

# Strategic Improvement Plan 2021-2025

## Condobolin Public School 1609



# School vision and context

## School vision statement

At Condobolin Public School, our staff will ensure every child is known, valued and cared for, by inspiring students to continually improve. We will engage and challenge every student in their learning to become literate, numerate and curious, in an environment in which they can flourish. Our vision is to be partners in learning with both students, families and the community, working together to empower each child to be strong, smart and proud and let their light shine.

## School context

Condobolin Public School is an inclusive primary school in the township of Condobolin on the lands of the Wiradjuri people. It has provided education to the students of Condobolin and its surrounds for over 150 years. It is considered to be a remote school and is located close to the geographic centre of New South Wales. Condobolin is home to approximately 3 500 people. Farming, Trades, Mining, Shire Workers, Education and local retailers are just a few of the common occupations held within the area.

Of the 293 students currently enrolled, 133 being of Aboriginal and/or Torres Strait Islander, and a further 2% from language backgrounds other than English. In 2020, the school established a second Multi-categorical class to further support students with additional needs.

There is an active Student Representative Council made up of students from Year 2 through to Year 6 who assist with school decision making and fundraising for charities. Students also have the opportunity to participate in and represent the school in extra-curricular activities including a variety of sports, creative and performing arts, cultural activities and community events.

Through our situational analysis, we have identified our high level areas for improvement or further development. We have identified the need to strengthen data-driven practices to ensure that all students benefit from personalised learning. There will be a continued focus on staff successfully using data to plan for and deliver quality differentiated instruction to all students, including students with additional needs and those identified as high potential and gifted.

The second area of focus is staff collaboration and feedback to enhance teaching practice and student growth in literacy and numeracy. To excel, teachers individually and collaboratively evaluate the effectiveness of their teaching practice including analysis of student engagement, learning and growth.

Supporting students to connect, succeed and thrive is the final focus in the development of the whole child for successful student learning outcomes as identified through our situational analysis. This focus includes attendance and students' sense of belonging, expectations of success and advocacy across the school. It also includes the implementation of Positive Behaviour for Learning and strengthening community understanding of this strategy.

The Parents and Citizens' Association and Aboriginal Education Consultative Group are both integral parts of the school, committed to working collaboratively to enhance learning and cultural opportunities. Condobolin Public school has a long standing partnership with Royal Far West providing specialist support to our rural families. The involvement of specialised community organisations and the whole school community in this strategic improvement plan over the next four years will be essential for success.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to increase student achievement in literacy and numeracy, staff will use data and evidence based practices to target where to next for students.

## Improvement measures

### Reading growth

Achieve by year: 2023

Increase the percentage of questions correct in Year 3 to Year 6 students from 2022 to 2023 in the Reading Check In Assessment, Vocabulary.

### Numeracy growth

Achieve by year: 2023

Increase the percentage of questions correct in Year 3 to Year 6 students from 2022 to 2023 in the Numeracy Check In Assessment, Number Sense and Algebra.

Achieve by year: 2025

School assessment in the School Excellence Framework (SEF) shows improvement from 'Delivering' to 'Excelling' in the element of 'Data Skills and Use.'

## Initiatives

### Assessment Driven Practices

Teachers collaborate to identify where students are at and where to next using evidence-based teaching strategies in reading and numeracy. This will be evident through:

- High impact professional learning in evidence based practice in: data analysis, data use in teaching and data use in planning for all staff.
- Consistent school-wide practices for assessment to monitor, plan and report on student learning in reading and numeracy that includes students becoming aware of their own progress and next steps.
- Develop a comprehensive and ongoing staff professional learning program to continually build teacher capacity to use data to inform their teaching practice and improve student achievement
- Use Learning and Support positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level in literacy and numeracy.

## Success criteria for this strategic direction

Student assessment data is expertly used school-wide to identify student achievement and progress and inform teaching practice.

Teaching programs and classroom practice across all Key Learning Areas K-6 demonstrate the whole school focus on improving student literacy and numeracy.

Students can articulate their learning and understand what they need to learn next to enable continuous improvement in literacy and numeracy.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, with success that can be measured by improved student progress.

Learning and Support teams/Stage teams are collaborative, build capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose?

**Data:** These data sources will be collected and analysed by relevant teachers, leaders and teams: baseline data in Reading and Numeracy; external student performance measures (NAPLAN); internal student performance measures (Literacy and Numeracy Progressions); SCOUT data; teaching programs; classroom observations; student work samples; coaching records; School Excellence Framework assessments; staff evaluation of skills and confidence

**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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future school planning to provide continuous improvement, ensuring students grow in their learning

## Strategic Direction 2: High impact teaching practice

### Purpose

In order to ensure every student achieves at or above expected growth, we will embed high impact teaching practice.

