeing 2023			
	Activity *Positive Behaviour for Learning (PBL)* • Student leadership team developing videos to accompany PBL lessons • Data collection and analysis to address repeated negative behaviour - establishment of playground 'check in' cards • Review procedures and processes to embed a restorative approach	**Resources** PBL Team Professional learning funds	**Evaluation** Q- How do we measure the effectiveness of our PBL procedures and processes? D - Sentral data, student, community snapshot survey, TTFM survey

Wellbeing 2023

SEF elements Wellbeing ─── **Team** PBL ─── **When** **Yr:** 2023 **T:** 4 **W:** 10	• Professional learning - PBL attending Restorative Practices conference (Adam Voigt)		A - An increase in the use of Sentral to record both negative and positive behaviour, a reduction in the number of repeated incidences of negative behaviour on the playground in Term 1, Community snapshot survey indicated parent community satisfied with Behaviour procedures. I - Further analysis of data required for classroom behaviour - processes for repeated negative behaviour to be reviewed in line with restorative practice.

SEF elements Wellbeing Student Performance Measures ─── **Team** ─── **When** **Yr:** 2023 **T:** 4 **W:** 10	**Activity** *Additional learning needs* Review and adapt teaching and learning programs to meet the learning and wellbeing needs of students • Regular monitoring and review of students referred to the wellbeing team, students with integration funding, NDIS funding • Utilise SLSO expertise in the monitoring of PLaSPs - 5 weekly check ins with students to review SMART goals and strategies • Termly review and update of PLaSPs and Adjustment plans and communication with parents	**Resources** Wellbeing Team School Counsellor SLSOs	**Evaluation** Q- How do we continually ensure we are addressing student learning and wellbeing needs? D - Wellbeing team termly review, meeting minutes, PLaSP and Adjustment plan schedule A - SLSOs are completing 5 weekly check ins with students on a PLaSP - updating goals & strategies with CT. Termly review meetings to ensure appropriate follow up has occurred for referred students, students with integration funding and with NDIS funding, integration funding review meetings with parents/carers. I - Students progressing and achieving PLaSP goals, students receiving the support required to access the curriculum.

Attachments

File/Link	Date upload	Tags
/2023/Strategic Direction 2/PLaSP Check ins (1).docx	2023-05-26 15:47:03	
/2023/Strategic Direction 2/2023 LAS lists.docx	2023-05-26 15:52:09	

Annual reflection 2: Student Wellbeing

Strategic direction 2 - Annual reflection 2023
Resources allocated
Initiatives • Student Agency • Wellbeing

Annual progress measures	Progress towards achievements
Attendance >90% Over 90% of students will have an attendance rate of 90% or above	
Positive Behaviour for Learning PBL Measurable improvement in students meeting behavioural expectations as evidenced by a reduction in negative behaviour incidences (school based data)	
Wellbeing Increased measure of student wellbeing as evidenced by Tell Them From Me Survey (Advocacy, Expectations, Belonging)	

Annual reflection 2: Student Wellbeing

Strategic direction 2 - Annual reflection 2024
Resources allocated

Initiatives

- Student Agency
- Wellbeing

Annual progress measures	Progress towards achievements
Attendance >90%	
Positive Behaviour for Learning PBL	
Wellbeing	

Annual reflection 2: Student Wellbeing

Strategic direction 2 - Annual reflection 2025
Resources allocated
Initiatives   • Student Agency   • Wellbeing

Annual progress measures	Progress towards achievements
Attendance >90%	
Positive Behaviour for Learning PBL	
Wellbeing	

Abbotsford Public School (0)

Annual reflection 2: Student Wellbeing

Strategic direction 2 - Annual reflection 2026
Resources allocated
Initiatives
- Student Agency   - Wellbeing

Annual progress measures	Progress towards achievements
Attendance >90%	
Positive Behaviour for Learning PBL Staff, students and families will have a shared understanding of the school expectations, processes and procedures and staff will consistently follow school wide practices for positive behaviour management	
Wellbeing	

Purpose

To build a school culture that is strongly focused on learning and the building of educational aspiration, explicit systems will be put in place to foster collaboration, based on shared values, trust and mutual respect. There will be an emphasis on expanding our awareness of Aboriginal perspectives; we will respectfully listen and learn from others.

Improvement measures

Culturally responsive environment

Achieve by year: 2026

Students and community are able to articulate how the establishment of a culturally responsive environment promotes reconciliation, respect and an appreciation for Indigenous culture.

