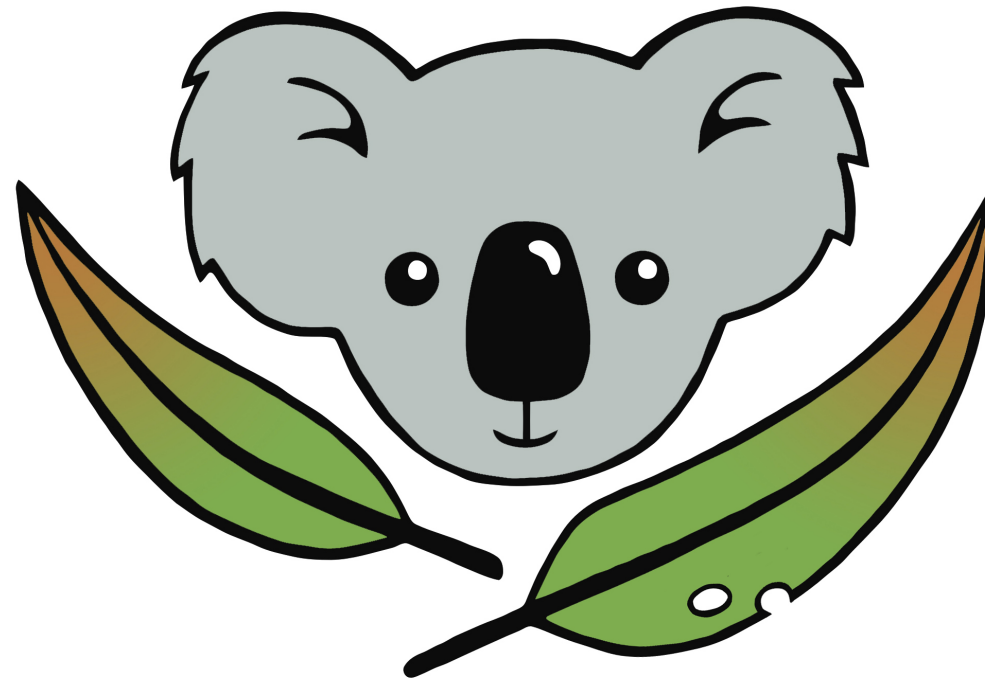


Strategic Improvement Plan 2021-2024

Collins Creek Public School 1593



Collins Creek PS

Great learning in small schools

School vision and context

School vision statement

To develop responsible, caring and engaged students who take pride in their learning and achieve success. Our emphasis on environmental education and sustainability empowers learners to consider local and global issues. Our inclusive learning environment fosters wellbeing, is responsive to student voice and supported by parents and community working together.

School context

Collins Creek Public School is a small rural school located 17 km north of Kyogle with a current student enrollment of 12. Our impressive school grounds consist of gardens, including a food and fibre garden and nesting boxes, which are regularly visited by native wildlife, in addition to open and fixed play equipment areas. Our school community is committed to the development of a better environment and students, staff, parents and the broader community work together to make Collins Creek Public School a sustainable, friendly place by considering the curriculum we teach, the waste we produce, and the management of resources and our school grounds.

The school is supported by strong community engagement, which extends to the Community of Learners of Upper Richmond Small Schools (COLOURSS) network of schools, of which we are proud to belong. This consists of: Afterlee, Barkers Vale, Collins Creek, Rukenvale, The Risk and Wiangaree Public Schools. COLOURSS collaborate to provide an enrichment and engagement program throughout the year, which promotes partnerships to overcome rural and remote challenges, whilst celebrating small schools' strengths to maximise students' outcomes, within a wider educational community.

Our parents, students and staff were consulted in a thorough situational analysis, which led to the development of the Strategic Improvement Plan. Through this process, we have identified a need to use effective data driven practices that ensure all students have access to stage appropriate learning, which is underpinned by evidence-informed strategies and embedded evaluative practice. Our future focus will be how teachers successfully plan for, review and adapt practice to ensure reliable formative and summative assessment data is used effectively to inform teaching and learning and maximise growth and attainment for students of all abilities.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth and attainment in reading and numeracy and to build strong foundations for academic success across the curriculum, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2023

The percentage of students achieving expected growth in NAPLAN Reading meets the system negotiated lower bound target (2019).

Target year: 2023

The percentage of students achieving expected growth in NAPLAN Numeracy meets the system negotiated lower bound target (2019).

Target year: 2024

90% of students meet annual learning goals on Individual Learning and Support Plans.

Target year: 2024

The school is self-assessed as Excelling in the School Excellence Framework's:

- Data Skills and Use domain
- Assessment domain Whole School Monitoring of Student Learning theme

Initiatives

Assessment

Professional learning and development for all staff in an assessment schedule (K-6), to ensure that on internal and external measures, students are performing at or above expected levels.

Staff will engage with professional learning in formative and summative assessment techniques to inform PLAN 2.

Monitoring and review of the assessment and its impact to assist teachers with evidence-based teaching will occur on a regular basis.

Data skills and use

Internal and external progress and achievement data is collected to ascertain where each student is on their learning journey.

