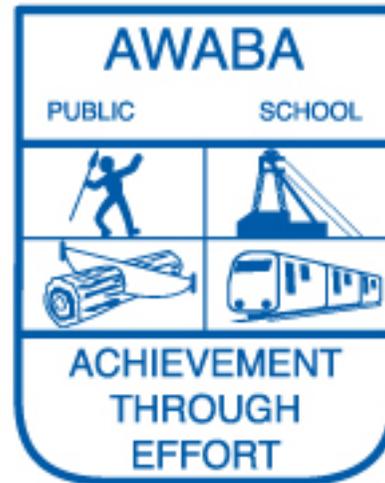# Strategic Improvement Plan 2021-2024

Awaba Public School 1084

School vision and context

School vision statement

Awaba Public School strives for excellence in an inclusive environment. We value individuality, acceptance and tolerance. Every student is known, valued and cared for. We nurture students to be engaged citizens who confidently take their place in our dynamic society by maximising their potential - supported by strong community partnerships and a culture of high expectations. We are a small school, with big ideas!

School context

Awaba Public School has a current enrolment of 30 students and is a semi-rural school located on the western side of Lake Macquarie. A great deal of the zoned area for Awaba Public School is part of the Watagan's National Park and not urbanised, which in turn cause enrolments to fluctuate.

Student enrolment has been reasonably stable, in the mid to high 30's for the last five years. We anticipate that this trend will continue in the future. Our Aboriginal student enrolment is currently four students. Numbers have ranged from one to four for the last eight years. We have no EAL/D students enrolled. Our FOEI is 132 and ICSEA is 965, which identifies us as a low socio-economic school.

As a result of our evaluations, we will review whole school data literacy, assessment and evidence systems to inform teaching and learning programs.

Our current situational analysis has identified a gap in student achievement between reading and numeracy. Teaching staff are committed to undertaking self-assessment and employing evidence-based initiatives to improve teaching and learning programs and student achievement in numeracy.

Collaboration and professional learning opportunities are a focus across our Small Schools Alliance of Fassifern, Argenton and Boolaroo Public Schools (FABA). Collaborative practice and feedback, professional learning and the sharing of expertise and innovation will improve teaching and learning programs and student achievement.

Evaluation of student achievement and survey data has identified that further work is required to build partnerships with parents and carers, support agencies and service providers. Meaningful partnerships will contribute to a shared high expectations culture, resulting in sustained whole school improvement.

Awaba Public School (1084) -2021-2024

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, staff will use data to drive the learning needs of students and inform differentiated teaching for all students. Students will become self-directed learners, who plan their progress through goal-setting and are confident in working with teachers to help direct future learning.

Improvement measures

Target year: 2022

Reading

- 54.6% Year 3 and 5 students achieve in the top 2 bands in NAPLAN reading.
- 80% K-2 students will achieve the expected reading level by 2022 as evidenced by PM Reading Assessment Benchmarks.

Numeracy

- 50.1% Year 3 and 5 students achieve in the top 2 bands in NAPLAN numeracy.
- Testing demonstrates student growth equal to or higher than expected stage levels using SENA.

Target year: 2023

- 60% of students will achieve expected growth NAPLAN in reading.
- 60% of students will achieve expected growth in NAPLAN numeracy.

Target year: 2024

Student Performance

- The school will move to excelling by the end of 2024 in the School Excellence Framework element of Student Performance.

Initiatives

Data Skills and Use

By developing data literacy, we will build teacher capabilities to ensure data is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all through:

- Designing and implementing a system to allow systematic testing, analysis and tracking student progress;
- Building the capacity of staff in data literacy, analysis and use to inform teaching and learning. (What Works Best Toolkit)

Numeracy

Effective teaching of numeracy requires sustainable whole-school processes for explicit and evidence-based instruction to improve students' growth and attainment through:

- Building teacher capacity to use authentic self-assessment processes, as evident in the Numeracy Self-Evaluation Tool;
- Design and implement sustainable whole-school, syllabus based Teaching and Learning programs through evidence-based pedagogy and targeted professional learning for explicit numeracy instruction.

Success criteria for this strategic direction

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

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

A whole-school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.

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.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can
demonstrate the impact and improvement of student outcomes in reading and numeracy?

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.

- NAPLAN data
- Best Start data
- Scout - Value-added data
- PAT Reading and Numeracy data

Evaluation plan for this strategic direction

- PM benchmarking data
- ALAN assessment data
- Student work samples
- SENA 1 and 2
- Literacy and Numeracy PLAN 2 data
- Student PLSPs and PLPs.
- Student observations and feedback
- Teaching and learning program evaluations
- Check-In Assessment
- Parent surveys
- SEF
- Programming feedback
- Staff surveys and professional learning surveys

Analysis

The analysis will be embedded through five weekly systematic
internal data analysis as part of the implementation and monitoring of the School Implementation Plan (SIP). Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions and next steps.
- Annual reporting on school progress measures (published in the Annual Report each year, in the newsletter and on the School Website throughout the year)

Strategic Direction 2: Engaging Communities

Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff collaborate effectively to embed evidence-based explicit teaching practice into their pedagogy. We will establish a high expectation, positive and cohesive school community that is purposeful, flexible and dynamic.

Improvement measures

Target year: 2024

Staff collaborate through regular meetings with colleagues from the Small Schools Alliance.

The school is part of a successful learning alliance with our local pre-school and universities.

Tell Them From Me surveys show positive growth in parent knowledge of curriculum, student goals and achievement.

100% of students report a high sense of belonging from a baseline of 83%

100% of students report positive wellbeing from a baseline of 94.44%

80% of students attend school 90% or more, from a baseline of 70%

Target year: 2024

Initiatives

Professional Learning Communities

The leadership team establishes a professional learning community, which focuses on continuous improvement of teaching and learning through:

- Build professional expertise and leadership opportunities to support collaboration in a small school professional learning alliance;
- Develop partnerships with pre-schools, day-care providers and universities.

Community Engagement

The school will develop and enhance community partnerships and satisfaction by soliciting and addressing feedback on school performance and embedding a culture of high expectations:

- Develop and implement a cohesive communication and evaluation strategy to ensure effective decisions;
- Develop relationships with agencies beyond the department of education to support students and families;
- Build the capacity of parents to increase knowledge and understanding of curriculum and student learning.

Success criteria for this strategic direction

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

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.

Students and parents understand the assessment approaches used in the school and their benefits for learning.

Feedback from students on their learning, derived from assessments and surveys, informs further teaching.

Evaluation plan for this strategic direction

Question:
To what extent have we achieved our purpose and can demonstrate that the school's systems and processes are enhancing and sustaining whole school improvement.?

The school will use the following data sources to regularly

Strategic Direction 2: Engaging Communities

Evaluation plan for this strategic direction

analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Student and teacher observations and feedback
- Teaching and learning program evaluations
- FABA evaluation surveys
- Parent and student surveys such as Tell Them From Me and school-based surveys
- School Excellence Framework
- Staff surveys and professional learning surveys

Analysis

Analyse the data to determine the extent to which the purpose has been achieved.

Implications

The findings of the analysis will inform:

- Future actions and next steps
- Annual reporting on school progress measures against the School Excellence Framework Self-assessment Surveys to support External Validation (published in the Annual Report each year, in the newsletter and on the School Website throughout the year).

Awaba Public School (1084) -2021-2024