Collaborative teaching culture

Achieve by year: 2026

APCI&I and leadership team create a collaborative teaching culture within the school to embed new curriculum and teaching practices

Initiatives

First Nations Education

- Embed a learning culture that enables students to develop an understanding of cultural perspectives, which develops a respectful and culturally inclusive understanding
- Teachers engage in high impact professional learning which highlights culturally specific content, to support their knowledge and understanding of Aboriginal histories and cultures
- Review and adapt practice to ensure Aboriginal histories, cultures and beliefs are embedded in cross curriculum teaching and learning programs
- Teachers engage in high impact professional learning using Aboriginal Pedagogies as a framework, to develop an understanding of Aboriginal perspectives
- Continue implementation and monitoring of APS RAP

Collaborative Culture of Learning

Embed explicit systems across the school to facilitate collaborative practices, build teacher efficacy and strive for ongoing professional growth

- Regular classroom observations to drive ongoing school-wide improvement in teaching practice and student results
- Discussion protocols are used to structure stage, KLA team and whole school meetings to encourage effective collaboration and disciplined dialogue
- APCI works with school leadership team to address areas for school improvement, select purposeful and differentiated professional learning pathways to meet needs of teachers and students
- Review and adapt current collaborative teaching practices employed in the school i.e., teaching sprints, shared programming, co-teaching, lesson observations, lesson study, consistent teacher judgement (CTJ) of assessment data and work samples

Establish a planned cycle for co-teaching and explicit systems for collaboration and feedback across the school.

Success criteria for this strategic direction

The extent to which students, teachers and wider community are aware of their own progress in understanding would be determined by using the following data sources to analyse the effectiveness of the initiatives.

Initiative 1

- All students articulate and understand Aboriginal Perspective Situational Analysis survey 2021, reviewed and compared to re-administered 2024 survey, to monitor degree to which teacher perspectives have changed
- Survey community to evaluate the impact of the RAP on their knowledge and understanding of First Nations customs and practices
- Conduct an audit to evaluate the manner in which Aboriginal perspectives are authentically embedded across school culture.

Initiative 2

- An APS Playbook outlines whole school practices, processes, programs, teaching and learning and initiatives undertaken to support student learning
- All students understand and articulate their role as a collaborative learner
- All staff have a shared understanding of best practice and continually strive for improvement in student outcomes
- Survey community to evaluate the effectiveness of the parents-teacher partnership.

Evaluation plan for this strategic direction

Q – To what extent have we achieved our purpose and can demonstrate the impact of positive partnerships on student and staff learning?

D – Classroom observations and feedback processes, professional learning plans and staff evaluation, RAP monitoring

A – Analysis will be embedded within initiatives through progress and implementation monitoring

I – Implications will inform future actions, focused professional learning etc

Abbotsford Public School (0)

SIP Progress measures 3: Positive Partnerships

Culturally responsive environment			
2023 Progress measure	**2024 Progress measure**	**2025 Progress measure**	**2026 Improvement measure**
Reconciliation Action Plan is implemented, completing actions outlined in document.			Students and community are able to articulate how the establishment of a culturally responsive environment promotes reconciliation, respect and an appreciation for Indigenous culture.

Collaborative teaching culture			
2023 Progress measure	**2024 Progress measure**	**2025 Progress measure**	**2026 Improvement measure**
Initiate development of an Abbotsford 'Playbook' which outlines school procedures and teaching practices to tenure consistency of practice. IIC/WWB survey - TBC			APCI&I and leadership team create a collaborative teaching culture within the school to embed new curriculum and teaching practices

Implementation and progress monitoring 3: Positive Partnerships

First Nations Education 2023			

SEF elements Learning Culture Wellbeing Curriculum Learning and Development **Team** **When** **Yr:** 2023 **T:** 2 **W:** 1	**Activity** *Staff Professional Learning* Term 2 SDD - Aboriginal Perspectives Review and adapt practice to ensure Aboriginal histories, cultures and beliefs are embedded in cross curriculum teaching and learning programs	**Resources** LaST First Nations staff team	**Evaluation** Q - What impact has the Term 2 SDD TPL had on the way Aboriginal education is embedded in programs? D - Evidence in programs, staff and student feedback A - To be completed at this point in time I- Next actions to be drawn from the analysis

SEF elements School planning, implementation and reporting Wellbeing Effective Classroom Practice **Team** **When** **Yr:** 2023 **T:** 4 **W:** 10	**Activity** *Curriculum Review* LaST reviewing PLaSP procedures for First Nations students, consulting with school community to inform review and update of personalised learning pathway to best meet student needs.	**Resources** LaST Community members Students	**Evaluation** Q - How can outcomes for First Nations students be improved most effectively through their Personalised Learning Pathway? D - review of current PLPs, student and community feedback, data - current outcomes to set baseline A - To be completed at this point in time I - Next actions to be drawn from the analysis