This data is analysed to identify trends and skill gaps, in order to drive future teaching practice at individual, group and whole school levels, in reading and numeracy.

Success criteria for this strategic direction

Learning goals for students are informed by analysis of internal and external student progress and achievement data, in line with the SEF Data Skills and Use domain Data Analysis Theme.

Teachers understand, develop and apply a range of assessment strategies to inform teaching directions, monitoring and assessing student progress and achievement.

The school uses systematic and reliable assessment information to evaluate student learning and implements changes in teaching that lead to measurable improvement, in line with the SEF Assessment domain Whole School Monitoring of Student Learning theme.

Evaluation plan for this strategic direction

Question: To what extent did the school enhance student growth and attainment in reading and numeracy?

Data: Data sources will include:

- NAPLAN -Years 3 & 5 and Check-In Assessments - Years 4 and 6
- PLAN 2
- SCOUT
- PAT assessments in reading and numeracy
- Phonological Awareness assessment (ALAN)
- Internal assessments: Sounds-Write, Running Records, comprehension tests

Analysis: Student performance will be monitored and analysed at strategic points throughout the year.

Implications: The analysis will drive the next steps to achieve student growth and attainment.

Strategic Direction 2: Effective classroom practice

Purpose

To use effective evidence-based teaching methods to maximise learning progress for students of all abilities, explicit teaching and feedback strategies will be identified, promoted and modelled.

Improvement measures

Target year: 2024

The school is self-assessed at the Excelling level of the School Excellence Framework's Effective Classroom Practice domain:

- Explicit Teaching theme
- Feedback theme

Target year: 2024

The school is self-assessed at the Excelling level of the School Excellence Framework's Learning and Development domain:

- Collaborative Practice and Feedback theme
- Professional Learning theme

Initiatives

Effective Classroom Practice

Differentiated learning programs make adjustments to address students' individual needs - reflected in teacher planning.

Teachers demonstrate quality teaching to explicitly deliver curriculum and individualised learning strategies to maximise students' learning. Teachers provide timely, clear and concise feedback.

(Explicit Teaching and Effective Feedback components of What Works Best, 2020)

Collaborative practice

Collaborative practice will enable consistency in effective strategies to improve teaching and learning.

Skilled staff are supported through educational leadership to collaborate within and beyond the school setting to support student growth and attainment.

Collaboration is a central theme for school development and practice.

Staff undertake structured professional learning to ensure collaborative practice is effective.

(Collaboration component of What Works Best, 2020)

Success criteria for this strategic direction

Teaching and learning programs show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and adjustments lead to improved learning.

Teachers are committed to understanding and implementing the most effective explicit teaching and feedback methods, using evidenced-based teaching strategies, in line with the Effective Classroom Practice Explicit Teaching and Effective Feedback themes of the School Excellence Framework.

Teachers have opportunities to facilitate professional dialogue, collaboration, classroom observation, and the provision of specific and timely feedback to drive ongoing, school wide improvement in teaching practice and student results, in line with the Learning and Development Collaborative Practice theme of the School Excellence Framework.

Evaluation plan for this strategic direction

Question: To what extent have we used effective evidence-based teaching methods to maximise learning progress for all students?

Data: Observations and feedback, professional learning, work samples, student engagement and responses to success criteria, staff meeting minutes,

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress toward improvement measures.

Implications: The findings of the analysis will inform future actions and the Annual Report.

Strategic Direction 3: Wellbeing

Purpose

To use a planned approach to developing whole school practices, resulting in measurable improvements in wellbeing and engagement, to support learning.

Improvement measures

Target year: 2024

The school is self-assessed at the Excelling level of the School Excellence Framework's Wellbeing domain.

The school is self-assessed at the Excelling level of the School Excellence Framework's Learning Culture domain Attendance theme.

Target year: 2022

The proportion of students attending > 90% of the time exceeds the system-negotiated lower-bound target.

Initiatives

Wellbeing Practices

The Wellbeing Framework will be embedded into school culture through ongoing staff professional learning in effective wellbeing and inclusion strategies.

Current wellbeing and attendance systems will be reviewed to ensure our school provides an enabling environment which supports students to connect, succeed and thrive.

Whole school approaches and community engagement contribute to the growth of individual and collective wellbeing.

Individual learning and behaviour goals will be effectively communicated to students and shared with parents, to enhance student outcomes.

Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve, in line with the Learning Culture Attendance theme in the School Excellence Framework.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. PBL language and high expectations are consistent throughout the whole school and community, in line with the Learning Culture High Expectations theme in the School Excellence Framework.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers, in line with the School Excellence Framework's Wellbeing domain.

Evaluation plan for this strategic direction

Question: To what extent have systems and processes for enhancing student wellbeing been successful?

Data: Wellbeing Framework Self-Assessment pre and post data; parent, student and staff surveys, School Counsellor recommendations, parent meeting minutes, incident logs, PBL lessons, achievement awards, students achieving goals on Individual Learning and Support Plans, student attendance data.

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

Implications: How successful were we in achieving our purpose? Where to next? What programs or professional learning do we need to implement?