

Strategic Improvement Plan 2021-2024

Cassilis Public School 1527



School vision and context

School vision statement

Our school vision is to develop resilient, creative and independent students in a safe and caring environment that supports their individual growth with a focus on literacy, numeracy and citizenship.

School context

Cassilis Public School is a small school located within the village of Cassilis, in the Upper Hunter area, 90 kilometres from our nearest regional centre. The school was established in 1875 and has always maintained strong community ties and a high profile in the local area.

A total of 10 students are enrolled in 2021 with students across most of the grades. School numbers, over the past five years, have remained relatively stable and we anticipate that this trend will continue in the future.

The school provides a dynamic and nurturing learning environment in which its students access high quality educational programs and a diverse range of opportunities. All students strive to achieve the school's core values of Be Respectful, Be Safe and Be a Learner.

The school fosters a culture of high expectations and high-quality personalised learning programs, supporting a range of diverse learners, for all students. The talented and caring teaching and support staff are committed to building positive relationships and an ethos of life-long learning. Collaborative and collegial practices contribute powerfully to a positive learning environment, where educational research, critical analysis and professional dialogue are highly valued within the school.

Cassilis Public School is part of the Mudgee Network and benefits from strong collaborations with the Mudgee Small Schools Network. The shared network target for Reading and Mathematics allows for increase understanding of evidence-based best practice, consistent teacher judgement and improved knowledge. Through this learning alliance, students are provided with valuable social and educational opportunities..

Cassilis Public School undertook a Situational Analysis in close consultation with our learning community including students, parents and P&C. As a result of this partnership, the school identified several focus areas for the next planing cycle. These include focuses on individualised learning supports for every student and further development of teacher capacity in a small school setting.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy, numeracy and wellbeing through dynamic and differentiated teaching and learning programs and quality, evidence-based teaching practices.

Improvement measures

Target year: 2024

All students achieve or exceed expected growth in Literacy and Numeracy using the Literacy and Numeracy Progressions, PLAN2 data and syllabus indicators.

Target year: 2022

A minimum of 60% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN Reading (lower bound system negotiated network target).

A minimum of 60% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN Numeracy (lower bound system negotiated network target).

Target year: 2024

Build a learning culture that allows all students to develop deep content knowledge, connect to their learning, confidence in their ability, and to be responsible citizens.

Target year: 2023

Increase the % of primary students achieving expected growth in NAPLAN Numeracy, to at least 60%

Increase the % of primary students achieving expected growth in NAPLAN Reading, to at least 60%

Target year: 2022

Increase the proportion of students attending >90% of the time to be at or above the lower bound system-negotiated target of 91.1%.

Initiatives

Differentiation

Address individual student needs through effective differentiation. This will be achieved by:

- Adjusting teaching and learning programs to address individual student needs and interests, ensuring that all students are challenged and all adjustments lead to improved learning.
- Collaborative planning to support learning and share expected outcomes.
- Rigorous and holistic assessment of a student's learning and support needs is informed by analysis of data.
- Personalised learning will embed a learning culture that enables students to create, receive feedback and achieve their learning goals.
- Teaching students to create mental mathematical objects in their mind's eye which can be manipulated flexibly with understanding and confidence.

Connect, Succeed, Thrive and Learn

To ensure that all of our students are able to Connect, Succeed, Thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement. This will be achieved by:

- Embedding a school-wide collective responsibility for student learning and success, which is shared by parents and students, to support individual needs.
- 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 Individual Education Programs.
- To give students the best opportunity to learn and grow through promoting and developing healthy lifestyle choices, leadership skills, self-regulation and positive mindset habits across a variety of school

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessments and continuous tracking of student progress and achievement.

Students are aware of- and most are showing- expected growth on internal school progress and achievement data.

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they connect, succeed, thrive and learn.

Families are actively engaged in their child's learning, working in close partnership with the school to support learning with access to student goals and progress through a variety of sources. Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations.