First Nations Education 2023			
	Activity *Reconciliation Plan* Continue implementation and monitoring of APS RAP	**Resources** First Nations Team Principal Local partnerships - Abbotsford Long Day Care, Abbotsford Community Centre (OOSH)	**Evaluation** Q- How do we ensure the APS RAP remains authentic and embedded in our school wide practices? D - RAP actions and goals, student, staff and community feedback A - First Nations team for 2023 developed, review of RAP undertaken by staff

First Nations Education 2023

SEF elements			I - First Nations team to continue working on Actions identified, and review each term, alongside our community partnership stakeholders
Learning Culture			
Wellbeing			
Team			
When			
Yr: 2023 **T:** 4 **W:** 10			

Collaborative Culture of Learning 2023

SEF elements	Activity *Professional Practice*	Resources	Evaluation
Learning and Development	Establish plan for regular classroom observations to drive ongoing school-wide improvement in teaching practice and student results	APC&I Additional RFF - Executive	Q - How do we measure the correlation between classroom observations and increase in staff capacity?
Team			D - observation feedback forms, student results, program evidence
			A - Plan yet to be established
When			I - Next actions determined by plan
Yr: 2023 **T:** 2 **W:** 1			

SEF elements	Activity *Professional Practice*	Resources	Evaluation
Learning and Development	Discussion protocols are used to structure stage, KLA team and whole school meetings to encourage effective collaboration and disciplined dialogue	APC&I	Q - What is the measurable impact of discussion protocols on the productivity and satisfaction within staff meetings?
Team			D - staff feedback, staff using current research to drive programming
			A - Protocols to be drafted and shared with staff
When			I - Trial period to be in place Term 3.
Yr: 2023 **T:** 4 **W:** 10			

Collaborative Culture of Learning 2023

	Activity *APS Playbook*	Resources	Evaluation
		All staff	Q - How do we ensure teaching practices are embedded and sustainable enough to include in the Playbook?

Collaborative Culture of Learning 2023

SEF elements			
SEF elements Learning Culture School planning, implementation and reporting Curriculum **Team** **When** **Yr:** 2023 **T:** 4 **W:** 10	Review and adapt current collaborative teaching practices employed in the school i.e., teaching sprints, shared programming, co-teaching, lesson observations, lesson study, consistent teacher judgement (CTJ) of assessment data and work samples with the outcome of collating it into an APS Playbook for staff		D - Observations, programs A - Unable to analysis at this stage I - Next steps: Observation schedule to be developed, collection of programs to occur

Annual reflection 3: Positive Partnerships

Strategic direction 3 - Annual reflection 2023

Resources allocated

Initiatives

- First Nations Education
- Collaborative Culture of Learning

Annual progress measures	Progress towards achievements
Culturally responsive environment Reconciliation Action Plan is implemented, completing actions outlined in document.	
Collaborative teaching culture Initiate development of an Abbotsford 'Playbook' which outlines school procedures and teaching practices to tenure consistency of practice. IIC/WWB survey - TBC	

Annual reflection 3: Positive Partnerships

Resources allocated

Initiatives

- First Nations Education
- Collaborative Culture of Learning

Annual progress measures	Progress towards achievements
Culturally responsive environment	
Collaborative teaching culture	

Annual reflection 3: Positive Partnerships

Resources allocated

Initiatives

- First Nations Education
- Collaborative Culture of Learning

Annual progress measures	Progress towards achievements
Culturally responsive environment	
Collaborative teaching culture	

Annual reflection 3: Positive Partnerships

Strategic direction 3 - Annual reflection 2026
Resources allocated
Initiatives
- First Nations Education   - Collaborative Culture of Learning

Annual progress measures	Progress towards achievements
Culturally responsive environment Students and community are able to articulate how the establishment of a culturally responsive environment promotes reconciliation, respect and an appreciation for Indigenous culture.	
Collaborative teaching culture APCI&I and leadership team create a collaborative teaching culture within the school to embed new curriculum and teaching practices	

Funding Sources

Fund	2023				2024				2025				2026			
	Allocation	Adjustment	Allocated	Balance	Allocation	Adjustment	Allocated	Balance	Allocation	Adjustment	Allocated	Balance	Allocation	Adjustment	Allocated	Balance
Integration funding support	291199.00			291199.00												
Socio-economic background - flexible	13575.60			13575.60												
Aboriginal background - flexible	6306.33			6306.33												
English language proficiency - flexible	52018.04			52018.04												
Low level adjustment for disability - staffing	118368.00			118368.00												
Low level adjustment for disability - flexible	42166.61			42166.61												
Professional learning	32268.25			32268.25												
School support allocation (principal support)	25265.25			25265.25												
QTSS release	96588.29			96588.29												
Per capita	123363.26			123363.26												
AP Curriculum & Instruction	124070.40			124070.40												
Other funding sources																

Other funded activities

Other funded activities - COVID ILSP