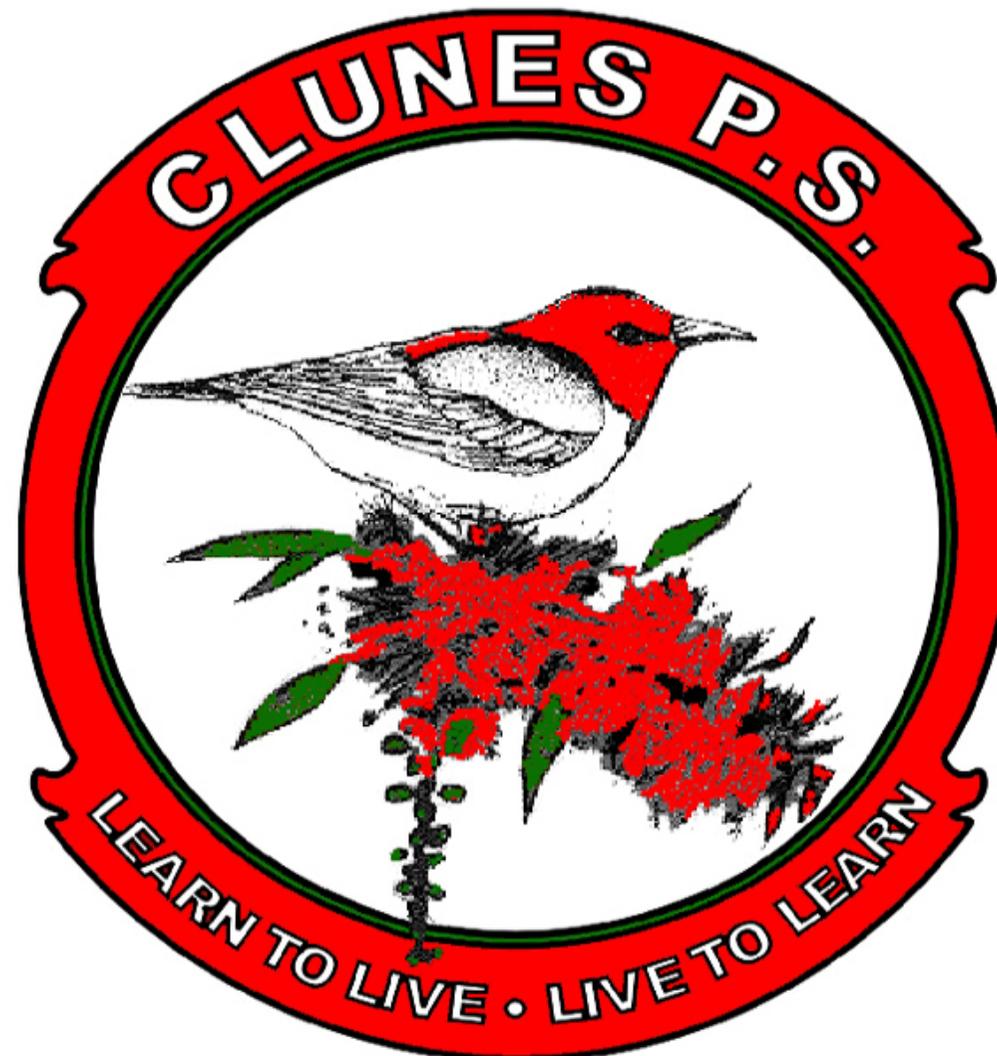


Strategic Improvement Plan 2021-2024

Clunes Public School 1574



School vision and context

School vision statement

Clunes Public School's motto is 'Learn to Live - Live to Learn' and our values are 'Respect, Responsibility and Integrity'. We develop responsible, caring and committed students, based on the school ethos of mutual respect.

Clunes Public School supports students to achieve academic, sporting and cultural success. We offer innovative and individualised learning programs guided by dedicated teachers.

Our school community works together to ensure our students are well supported, inspired and equipped with the skills necessary for future focused learning being part of a global society while retaining a strong sense of local community.

Our school facilitates implements outstanding curriculum delivery through quality teaching practices embedding strong foundations in literacy and numeracy. Students are guided through technology use as informed, ethical users through different pedagogical approaches such as problem solving, collaboration and project learning.

