

Strategic Improvement Plan 2021-2025

Alma Public School 1028



School vision and context

School vision statement

The vision of Alma Public School is to provide inclusive and caring learning environments that equip our P-6 students with the tools to be confident life-long learners. We are committed to a system of collaboration and quality teaching that supports the individual needs of students and their families whilst upholding the positive culture and values of our school.

School context

Alma Public School is situated in Broken Hill, 1220 kilometres west of Sydney, in a city of approximately 18,000 people. Mining is a major employer in Broken Hill and enrolments in the school are heavily influenced by the state of the mining industry. There are 5 other public primary schools and 2 high schools in the city. There is one Catholic primary school in town.

39% of our 285 student enrolment is Aboriginal and the school operates a DoE Aboriginal designated preschool for up to 40 children on a separate site.

The Wilykali people are the traditional owners of the land.

Alma receives additional funding to counteract the low-socio economic circumstances of our families.

The school has a full time Assistant principal Curriculum and Instruction (APC&I) and a .400 APC&I. These positions are allocated to provide support to improve literacy and numeracy outcomes for all students P-6. They work together with the other executives to build the capacity of staff in best practice.

A kitchen and garden program is run for all primary classes on a fortnightly basis to improve life skills and offer activities that may not be available at home. K-2 classes participate in 2 kitchen and garden experiences a term.

The school has an excellent relationship with local business operators and agencies. We have a strong connection with the University NSW Rural Health Division through the employment of a school nurse to support health promotion within the school.

The school currently has 33 teachers and 22 administration and support staff, including additional temporary staff employed through school based funding to better support the learning needs of all students. There is significant turnover of staff each year.

As a result of the school's situational analysis, it has been determined that whole school approaches, processes and practices are required to achieve improvement in student performance.

These approaches, practices and processes will include:

- The evaluation, development and application of strong pedagogical practices P-6.
- Collaborative practices to develop whole school approaches to literacy and numeracy.
- Improved quality of teaching of all staff including support staff through a co teaching/team teaching model.
- Explicit teaching and data driven practices across all stages to build skills in reading and numeracy and personalised learning.
- Targeted support and interventions for students not showing growth in literacy and

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numeracy.

- Wrap around approaches for students and their families and improve links with external services.
- Embedded continuous whole school approach to student wellbeing where there is a collective responsibility for student learning and success.
- Valuing culture and diversity as an acknowledged driver of students' engagement and success.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in numeracy and literacy (with a focus on reading) we will develop whole school processes in data driven teaching practices and programs to ensure students grow in their learning through explicit, consistent and research informed teaching.

Improvement measures

Spelling

Achieve by year: 2025

- An increased proportion of students can demonstrate spelling growth and achievement compared to 2024.

Reading growth

Achieve by year: 2023

*An increased proportion of students can demonstrate reading growth and achievement compared to 2022.

Numeracy growth

Achieve by year: 2023

*An increased proportion of students can demonstrate growth in the Essential assessment number component compared to 2022.

Reading growth

Achieve by year: 2023

- 65% of Aboriginal students show 12 months reading growth and achievement compared to 2022.

Numeracy growth

Achieve by year: 2023

* 55% of Aboriginal students show 12 months numeracy growth and achievement compared to 2022.

Initiatives

Leading in Literacy

In literacy, we will embed sustainable whole school processes and practices across all areas of literacy that enhance reading skills. We will do this through embedding:

- Collaborative sessions for all teams on a shared view of reading and reading instruction.
- Modelling of explicit literacy teaching strategies through co teaching/team teaching model.
- Collecting and analysing data to be responsive to student needs.
- Targeted Interventions and Learning Programs to support the personalised learning of identified students.

Knowing Numeracy

In numeracy, we will develop sustainable whole school processes of Mathematics. We will do this through embedding:

- Collaborative sessions for all teams on a shared view of numeracy and numeracy instruction.
- Modelling of explicit teaching strategies through co teaching/team teaching model.
- Collecting and analysing data to be responsive to student needs.
- Targeted Interventions and learning programs to support the personalised learning of identified students.

Success criteria for this strategic direction

- All teachers understand and explicitly teach literacy and numeracy to all students at all levels of achievement with success that can be measured by improved student progress and achievement data
- Teachers planning and delivery of reading and numeracy lessons and classroom environments display agreed best practices for the effective teaching of reading and numeracy.
- Assessment data is collected in literacy and numeracy on a regular, planned basis and used as an integral part of classroom planning and instruction.
- In-class support for explicit teaching of reading and numeracy including co-teaching, observation of best practice and opportunities for feedback is consistent across all classrooms with reflection and collaborative planning time.
- Teachers analyse data to make informed decisions about targeted interventions and differentiated instruction.
- All students articulate understanding and strive to achieve their literacy and numeracy goals.

