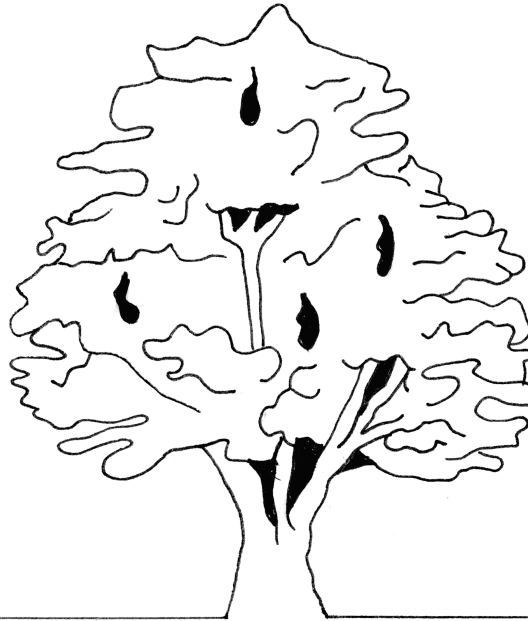


Strategic Improvement Plan 2021-2025

Chillingham Public School 1558



Success through teamwork

School vision and context

School vision statement

Our vision at Chillingham Public School is to create an inclusive learning community with shared high expectations, supporting our students, teachers and parents on their learning journeys. We deliver quality programs designed to meet the individual learning goals and wellbeing needs of each student. Working collaboratively towards continual improvement in a safe, respectful, engaging environment, empowers each student, each teacher and each parent to build self-direction, achieving personal growth leading to success.

School context

Chillingham Public School is a small rural school, located in the picturesque Numinbah Valley just 10 kilometres from the Queensland border, with an enrolment of 35 students. Our students are nurtured in a safe and supportive learning environment, epitomising our school motto: 'Success through Teamwork'. Central to the local community over successive generations, the school has a strong family-orientated atmosphere and engagement with the community.

Using CESE (What Works Best 2020 Update) will guide timely, authentic feedback; student-student, teacher-student and teacher-teacher personalising learning sequences. Students learn best when they are invested in their growth, their learning, and their achievement. We want students to articulate what they know they must work on next; the evidence that tells them this and how they will know when they get there - thus becoming leaders of their own learning. A highly motivated and experienced staff maintain high expectations of our students and ourselves, rewarding effort and achievements, as we work collaboratively towards this goal.

Through our situational analysis we have identified two main areas for focus. Firstly, continuing to embed high impact teaching practices, supported as 'best practice' by current research, across all Key Learning Areas. Staff identified maintaining professional learning, both individually and collectively, as a priority to achieving success in this area. Secondly, participation in the Maths Action Research Project (MARP), the Writing Community of Practice with other schools in our network and the Early Action for Success initiative, will support Literacy and Numeracy, with the addition of ongoing professional development in the other Key Learning Areas.

Collaboration with support staff ie speech pathologists, case coordinators and the COVID initiative program teacher, enriches teachers' understanding of our students with additional needs; planning and delivering quality differentiated learning experiences across the classroom and home; helping each student realise their potential - 'Success through Teamwork'.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise learning outcomes for each student in reading and numeracy and to build a strong foundation for academic success across all key learning areas, we will deepen students' ownership of their learning. This will be supported by data driven teaching practices responding to individual student need.

Improvement measures

Reading growth

Achieve by year: 2023

The proportion of Year 4 and 6 students demonstrating growth in reading, by correctly answering questions in the Check-in Assessment will be at or above the average of Year 3 and 5, 2022 data.

Numeracy growth

Achieve by year: 2023

The proportion of Year 4 and 6 students demonstrating growth in numeracy, by correctly answering the questions in the Check-in Assessment will be at or above the average of Year 3 and 5 students, 2022 data.

Initiatives

Personalised Learning

Embed a learning culture that enables each student to accept feedback, and create achievable learning goals according to their needs.

High impact professional learning in the use of Literacy and Numeracy Progressions and the High Potential and Gifted Education policy to personalised learning and understanding.

Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit, differentiated and responsive learning opportunities.

High impact professional learning on the learning progressions supporting/informing learning intentions and individual goal setting.

