

Strategic Improvement Plan 2021-2024

Colo Heights Public School 1346



School vision and context

School vision statement

Colo Heights Public School collaboratively supports, engages and encourages students, staff, parents and the Colo Heights Community in a shared learning journey.

We empower our students to be Respectful and Responsible members of society who continually strive to achieve Personal Best. All three qualities ensure the ongoing acceptance of the school's motto - Effort and Integrity.

It is the school's and community's passion to instill in our students these qualities for their time at school and in their future.

School context

Colo Heights Public School is a small, rural school in the Wollemi National Park of the Blue Mountains. It is a school which is committed to providing all students with quality teaching and learning programs through a caring, personalised approach.

The school serves a wide area from the local Colo Heights community, to the upper and lower Colo River valley to as far as the Putty Valley. The majority of students travel to school by bus with many travelling to and from school a over a long time and considerable distance.

The staff are highly professional and experienced and work tirelessly and collaboratively with a wonderful parent and community body to maximise ongoing learning opportunities for students, both academically and socially.

In 2020 the school evaluated itself through parent surveys, data base lining and utilising 'Tell Them From Me' in developing a very honest Situation Analysis (SIT). Through this SIT we have been able to develop this plan that will benefit our students and their future educational journey. The four initiatives we have identified are Data Skills and Use, Quality Professional Development, Effective Classroom Practice and Personalised Learning and Well Being. This plan has been developed in collaboration with students, staff and parents.

While Colo Heights Public School may be a small school, it is one which enjoys the provision of many learning opportunities that would be associated with larger schools while maintaining a strong feeling of belonging and inclusivity that defines it as a quality school.

Strategic Direction 1: Student growth and attainment

Purpose

LITERACY

Colo Heights Public School is committed to providing every opportunity for our students to achieve at or above expected ability and growth in Literacy.

We will achieve this through the following areas;

- Quality Teaching and Learning Programs.
- Identify and participate in Professional Learning programs that enhance Literacy.
- Increased data collection capabilities and informed reflection on all students.
- Increased student attendance and engagement in their learning.

Improvement measures

Target year: 2022

SYSTEM NEGOTIATED TARGET - NAPLAN Due to cohort numbers the following figures are based on a three year average. The average will be able to help track improvement over the entire time of the Plan.

Over this time Year 3 and Year 5 students will achieve in the top two bands in Literacy;

- Reading - Year 3 - 65% or higher Year 5 - 65% or higher

Target year: 2023

SYSTEM NEGOTIATED TARGET -STUDENT GROWTH
- Over the three year average, Student Growth will be 'At or Higher Expected Growth'

- Reading - 65% or higher
- Writing - 70% or higher

Target year: 2024

Initiatives

Data Skills and Use

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide valuable feedback to students for maximum achievement in both Literacy and Numeracy. Teachers will become confident in utilising;

- SCOUT
- Plan 2/Progressions
- Internal school assessment data
- EBS *On track*

Quality Professional Development - Literacy and Numeracy

Building teacher capability through quality professional learning that is reflective of the school plan in the following areas;

- Utilise Data to develop quality teaching/learning programs.
- Consolidation and development of explicit and differentiated teaching/learning programs in Literacy.
- Utilise the '*Early Action for Success*' instructional leader to guide and develop teacher capability.
- Teacher PDPs are reflective of the school plan.
- Formative and Summative Assessment techniques.
- Teaching/Learning Programs that promote student responsibility to set their own goals for Literacy outcome achievement.

Success criteria for this strategic direction

Initiative 1 - Data Skills and Use

The School will be Excelling when;

- It has effective summative and formative assessment practices that are used to monitor, plan and report on student learning.
- It consistently performs on external and internal measures ensuring equity gaps are closing.
- Assessment data is frequently used to identify student achievement and progress and to reflect on the program effectiveness as well as guide future school directions.

Initiative 2 - Quality Professional Development - Literacy and Numeracy

The School will be Excelling when;

- A learning culture that is strongly focussed on learning and ongoing performance improvement.
- It supports the wellbeing of all students to connect, succeed, thrive and learn.
- It implements quality teaching and curriculum planning and delivery, and assessment procedures that promotes learning excellence and meets the needs of the individual.
- Where the teachers are committed to identifying, understanding and implementing explicit evidence-based teaching methods.
- All professional learning is aligned with the school plan and there are explicit systems of collaboration to ensure quality teaching practice.

Initiative 3 - School Resources

The School will be Excelling when;

- It supports the wellbeing of all students to connect, succeed, thrive and learn.
- Teachers, parents and the community work together to support consistent and systematic processes that

Strategic Direction 1: Student growth and attainment

Improvement measures

PROGRESSIONS - Increased utilisation of Progression by teachers to record, plan and develop teaching/learning programs and assess. Student achievement in PLAN 2/Progressions will see students achieve *At or above Grade level* in;

- *Phonological Awareness - 70% or higher*
- *Understanding Texts - 70% or higher*
- *Creating Texts - 70% or higher*

Target year: 2022

SYSTEM NEGOTIATED TARGET -ATTENDANCE -

Student attendance is crucial to learning. Student attendance will increase in the upper level and decline in the lower levels.

