

Strategic Improvement Plan 2021-2025

Arcadia Public School 1048

Arcadia **PUBLIC** School *Be Outstanding, Be Inspired*

School vision and context

School vision statement

Considerate, reflective learners actively engaged in an inclusive environment of high personal expectation and achievement.

School context

Arcadia Public School is situated on the lands of the Darug people in a beautiful, semi rural environment. Our school's educational philosophy is underpinned by the values of respect, responsibility and personal best.

Arcadia Public School is a vibrant learning community and an active member of the Small Schools Learning Alliance. Environmental and music education, student leadership and voice, and public speaking are strong features of the school in an excelling culture of learning and well-being. The school is robustly supported by the wider school community and enjoys strong links to the history and cultural traditions of the area.

At our school, lifelong friendships are forged, families connect and the community grows together.

The motto for our school is 'Be Outstanding, Be Inspired' where a passion for learning, the confidence and knowledge to take responsibility and be actively involved in their own learning is evident every day in our students.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Improvement measures

Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 3, 4, 5 and 6 students from 2022 to 2023 in Numeracy Check-in assessment.

Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 3, 4, 5 and 6 students from 2022 to 2023 in Reading Check-in assessment.

Achieve by year: 2025

100% of students reach their individual expected targets for Reading as mapped against the progressions.

100% of students reach their individual expected targets for Numeracy as mapped against the progressions.

Initiatives

Consistent quality differentiated teaching practices across the school

Differentiated Learning ensures all students are working towards their individualised aspirational learning goals. We will:

* Consolidate and embed consistent use of Formative Assessment strategies such as learning Intentions, success criteria, explicit feedback and goal setting.

* Amplify the use of Teaching Sprints and the Literacy and Numeracy Progressions to ensure explicit differentiated teaching, improve consistency in teacher judgement and align whole school teaching practice and staff professional growth.

* Expert use of Formative Assessment strategies such as Learning Intentions, Success Criteria provided through network of small schools using the What Works Best Document, PSL and Instructional Leader (Principal).

* Embed effective processes for data analysis and reflection to review and adapt practice, analyse student progress and evaluate growth over time.

Data driven practices

Build teacher capabilities to ensure data collection is used effectively and efficiently to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

Extend professional learning in use of Literacy and Numeracy progressions to personalise learning and differentiate teaching for all students, as well as, track progress and growth.

embed a whole school integrated approach to curriculum planning, delivery and assessment with a focus on developing sequential skills in decoding and comprehending text that is responsive to individual learning needs to improve student outcomes in Literacy and Numeracy

Success criteria for this strategic direction

Initiative 1 - Consistent quality teaching practices across the school

- All students articulate, understand and achieve their ongoing individual reading and numeracy goals.
- Goal setting for all students occurs every term with parents informed of goals set and completion.
- Learning Intentions and success criteria visible in all classrooms.

Initiative 2 - Data driven practices

- All teachers have a sound understanding of student assessment and data concepts and apply a full range of assessment strategies.
- Assessment data is collected in a regular and planned basis, deeply analysed and used responsively as an integral part of planning and classroom instruction.
- Data and feedback inform teaching practice and direct learners and learning.

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: Teaching programs show evidence of assessment data informing classroom practice with ongoing adjustments.

Student progress checked and monitored against progressions and syllabus standards using PLAN2.

Class based evidence that student learning goals are updated regularly.

External NAPLAN and Checkin data.

Embedded practice of Learning Intentions exhibited in all

Strategic Direction 1: Student growth and attainment

Initiatives

-embed effective processes for data analysis and reflection to review and adapt practice, analyse student progress and evaluate growth over time.

-structure interventionist support in class, small group and individual settings to meet the individual learning needs of all students, including students with disability, students with additional needs, Aboriginal students and EALD students.

Evaluation plan for this strategic direction

classrooms with students engaging in self-assessment and peer-assessment using explicit feedback for their literacy and numeracy goals.

Whole school assessment schedule

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

* Annual reporting on school progress measures

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

In order to ensure all members of our school community Connect, Thrive and Succeed, we will align evidence-based procedures around quality teaching and data use for all teachers to follow.

Working purposefully and deliberately to create a collaborative, positive, enriching school culture with high expectations for all students.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending > 90% of the time by 3%.

Wellbeing

Achieve by year: 2023

Tell Them From Me survey data with growth in students reporting a sense of belonging, expectations for success and engagement in learning.

Tell Them From Me survey data indicates a growth in Wellbeing by 2%.

Achieve by year: 2025

School Excellence Framework. the school will self assess against the following elements:

Learning Culture: Excelling.

Wellbeing: Excelling.

Initiatives

Inclusive and Engaging community

- Programming activities across the school to ensure a deep understanding and respect for Aboriginal people and culture, raising the profile of Aboriginal culture within the school.
- The school is focused on building individual and collective learning and wellbeing through a climate of care and positivity and high expectations for every student
- * Develop and issue a site specific parent/carer survey on school culture, completed each year (Term 2). * Collaborate with the P&C and wider community to ensure ongoing positive relationships that foster community inclusion and involvement. * Advocate for and highlight student and school successes through a variety of platforms including School Social Media accounts, Arcadia Public School website and Skoolbag.

Planned approach to well-being

- Refine and strengthen whole-school practices and approach to student wellbeing, health and engagement. This will be achieved through professional learning and implementation of the PDHPE syllabus.
- Develop and create evidenced based change to whole school practices (PD/H/PE)
- Embedding Aboriginal culture and perspectives in all teaching and learning activities.
* Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment to establish focus areas around whole-school wellbeing reform.

* Updating 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 PLaSPs (Personalised Learning and Support Plans).

Success criteria for this strategic direction

Initiative 1 - Inclusive and Engaging community

Students experience a sense of belonging and connectedness that respects diversity and identity.

Teachers involve students and parents in planning to support learning, and share expected outcomes.

Records of programs and strategies to meet the learning and wellbeing needs of students of students across a variety of student backgrounds and learning profiles including ATSI students.

The curriculum is enhanced by learning alliances with other schools and organisations.

Initiative 2 -Planned approach to well being

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement, health and safety, and participation in physical activity.

Evidence of consistency between syllabus outcomes, scope and sequences, teaching programs and assessment records.

Updated PDHPE scope and sequences used in every stage.

Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.

Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.

Evaluation plan for this strategic direction

Annotated teaching and learning programs informed by PDHPE scope and sequences

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Initiatives

* Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies whilst undertaking a lesson study approach used to adjust and improve practice.

* Embedding of differentiated and system-negotiated targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed.

To improve attendance we will:

* Embed whole school processes for attendance monitoring, follow-up and data analysis and align individual student attendance data to existing reward systems.

* Embed a learning culture where students are challenged in their learning, with shared measures for success leading to improved student engagement and participation.

Evaluation plan for this strategic direction

Student assessment data and tracking of student progress and achievement linked to syllabus outcomes.

Evidence of working with parents to support student attendance and engagement e.g. meeting minutes outlining attendance strategies such as phone logs, requests for medical certificates as a concern, copies of requests for medical certificates, evidence of work sent home (if applicable)

Copy of Learning and Support or Wellbeing team minutes reflecting student attendance as an agenda item.

Student and parent surveys with questions about self-aware and regulation of their emotions and behaviours.