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
- Check-In assessments
- SCOUT
- Student work samples
- Literacy and Numeracy PLAN data
- School based assessments

The evaluation plan will involve:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- 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.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to confirm conclusions.

Strategic Direction 2: Responsive Student Wellbeing

Purpose

To ensure that all Alma students are able to connect, succeed, thrive and learn, through the development of a whole school holistic approach to student centred wellbeing.

Improvement measures

Achieve by year: 2023

89.7% of students with positive wellbeing as identified in the Tell Them from Me Survey

Attendance (>90%)

Achieve by year: 2023

66.5% of students attending school 90% of the time or more.

Achieve by year: 2025

20% reduction in major incidents reported within Sentral.

Initiatives

Responsive Student Wellbeing

Embed a whole-school approach to student wellbeing where there is a collective responsibility for student attendance, engagement and self regulation. We will do this through:

- Enhancing a whole school wellbeing approach focussed on effective emotional and social practices .
- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective well being strategies.
- Building staff capacity to assist student self-regulation and understand behaviours as a form of communication.
- Working with school community and learning support team to address attendance across the whole school through proactive practices.

Personalised Learning and Support

Embed a whole-school approach to personalised learning and support, we will do this through:

- Collecting and utilising data to identify and track students.
- Embedding differentiated and targeted support for student wellbeing and learning.
- Building staff capacity to identify targeted students and deliver learning and wellbeing support to meet the needs of individual students.
- Reviewing current wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, well being, learning and engagement data is evidenced through regular updated PLSPs, PLPs and BMPs
- Facilitate and coordinate effective wrap around approaches for students and their families with all outside agencies and organisations.

Success criteria for this strategic direction

- Targeted interventions for students with identified learning and support needs are completed and regularly updated through the processes of PLPs, PLSPs and BMPs .
- Systems and processes are regularly reviewed and adapted to meet changing needs of students as well as school practices.
- Teachers are explicitly teaching learning and support strategies including differentiation, adjustments and accommodations.
- Data is regularly collected and analysed to inform whole-school approaches to learning support, attendance and wellbeing.
- Partnerships with outside agencies and services is strong and outcomes for students is positive.
- A whole school wellbeing approach is embedded within the school and staff and community know, understand and have committed to the values, practices and processes for success.

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.

- SCOUT
- Sentral data
- Tell them from me survey
- School attendance records

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.

Strategic Direction 2: Responsive Student Wellbeing

Evaluation plan for this strategic direction

- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to confirm conclusions.

Strategic Direction 3: Integrated Learning

Purpose

To maximise student learning outcomes and engagement in a whole school integrated curriculum approach, which fosters an authentic understanding for students and staff through quality teaching.

Improvement measures

Achieve by year: 2025

The school has achieved sustaining and growing in all areas of the High Impact Professional Learning self assessment tool. (HIPL)

Achieve by year: 2025

We are achieving sustaining and growing across the 5 elements of Learning Culture, Curriculum, Assessment, Effective Classroom Practice and Learning and Development in the School Excellence Framework.

Initiatives

Integrated Learning

Embed a whole-school approach to curriculum planning and delivery, through:

- An integrated approach to planning and learning across all KLA's.
- Collaborative planning of integrated curriculum units in programming.
- Development of scope and sequences, guides and integrated units of work across all KLA's .
- Evidence based quality teaching in classrooms.

Authentic Assessment

Embed quality assessment using effective and authentic methods, through:

- Developing and planning for consistent school-wide assessment practices for all subjects.
- Development of systems and processes to collect assessment data and monitor, track and report on student performance across all subjects.
- Collecting and analysing data to be responsive to student needs using formative as well as summative assessment.

Success criteria for this strategic direction

- All teachers are planning and delivering integrated curriculum across all KLAS.
- Teachers use reliable assessments to capture information about student learning.
- Whole school integrated units of work developed and being used by all staff.
- Whole school assessment schedule followed by all staff and effective systems in place that monitor and track student performance.
- Formative assessment tasks developed for units of work across all stages.

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.

- SCOUT
- Teaching programs
- Student assessment
- Work samples

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.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to confirm conclusions.