### Improvement measures

#### Reading growth

Achieve by year: 2023

Increase the percentage of Year 3 to Year 6 students achieving growth in the sub-element Vocabulary of the National Literacy Learning Progressions.

#### Numeracy growth

Achieve by year: 2023

An increased proportion of students in Year 3 to Year 6 demonstrating growth and achievement in Number Sense and Algebra with a focus on Place Value using Essential Assessment as a key data point.

Achieve by year: 2025

School assessment in the School Excellence Framework (SEF) shows improvement from 'Sustaining and Growing' to 'Excelling' in the following themes:

- Collaborative practice and feedback
- Explicit teaching
- Feedback for students

### Initiatives

#### Quality Teaching K-6

Using high impact professional learning to strengthen successful collaborative practices to enhance a learning culture that enables staff and students to create, receive feedback and learn through:

- Comprehensive and ongoing staff professional learning to continually build teacher capabilities to use explicit teaching and data to improve student achievement across the full range of abilities.
- Embed explicit systems for staff collaboration, mentoring, observation and feedback to reflect on teaching effectiveness and inform next steps in teaching.
- Deep understanding and implementation of What Works Best CESE research.

### Success criteria for this strategic direction

Established professional learning culture which is focused on continuous improvement of teaching and learning.

Enhanced teacher practice is evident through classroom observations with effective methods identified, promoted and modeled.

Staff collaborate within and across stages and key learning areas to share student data, curriculum knowledge and effective teaching and classroom management 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.

Staff demonstrate and share their expertise within their school and with other schools.

### Evaluation plan for this strategic direction

**Question:** What has been the impact of using consistent, explicit enquiry-based teaching protocols, on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

**Data:** These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN); internal student performance measures (Literacy and Numeracy Progressions); teaching programs; classroom observations; student work samples; coaching records; School Excellence Framework assessments.

**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 3: High expectations culture to maximise student learning and wellbeing

## Purpose

In order for every student to connect, succeed and thrive in their learning and wellbeing, we will partner together with staff, students, families and community to strengthen a culture of high expectations.

## Improvement measures

### Wellbeing

Achieve by year: 2023

Tell Them From Me (TTFM) Wellbeing data of advocacy at school, expectations for success and sense of belonging, improves to be at or above the lower bound system-negotiated target of 86.8%.

### Attendance (>90%)

Achieve by year: 2023

Increased percentage of students attending school more than 90% of the time to be at or above the lower bound system-negotiated target of 72.3%.

Achieve by year: 2025

School assessment in the School Excellence Framework (SEF) shows improvement from 'Sustaining and Growing' to 'Excelling' in the following themes:

- High Expectations (Learning Culture)
- A planned approach to wellbeing
- Student engagement

## Initiatives

### Supporting students to connect, succeed and thrive in learning.

Using evidence based research and informed practice to support all students to connect, succeed and thrive we will develop strong partnerships to enhance collective responsibility for student learning through:

- Embedding a wellbeing framework into school culture through ongoing staff high impact professional learning in wellbeing, high expectations and classroom management strategies to adjust and improve practice.
- A continued focus on indigenous perspectives across all learning with local knowledge of the Wiradjuri Nation present within all aspects of the school.
- Promoting high-expectations leadership in school, to ensure high expectations in classrooms and learning environments and classroom management.
- School-wide systems to monitor and celebrate attendance and engagement of all students.
- Extensive research based processes to ensure all students have a strong start at key transition points in learning.
- Genuine opportunities for the parents and broader community to actively participate in supporting and reinforcing student learning.

## Success criteria for this strategic direction

Changed practice in place to ensure the Wellbeing Framework elements of spiritual, cognitive, physical, social and emotional development for schools is visible in all learning spaces.

Wiradjuri language and Aboriginal perspectives is clearly seen across all aspects of the school.

Strong collaboration between parents, students and the community that support attendance and the continuity of learning for all students at transition points.

Widespread positive and respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimum learning conditions.

## Evaluation plan for this strategic direction

**Question:** To what extent have students improved their results in their learning, attendance, behaviour and wellbeing through a strategic and planned approach?

**Data:** These data sources will be collected and analysed by relevant teachers, leaders and teams: attendance, Learning and Support data, student achievement data, Tell Them From Me surveys, social capabilities continuum, PBL, internal student feedback surveys and focus groups, teacher feedback and teaching and learning program reflections, parent feedback surveys and focus groups, School Excellence Framework assessments.

**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.