

Strategic Improvement Plan 2021-2024

Cobar Public School 1578



School vision and context

School vision statement

We will build a school culture of responsible, respectful learners and provide educational experiences, opportunities and environments that will engage and motivate all students to learn, discover and critically analyse their knowledge to equip them to become informed citizens of the future.

School context

Cobar Public School is a remote, isolated school with a current (but fluctuating) population of 218 students. Approximately 35% of the school population identify as having Aboriginal or Torres Strait Islander heritage. The school also has students from seven other cultural backgrounds and in some years offers English as an Additional Language / or Dialect.

The executive structure of the school comprises one non-teaching Principal and three teaching Assistant Principals. There are fourteen permanent teachers. The school will continue to use funding allocations to reduce the teaching load of the executive to FTE 0.5. This is to allow the executive to focus on instructional leadership in their stage teams. Through Early Action for Success, the school is provided with an Instructional Leader, and uses school funding to employ 2 Interventionists K-6 to deliver tailored interventions in Literacy and Numeracy. The IL position was unable to be staffed which has had implications on the implementation of L3 to its full potential.

The school experiences a constant level of student mobility which in some years can reach 20% turn over of students. The school enjoys strong parental support through an active Parents and Citizens Association. The school has eleven staff members who are employed on temporary contracts. Twelve teachers are New Scheme Teachers.

The school promotes citizenship and taking responsibility for one's own actions through the Positive Behaviour for Learning (PBL) program, with the school mission statement "We are a school community of responsible, respectful learners".

Following a thorough analysis of school data we have determined that the focus areas for our Strategic Improvement Plan are:

- Literacy focus for K-2 will be Phonemic Awareness and Understanding Texts, for 3-6 the focus areas will be Understanding Texts
- Numeracy focus for K-6 will be Quantifying Number
- Staff use of data to ensure that data collected is efficiently and effectively used to plan for teaching and assess student growth. Development of collaborative practices to embed consistency of approach and judgement, and building evaluative practices across the school to support continuous school improvement.
- Decreasing the number of partial attendances as well as increasing the % of students attending 90% or greater.

All staff, teaching and non-teaching, together with our school community have had opportunities to contribute to the development of this strategic improvement plan.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and quality teaching practice.

Improvement measures

Target year: 2022

Increase the percentage of Year 3 & Year 5 students achieving in the top 2 bands of NAPLAN (Reading) by 7.15%

Target year: 2023

Increase the percentage of students who achieve expected growth in NAPLAN (Reading) by 7.9%

Target year: 2024

Student achievement in reading levels will align with the PM Regional Benchmark for all mainstream classes K-6

Target year: 2022

Increase the percentage of Year 3 & Year 5 students achieving in the top 2 bands of NAPLAN (Numeracy) by 3.18%

Target year: 2023

Increase the percentage of students that achieve expected growth in NAPLAN (Numeracy) by 6.9%

Target year: 2024

90% of all students' progress in TEN falls in line with TEN Program achievement levels for all mainstream classes K-6

Target year: 2022

Increase the percentage of students who attend school 90% of the time or more by 11.07%

Initiatives

Quality teaching practices in Literacy and Numeracy

- Demonstrated commitment within the school community that all students make learning progress
- Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge
- There is a school wide, collective responsibility for student learning and success which is shared by students and their families. Planning for learning is informed by sound holistic information about each students' learning needs in consultation with parents

High expectations and engagement

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers
- Streamlined, flexible processes are created to deliver services and information and to support parental engagement and satisfaction
- The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills

Success criteria for this strategic direction

LITERACY AND NUMERACY

- The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community
- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies
- 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
- An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students
- Teaching and learning programs show evidence of adjustments to meet individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning

HIGH EXPECTATIONS AND ENGAGEMENT

- There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn
- A decrease in the number of unexplained partial and whole day absences, leading to increased student engagement in learning
- Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk
- Teachers, parents, the community and partner agencies work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

Unexplained partial absences will decrease by 75% from the baseline of 704 in 2020

Evaluation plan for this strategic direction

Questions:

- How can the school determine that its systems and processes for improving student growth and attainment has been successful?
- How can the school determine that its systems and processes for enhancing student engagement and high expectations has been successful?

Data:

- NAPLAN data for growth and top 2 bands, Check-in-Assessment data, PLAN2 data, Internal school assessments and analysis, K-6 Reading Level Graphs, K-6 TENS Graphs, Teaching and Learning Programs which show differentiated content, evidence based practice and adjustments based on assessment data. These data points will be analysed term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions
- Attendance data, student PLPs and IEPs clearly articulate student goals and strategies and show evidence of data driven revisions

Analysis:

- Analysis will be embedded within the plan through progress and implementation monitoring. Annually the school will review the progress measures towards the improvement measures

Implications:

- The finding of the analysis will inform future actions

Strategic Direction 2: Evaluative Practice

Purpose

Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching

Whole school improvement will be supported by consistent, school-wide assessment and practices that are monitored regularly to inform next steps

Improvement measures

Target year: 2024

Through self assessment and external validation the school will move from delivering in the element of 'School planning, implementation and reporting' to sustaining and growing

Target year: 2024

Through self assessment and external validation the school will move from delivering in the element of 'Assessment' to sustaining and growing

Target year: 2024

Through self assessment and external validation the school will move from sustaining and growing in the element of 'Data Skills and Use' to excelling

Initiatives

Use of data to inform practice

- Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data
- The school will regularly solicit and address feedback on school performance from students, staff, parents and the broader school community
- The leadership team allocates noneducational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school
- The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required

Student assessment and intervention practices

- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers
- Teachers collaborate across faculties/ stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning

Success criteria for this strategic direction

Use of data to inform practice

- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning
- Resources are strategically used to achieve improved student outcomes and high quality service delivery An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students
- Administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members

Student assessment and intervention practices

- Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught
- 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
- 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

Evaluation plan for this strategic direction

Questions:

Strategic Direction 2: Evaluative Practice

Evaluation plan for this strategic direction

- Are staff effectively and regularly evaluating their own, and school, practices and processes to ensure we are continually striving for improvement and working towards staff and student growth?
- Does the school have consistent school wide practices in place for assessment, data collection, data analysis, feedback and differentiation?

Data:

- Teacher assessment tasks and results, GAP analysis of staff assessment knowledge, integrated unit feedback forms, walk through feedback from principal, staff survey results, formal feedback from AP and principal (post observation and program check), peer observation feedback, assessment scope and sequence

Analysis: Analysis will be embedded within the plan through progress and implementation monitoring. Annually the school will review the progress measures towards the improvement measures

Implications: The finding of the analysis will inform future actions