School context

Clunes Public School has 70 students. It is located in the beautiful hills between Lismore and Bangalow. School programs focus on the development of thinking skills and self-esteem in all students. Inclusivity is an essential element of all experiences. The strong academic focus and positive learning environment of our school enables students to set and achieve individual goals at a high standard. Technology is integrated across the curriculum. We offer a balanced curriculum that provides the opportunity for cultural and sporting development through a whole-school music program that includes band and choir, whole-school sport and fitness programs, public speaking competition, an array of technological, film making and entrepreneurial programs, peer support activities and a student council. The community is seen as an integral part of the school's organisation. Positive community and school interaction is a feature of Clunes Public School.

We are also a proud member of the First North Community of Schools and Rivers P-12 which enhances our quality teaching and learning while providing a diverse range of experiences and opportunities for our students.

As a result of the school, authentically and comprehensively analysing all aspects of our school and consulting with our key stake holders, the following area for focus in the 2021 - 2024 school planning cycle are growth and attainment, explicit teaching through evidence-based practices and management practices and processes.

Strategic Direction 1: Student growth and attainment

Purpose

School staff use student assessment data to inform them of achievement and drive explicit teaching practice thus maximising individual student learning in Literacy and Numeracy.

Improvement measures

Target year: 2022

The proportion of students achieving in the top 2 bands of NAPLAN Reading meets the system negotiated lower bound target

Target year: 2022

The proportion of students achieving in the top 2 bands of NAPLAN Numeracy meets the system negotiated lower bound target

Target year: 2023

The school demonstrates evidence to self-assess at an Excelling level in the Teaching Domain of Effective Classroom Practice element of the School Excellence Framework

Initiatives

Data Skills and Use

School staff are supported through professional collaboration to be equipped with the skills and knowledge of using data as a driver for student growth and achievement.

A whole school assessment scope and sequence is developed with consideration of research supported assessment tools and strategies for implementation at a local level. All staff are supported to ensure the successful use of this schedule in practice.

Staff will collaboratively analyse and evaluate the data collected to drive next steps for teaching practice. This data will inform student achievement and measure the effectiveness of the teaching strategies implemented. The analysis will drive the teaching programs moving forward.

Effective teaching practice

Literacy and numeracy teaching and learning programs are created in line with student data analysis. Whole school processes for program creation and storage allow for regular collaborative evaluation of quality practices, evidenced based programs and the corresponding impact on student improvement.

Teachers deliver explicit learning experiences of a high quality as measured against the Work Works Best methodology. Staff participate in regular, collaborative analysis of the strategies implemented and their impact on individual student achievement.

Staff differentiate their lesson planning and delivery to meet the individual needs of the students in their care.

Success criteria for this strategic direction

The school uses systemic and reliable information assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement (SEF - Whole school monitoring of student learning)

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF - Data Literacy)

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. (SEF - Teaching and Learning Programs)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF - Effective Classroom Practice)

Evaluation plan for this strategic direction

Q: To what extent has the use of data driven, explicit teaching led to student growth in Literacy and Numeracy.

D: NAPLAN & Check in Assessment analysis once results are available. Termly reflection of programming planning addressing gaps and areas for improvement.

PLAN 2 and Literacy/Numeracy Learning Progressions plotted on a termly basis or when individual progress drives plotted achievement more frequently.

Internal School Assessment data includes 3 weekly pre and post testing of mathematical strand focuses. Weekly

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

spelling assessment. Reading and comprehension levels tested every 5 weeks. Rubrics used to judge student progress in oral reading for students above level 30.

Staff, Student and Parent Feedback surveys are collated once a semester. Students also complete goals and self assessment forms once a semester. Teachers will collect writing samples once a term and will participate in feedback sessions with their teacher, a minimum of twice a term.

A: Evaluation in data skills and use and effective teaching practice initiatives will allow to the school to ascertain the effectiveness of the strategies implemented to date and to drive the next steps in the implementation of the plan.

I: Students can articulate what is expected of them in focus areas and identify what they need to do to improve skills and understanding in focus areas. Parents are well informed and able to support their child in their learning progress.

Strategic Direction 2: Quality Teachers

Purpose

All staff demonstrate personal responsibility for developing their professional practice to maximise student learning outcomes.