Data Driven Practices

Ensure effective strategies and processes for data analysis are embedded, informing teaching practice.

High impact professional learning in data literacy, analysis and use, to inform teaching programs, differentiated and responsive, across all KLAs.

Embed data informed formative assessment practices, as an integral part of daily teaching and learning activities in every classroom.

Expert use of formative assessment strategies such as learning intentions, success criteria, exemplars and critiques to support teacher programs and inform student goal setting.

Review and refine current assessment tasks to ensure they are reliably reflecting student progress, to evaluate growth and report student achievement. *To ensure each student to know if they have succeeded and where to next.*

Success criteria for this strategic direction

Students can articulate, understand and work towards achieving their reading and numeracy goals.

Learning intentions, success criteria and authentic feedback are embedded practice in all learning spaces across the school.

Assessment data is collected in reading and numeracy every 5/10 weeks to track student progress.

Teachers use data to to inform planning, interventions, modifications to the teaching program and negotiate new student learning goals.

Teachers expertly apply a range of assessment strategies, informing teaching and learning, leading to measurable improvement.

Evaluation plan for this strategic direction

The extent to which students are self-directed learners, aware of their own progress, understanding the data directing their future learning, will be determined by using the following data sources to analyse the effectiveness of initiatives. Subsequently guiding the school's future directions:

- NAPLAN data
- check-in assessment data
- SCOUT data
- student work samples
- goal setting conferences
- Literacy and numeracy PLAN2 data
- Interview for student reasoning (IfSR)
- Phonemic skills screening tests
- PM and NEALES to benchmark students' reading
- student individualised learning & support plans
- student focus groups, including COVID teacher initiative

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

The evaluation plan will involve:

- regular review of data sources determining if we are 'on track' for achieving our improvement measures
- regular whole school reflection and professional discussion around School Excellence Framework
- term reviews and triangulation of data sources of internal and external data

After analysing the data, a determination will be made as to 'Where to next?'

Strategic Direction 2: Leaders of our learning

Purpose

To build a culture of collaboration where students take ownership of their learning. Students, teachers and parents work in partnership to promote a positive learning mindset where students connect, succeed, thrive and learn.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending more than 90% of the time to achieve a minimum of the system-negotiated lower bound target.

Achieve by year: 2022

Increase the level of student engagement (connect, succeed, thrive) above the 2021 baseline.

Achieve by year: 2022

Increase the engagement of parents as partners in their children's learning by 20% from 2021 baseline.

Initiatives

A Culture of Self-Directed Learning

Embed a whole-school approach to student learning, where there is a collaborative responsibility for student learning and success.

Teachers routinely review learning with each student ensuring there is a clear understanding of how to improve their learning outcomes.

Teachers continue to embed the Wellbeing Framework whilst students are developing a goal-setting mindset.

Teachers share criteria for assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

A Culture of Collaboration

A professional learning framework, which builds a culture of collaboration, provides opportunities for teachers, students and parents to share their expertise.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

A professional learning component is included in meeting structures to facilitate collaboration and reflection on practice.

Teachers regularly engage with parents to improve understanding of student learning and strengthen learning outcomes.

Planning for learning is informed by a holistic approach about each student's wellbeing and learning needs, in consultation with parents/care-givers.

Success criteria for this strategic direction

The school community supports consistent and systematic processes that ensure student absences do not impact learning outcomes.

The school has systems in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

All students articulate, understand and work towards achieving their literacy and numeracy learning goals.

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

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

Evaluation plan for this strategic direction

The school will use the following data and methods to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of Strategic Direction 2. This will guide the school's future directions:

- attendance data
- Student Wellbeing and Engagement survey data
- Two Stars and a Suggestion survey
- Parent Wellbeing survey
- Staff Professional Learning evaluations - impact statements
- student work samples.

The evaluation plan will involve:

- regular professional discussion around the School Excellence Framework and Wellbeing Framework
- whole school reflective sessions to share student progress, adjustments and modifications across all KLAs.

Strategic Direction 2: Leaders of our learning

Evaluation plan for this strategic direction

After analysing the data to determine the extent to which the purpose has been achieved, future determinations will be made. 'Where to next?'