Evaluation plan for this strategic direction

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

Data:

We will use a combination of data sources. These will include:

* Internal assessment- PLAN2, Individual Education Programs

* External assessment- NAPLAN, PAT Testing

Strategic Direction 1: Student growth and attainment

Initiatives

- initiatives supported by active community participation and interaction with the school.
- Personalised learning will embed a learning culture that enables students to create, receive feedback and achieve their learning goals.
 - Setting positive attendance habits early, creating a welcoming school environment for students and identifying 'at risk' students and intervening early.

Evaluation plan for this strategic direction

* Surveys, observations, focus groups, student voice and Interviews

* Document/ video analysis

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 and annual reporting on school progress measures

Strategic Direction 2: High Quality Practice

Purpose

Australian Professional Standards for Teachers underpins individual teaching growth and embedded practice of mentoring and coaching all staff at their point of need.

Improvement measures

Target year: 2024

The school will effectively use *What works best* themes to support teachers to improve student learning outcomes.

Target year: 2024

Learning sprints are sustained as embedded practice across the school with teachers applying a range of assessment strategies, informing teaching and learning.

Target year: 2024

Staff comprehensively analysis student progress and achievement data for insights into student learning. All staff contribute to gathering and analysing data.

Initiatives

Using systematic and reliable data information

Build teacher capacities to ensure assessment is used flexibly and responsively to differentiate curriculum as an integral part of daily classroom instruction and evaluating teaching and learning programs.

This will be achieved by:

- Effectively teaching staff to analyse student progress to provide explanation and evaluation of evidence.
- Listening to feedback from students on their learning derived from assessments to inform future teaching.
- Having school processes in place to support teachers' consistent, evidence-based judgement and moderation of assessment.
- Systematically analysing and using Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.

Building staff capacity

Establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of all students' literacy & numeracy skills.

This will be achieved by:

- Embedding explicit systems for teacher collaboration, mentoring and observation and feedback to sustain quality teaching practices K-6 (instructional rounds) and Learning Sprints.
- Accreditation
- Using Quality Teaching Rounds as a high impact approach to professional development and implementation of the Quality Teaching Model (QTM) that produces a shared vision of quality teaching and learning.
- Professional learning and school resourcing will increase teachers' understanding and capacity to

Success criteria for this strategic direction

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.

All teachers use formative assessment data to accurately track and monitor student achievement across the Literacy and Numeracy progressions.

Learning Intentions, Success Criteria, and Feedback are an embedded practice in all learning spaces across the school.

All staff Performance and Development Plans (PDPs) explicitly demonstrate a focus on genuine improvement in teacher practice and data literacy skills.

Enhanced teacher practice is evident through classroom observations and improvement in student engagement and achievement.

Teachers collaborate within their learning network to share student data, curriculum knowledge and effective teaching and classroom management strategies.

The school has embedded and explicit systems to facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

Evaluation plan for this strategic direction

Q: To what extent are students self-directed learners who are aware of their own progress?

How would staff determine data sources to analyse the effectiveness of initiatives?

How is student progress checked and monitored against progressions and syllabus standards using PLAN2?.

How do student work samples demonstrate personalised achievement in success criteria and building on prior

Strategic Direction 2: High Quality Practice

Initiatives

- embed sustainable whole school processes for improving student learning outcomes in reading, spelling and numeracy.
- Developing spelling skills and implement strategies to accurately spell familiar and unfamiliar words when composing text and decoding reading.
 - PL on use of literacy and numeracy progressions to personalise learning and understanding.
 - Collaborative lesson planning, delivery and assessment between Teaching Principal and Classroom Teacher.
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Evaluation plan for this strategic direction

learning?

Q: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes?

Q: To what extent has the quality of teaching practice improved as a result of teachers having engaged with QTR?

Q: To what extent has the collaborative culture across the school improved?