At an average over three years Student Attendance will be;

- Upper levels will be at *80 to 90%*.
- Lower levels will drop to *5 to 20%*

Target year: 2024

SCHOOL EXCELLENCE FRAMEWORK -The school will aim to be evaluated at **'Excelling'** through self assessment and External Validation in the following areas;

- Learning Domain - *Learning Culture* (notably Attendance), *Assessment* and *School Performance Measures*.
- Teaching Domain - *Effective Classroom Practices* and *Data Skills and Use*.
- Leading Domain - *School Planning, Implementation and Reporting* and *School Resources*.

Success criteria for this strategic direction

ensure student absences do not impact on learning outcomes.

- The principal leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.
- Where all resources are strategically employed for improved student outcome.

Evaluation plan for this strategic direction

The extent of student growth and attainment in Literacy will be determined by using the following data sources to analyse and review the effectiveness of the initiatives.

- All staff utilise SCOUT for data derived 'review and assessment' of student performance.
- NAPLAN Assessment
- Check In Assessment
- Student progress in Literacy is assessed, noted and monitored using Progressions/Plan2.
- Teaching programs show evidence of data informed classroom practice.
- Student attendance monitored and maintained using SCOUT and EBS *On track*.
- *'Tell Them From Me'* Surveys are implemented and reviewed annually for students, staff and parents.
- School Excellence Framework (SEF) is annually reviewed by staff to make consistent judgement of all identified, targeted elements.
- Teacher PDPs reflect School Plan.
- External Validation in 2022 will reflect School progress.

Strategic Direction 2: Student Growth and Attainment

Purpose

NUMERACY

Colo Heights Public School is committed to providing every opportunity for our students to achieve at or above expected ability and growth in Numeracy.

We will achieve this through the following areas;

- Quality Teaching and Learning Programs.
- Identify and participate in Professional Learning programs that enhance Numeracy.
- Increased data collection capabilities and informed reflection on all students.
- Increased student attendance and engagement in their learning.

Improvement measures

Target year: 2022

SYSTEM NEGOTIATED TARGET -NAPLAN - Due to cohort numbers the following figures are based on a three year average. The average will be able to help track improvement over the entire time of the Plan.

Over this time Year 3 and Year 5 students will achieve in the top two bands in Numeracy;

- Year 3 - 65% or higher
- Year 5 - 65% or higher

Target year: 2023

SYSTEM NEGOTIATED TARGET -STUDENT GROWTH - Over the three year average, Student Growth will be 'At or Higher Expected Growth'

Year 5 students will be achieving 70% or higher.

Target year: 2024

PROGRESSIONS - Increased utilisation of Progression

Initiatives

Effective Classroom Practice

Through data analysis and professional learning the staff will research, explore and challenge their own classroom practices which;

- Engage with research to develop depth of knowledge for all staff to select and implement the most effective teaching strategies
- Embed Explicit Teaching practices in all classrooms, in Literacy and Numeracy.
- Review and adapt systems that encourage collaboration around planning lesson sequences based on evidence-based best practice, student assessment and curriculum requirements
- Establish and use Instructional Leader positions to work with teachers to create capacity and consistency among all staff, supporting student growth in Literacy and Numeracy.

Personalised Learning and Well Being - Thrive, Strive, Succeed

Student well-being is essential for a successful learner. The school will initiate programs that nurture and encourages all students to achieve.

- Students are taught to be reflective towards their learning and endeavour to achieve in both Literacy and Numeracy.
- Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the behaviour code.
- Students are provided with a diverse range of opportunities in many facets of school that encourage them to be enthusiastically involved in school.
- Aboriginal students are valued and encouraged to achieve their potential in collaboration with their

Success criteria for this strategic direction

Initiative 1 - Effective Classroom Practice

The School will be Excelling when;

- A learning culture that is strongly focussed on learning and ongoing performance improvement.
- It implements quality teaching and curriculum planning and delivery, and assessment procedures that promotes learning excellence and meets the needs of the individual.
- Where the teachers are committed to identifying, understanding and implementing explicit evidence-based teaching methods.
- All professional learning is aligned with the school plan and there are explicit systems of collaboration to ensure quality teaching practice.
- Where assessment data is frequently used to identify student achievement and progress and to reflect on the program effectiveness as well as guide future school directions.

Initiative 2 - Personalised Learning and Well Being

The School will be Excelling when;

- It supports the well being of all students to connect, succeed, thrive and learn.
- All resources are strategically employed for improved student outcomes.
- Values the identity, culture, heritage and languages of our Aboriginal students

Evaluation plan for this strategic direction

The extent of student growth and attainment in Numeracy will be determined by using the following data sources to analyse and review the effectiveness of the initiatives.

- All staff utilise SCOUT for data derived 'review and assessment' of student performance.

Strategic Direction 2: Student Growth and Attainment

Improvement measures

by teachers to record, plan and develop teaching/learning programs and assess. Student achievement in PLAN 2/Progressions will see students achieve *At or above Grade level* in;

- *Quantifying Number*
 - *Additive Strategies*
 - *Multiplicative Strategies*
 - *Number Patterns and Algebraic Thinking*
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Initiatives

peers. *Walking Together and Working Together*.

Evaluation plan for this strategic direction

- NAPLAN Assessment.
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