

Strategic Improvement Plan 2021-2024

Broadwater Public School 1361



School vision and context

School vision statement

In our school, each child, regardless of their background or ability will be encouraged and challenged to do their personal best to be a successful learner. Every student will be known, valued and cared for.

Our staff will provide a personal approach to quality education in a safe, caring, respectful and supportive environment.

As a school community, we will inspire our students to develop a passion for learning and support them to reach their highest potential, thereby enabling them to become confident, active and informed individuals.

School context

Broadwater Public School is a small PP5 school located within the village of Broadwater in the Lennox Coast School Education Group. Our current enrolment is 54 students which has been the average over the past 5 years. Our Aboriginal student population is usually about 10%. Local land development suggests our enrolments will increase quite substantially in the next few years.

The school is staffed by a Teaching Principal, two full-time classroom teachers, a part-time teacher-librarian and a Learning and Support Teacher (0.1). Other staffing include a full time School Admin Manager position and a general assistant.

Our student body is recognised for their wonderful sense of values and commitment to achieve. Our value statement recognises three very important qualities: caring, achieving and respect.

The school and community partnership is strong with our core body of P&C helpers eager to promote our educational programs and student achievements. Our staff actively promote opportunities for parents to work as partners in our school.

The school has strong links with the surrounding small schools, known as Southern Cross Community of Small Schools. This group enables principals, teachers and SASS staff to work collaboratively to develop our professional practice and actively promotes opportunities to further inspire our collective of students and staff.

Our Situational Analysis has identified the need to continue our emphasis on embedding quality teaching practices in literacy and numeracy. With an emphasis on high impact teaching strategies, we will provide opportunities to improve teacher practice and students' growth and attainment. We will also move towards deeper reflective practices which will involve a stronger use of data.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning outcomes for every student in Reading and Numeracy.

Improvement measures

Target year: 2022

NAPLAN Targets

Reading

- Increase the percentage of Year 3 & Year 5 students achieving in the top 2 bands of NAPLAN to be **above the lower bound system-negotiated target**.

Target year: 2022

NAPLAN Targets

Numeracy

- Increase the percentage of Year 3 & Year 5 students achieving in the top 2 bands of NAPLAN to be **above the lower bound system-negotiated target**.

Target year: 2024

Progressions

Reading

- A minimum of 80% of students completing Kindergarten will have achieved within **Level 5** of the Understanding Texts of the Literacy Progressions.
- A minimum of 80% of students completing Year 3 will have achieved within **Level 7** of the Understanding Texts elements of the Literacy Progressions.

Target year: 2024

Progressions

Numeracy

Initiatives

Reading

- Use student assessment data to inform a targeted Intensive Learning Support program to provide explicit and differentiated teaching for identified students
- High Impact Professional Learning on the use of Literacy Progressions to enable personalised student learning and understanding
- Professional Learning in Reading Instruction particularly as it relates to Phonological Awareness, Fluency and Understanding texts

Numeracy

- Use student assessment data to inform a targeted Intensive Learning Support program to provide explicit and differentiated teaching for identified students
- High Impact Professional Learning on the use of Numeracy Progressions to enable personalised student learning and understanding
- Professional Learning in Numeracy Instruction particularly as it relates to Quantifying numbers and Additive strategies

Success criteria for this strategic direction

- Valid and reliable assessment data is regularly collected, monitored and analysed in reading and numeracy.
- All students articulate, understand and achieve their literacy and numeracy learning goals
- Data and feedback inform teaching practice and direct learners and their learning.
- Feedback from students on their learning derived from assessments informs further teaching

Evaluation plan for this strategic direction

In what ways and to what extent have our Initiatives enabled us to meet our targets?

The following data sources will be used to analyse the effectiveness of our initiatives:

NAPLAN data

Check In Assessments

PAT data

Student work samples

Progressions data

Student Personal Learning Plans

Analysis:

Is the data sufficient in determining the success of the initiatives?

How often does data analysis occur and how is this made part of our assessment process?

What are we going to do next?

Regular review of data to provide clarity around whether

Strategic Direction 1: Student growth and attainment

Improvement measures

- A minimum of 80% of students completing Kindergarten will have achieved the learning indicators within **Level 5** of the Quantifying Numbers element of the Numeracy Progressions.
- A minimum of 80% of students completing Year 3 will have achieved the learning indicators within **Level 8** of the Additive Strategies element of the Numeracy Progressions.

Target year: 2024

PAT

Reading

A benchmark of 75% of students in Years 2-6 will achieve 1.0 years' worth of reading growth through the PAT Reading Test

Target year: 2024

PAT

Numeracy

A benchmark of 75% of students in Years 2-6 will achieve 1.0 years' worth of numeracy growth through the PAT Maths Test

Target year: 2023

Expected Growth in Reading

The number of Year 5 students achieving expected growth in Reading will at least **meet the lower bound system-negotiated target**.

Target year: 2023

Expected Growth in Numeracy

The number of Year 5 students achieving expected growth in Numeracy will at least **meet the lower bound system-negotiated target**.

Evaluation plan for this strategic direction

we are on track to achieve intended improvement measures.

Strategic Direction 2: Effective classroom practice through quality teaching.

Purpose

To improve teacher practice and effectiveness through explicit teaching.

Improvement measures

Target year: 2024

Effective Classroom Practice:

50 - 100% of all staff have participated in at least one set of Quality Teaching Rounds in PLCs that cross stage and subject areas.

100% of staff have improved their teaching practice as demonstrated by the Quality Teaching Model (QTM).

100% of staff have embedded QT elements within teaching and learning programs.

Target year: 2024

Self-Directed Learning:

100% of teachers are embedding Learning Intentions in their classrooms with all students engaging in self-assessment using Success Criteria for their literacy and numeracy goals.

Target year: 2024

Attendance

The percentage of all students attending school for 90% of the time or more will be moving towards the Upper Bound Target of 100%.

Initiatives

Effective Classroom Practice

- Quality Teaching Rounds-embedding practice to improve quality of teaching and student outcomes.

Self-Directed Learning

- What Works Best Research and the Literacy and Numeracy Progressions are used to guide individual student goals, formative feedback and differentiated teaching practice.

Every Day Counts

- Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Success criteria for this strategic direction

- Classrooms are Quality Learning Environments with lessons that feature high levels of intellectual quality and significance.
- Teachers are empowered through knowledge of relevant, evidence informed pedagogy, enabling them to refine their practice to effectively meet student needs.
- The school has an effective collaborative learning culture focused on continuous improvement of teaching and learning.
- Teachers and leaders use the shared concepts and language of the Quality Teaching Module (QTM) as a basis for discussion about pedagogy.
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Q: To what extent has the quality of teaching improved which directly impacts student performance?

Data: Lesson observations, Tell Them From Me survey data, student growth measures (PATs, NAPLAN, internal assessments).

Quality Teaching Rounds (QTR) participation rate, meeting minutes, pre & post QTR teacher surveys.

Evidence of inclusion of QTM concepts and language in teaching programs

Progressions data

Strategic Direction 2: Effective classroom practice through quality teaching.

Evaluation plan for this strategic direction

Learning Intentions and Success Criteria embedded in lesson planning and student goals

SCOUT Data for attendance

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

Analyse Attendance data to monitor absences

Implications:

Refine professional learning schedule to provide regular opportunities for:

- Collaborative analysis of data
- Professional learning about QTR
- Include Quality Teaching elements in program checklists/templates.