Improvement measures

Target year: 2024

The school demonstrates evidence to self-assess at an Excelling level in the Teaching Domain of Professional Standards element of the School Excellence Framework.

Target year: 2024

The school demonstrates evidence to self-assess at an Excelling level in the Teaching Domain of Learning and Development element of the School Excellence Framework.

Initiatives

Capacity Building

School staff will actively seek to build upon their current professional practice through active participation in the school's implementation of the system's annual maintenance of accreditation process of PDPs and observations.

Staff collaborate to ensure the structured and targeted professional learning experiences support the agreed areas of improved practice within the school. Distributed leadership ensures that all staff take ownership in their own growth of professional practice but also support their colleague's to grown their practice.

School staff seeking higher levels of accreditation are supported to pursue these in a supported environment.

Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results (SEF - Collaborative Practice and Feedback)

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning (SEF - Professional Learning)

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching (SEF - Improvement of Practice)

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. (SEF - Accreditation)

Evaluation plan for this strategic direction

Q: To what extent have staff built upon their professional practice through professional learning and the school's annual accreditation process?

D: Teacher PDPs are discussed individually with the principal in the first 5 weeks of term 1. Progress toward achieving goals through PL, support and implementation is discussed in meetings in the first half of each term. and Observations of practice in the area of writing, reading or numeracy are conducted by the Principal in Terms 2 and 3. Term 4 observations occur if there is an area of need.

A: Professional Learning Evaluations - all teachers share professional learning with staff at staff and Learning and support team meetings after any professional learning.

Evaluation plan for this strategic direction

Each term two staff meetings are dedicated to reflecting on literacy lessons and programs. Two staff meetings are devoted to collaborative assessment of writing samples. Two staff meetings are devoted to mathematical teaching, assessment and analysis of both individual student and cohort progress impact.

Annual Accreditation Reports

Teaching Programs are shared at a staff meeting once a term with a focus nominated in an area of focus eg: assessment driven teaching.

I: Capacity building initiatives ensure teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Strategic Direction 3: Management Practices and Processes

Purpose

The school's administrative systems, structures and processes underpin continual school improvement and the professional effectiveness of all school members, whilst supporting the students to connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

The school demonstrates evidence to self-assess at an Excelling level in the Leading Domain of Management Practices and Processes element of the School Excellence Framework.

Target year: 2022

The school increases the proportion of students attending >90% of the time by an uplift of 8% to meet or exceed the system generated lower bound target.

Initiatives

Improvement of student learning management systems and processes

School staff review, amend and implement improvements to school systems and procedures within NSW DoE policy. Updates are communicated to other school community members for consultation and implementation and evaluations are carried out to analyse the effectiveness of the changes.

School staff work with parents/carers to actively enhance the learning opportunities for all students within system implementation.

Success criteria for this strategic direction

The school evaluates its administration systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness. (SEF - Management Practices & Processes Element)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes (SEF - Learning Cultures Element)

Transparent, highly effective and sustainable school systems, practices and processes ensure smooth transition of staff and community members. Mentoring and collaborative practices to embed succession plans and sustainability in all we do.

Evaluation plan for this strategic direction

Q: To what extent have the school's administrative practices and processes driven school improvement to support students to connect, succeed, learn and thrive?

D: The school will triangulate a variety of data sources including:

Staff, Student and Parent/Carer Surveys collated and analysed once a semester and published where relevant in newsletters and the annual school report.

Attendance data is monitored, evaluated and acted upon where required. School procedures evaluated to ensure alignment with DET policy.

Internal school systems, procedures and documentation are communicated, monitored and reported on where required. All staff demonstrate understanding of roles in relation to improved school procedures.

Learning Support Team meeting minutes and documentation updated on the student learning

Evaluation plan for this strategic direction

management database as relevant to individual students and a minimum of twice per term.

A: All records meetings, referrals, support, individual education plans and follow up actions are held on the student learning management database. All teaching staff have clear understanding of expectations regarding data entry and communication and actions required of finalised plans for individual students.

I: Improved management practices and process initiatives ensure the school systems provide transparency in procedures, accountability in monitoring, support and follow up and provide explicit information for parents and staff where appropriate.