

Strategic Improvement Plan 2021-2025

Coolongolook Public School 1627



School vision and context

School vision statement

Coolongolook Public School is a place where every student has the opportunity to improve and realise their personal best every day. The whole school community fosters high expectations for our students to achieve excellence in all areas. Our school core values of 'respectful, safe and switched on' underpin all that we do. The school promotes a culture of continuous improvement through innovative teaching, collaboration and inspired learning. We aim to build resilient, creative and confident students who are engaged and challenged to learn, having strong foundations in literacy and numeracy for future success.

School context

Coolongolook Public School has an enrolment of 23 students, which includes 12 boys, 11 girls and 2 Aboriginal students. Our school is located on the Mid North Coast of NSW and is a focal point of the small rural community it has served since 1883. Local community involvement supports all aspects of school life, in particular the promotion of strong community and family values.

Coolongolook Public School offers students individualised, highly resourced learning with the highest expectations of individual and collective success. The genuine relationship between staff, students, families and the wider community ensures our school maintains a high standard of success in a respectful, safe and switched-on learning environment.

Our staffing allocation allows for two classes, where our dedicated teachers are able to differentiate and customise learning for individual students. The classes are supported by a Learning Support Teacher who assists identified students with individual learning programs. Both classrooms are also supported by Student Learning Support Officers who implement and monitor specific learning programs.

Staff members participate in relevant professional learning ensuring students are engaged in current, evidence-based quality learning. Teacher professional learning is strengthened by an Assistant Principal Curriculum and Instruction who provides training and support in current research-based curriculum delivery.

The school has completed a situational analysis that has identified three areas of focus for the school improvement plan. These include curriculum planning, explicit teaching and data skills and use.

The school offers many extra-curricular activities including sport, art and a music program which includes individual, small group and whole class lessons.

Every member of our school community is known, valued and cared for at Coolongolook Public School.

Strategic Direction 1: Student growth and attainment

Purpose

To strengthen student knowledge and improve academic outcomes in literacy and numeracy by implementing whole school processes for collecting and analysing data that closely track student progress and inform targeted teaching. We will build teacher capacity and efficacy through evidence based professional learning and collaboration within and across school settings.

Improvement measures

Reading growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in 'Understanding Texts' over the year, using the learning progressions.

Numeracy growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in 'Number and place value' over the year, using the learning progressions.

Achieve by year: 2025

School target

School self-assessment and external validation against the School Excellence Framework improves in the teaching domain element of 'Data Skills and Use' from 'Delivering' to 'Excelling'.

Attendance (>90%)

Achieve by year: 2023

System negotiated target

Increase the percentage of students attending school more than 90% of the time to 75% which is above the lower bound target of 70%.

Achieve by year: 2025

Initiatives

Reading

In reading, we will;

Enable high quality pedagogy through effective planning in teaching, which includes;

1. Enhanced systems for teacher collaboration, observation, modelling of best practice and feedback in the implementation of evidence-based practices in literacy.

2. Teachers develop a repertoire of skills through the engagement of evidence-based professional learning to meet student needs in reading. As a response to situational analysis findings 'Close Reading' will be a focus of ongoing professional development.

Embed formative assessment to monitor learning and inform teaching, which includes;

1. Collaboration as a staff to evaluate and modify our current assessment schedule to include timetabled analysis of data that informs teaching.

2. Instructional Leader support for teachers through data conversations and professional learning on effective use of data.

3. Professional learning in Essential Assessment as an additional tool to analyse student learning and drive teaching.

Numeracy

In numeracy, we will;

Enable high quality pedagogy through collaboration to support ongoing development, which includes;

1. Enhance systems for teacher collaboration, observation, modelling of best practice and feedback in the implementation of evidence-based practices in numeracy.

Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement.

Formative and summative assessment is used expertly by teachers.

The school uses and analyses systematic and reliable information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

Students have accurate learning goals for literacy and numeracy that are informed by analysis of internal and external student progress and achievement data.

Student assessment data is explicitly used school-wide to identify student progress, inform student learning goals, teaching practice and future school directions.

All teacher Performance and Development Plans (PDPs) explicitly demonstrate a focus on genuine improvement in 'Data skills and Use'.

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

School Excellence Framework focus themes:

Learning Culture - High expectations

Assessment - Formative and summative assessment, Whole school monitoring of student learning

Data Skills and Use - Data analysis, Data use in teaching and planning

Professional Standards - Literacy and numeracy focus

Educational Leadership - High expectations culture

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Improvement measures

School target

School self-assessment and external validation against the School Excellence Framework improves in the teaching domain element of 'Effective Classroom Practice' - Lesson planning from 'Delivering' to 'Excelling'.

Essential Assessment - Numeracy

Achieve by year: 2025

Year 2-6 students can demonstrate numeracy growth from term 1 to term 4 using Essential Assessment 'Common Grade Assessment' as a key data point.

Essential Assessment - Literacy

Achieve by year: 2025

Year 2-6 students can demonstrate literacy growth from term 1 to term 4 using Essential Assessment 'Common Grade Assessment' as a key data point.

Initiatives

2. Teachers develop a repertoire of skills through the engagement of evidence-based professional learning to meet student needs in numeracy. As a response to situational analysis findings, an expert teacher will mentor and support staff to address areas for development from the situational analysis.

Embed formative assessment to monitor learning and inform teaching, which includes;

1. Collaboration as a staff to evaluate and modify our current assessment schedule to include timetabled analysis of data that informs teaching.

2. Instructional Leader support for teachers through data conversations and professional learning on effective use of data.

3. Professional learning in Essential Assessment as an additional tool to analyse student learning and drive teaching.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

We will use a combination of data resources. These will include:

- Internal assessment eg. PLAN2, Essential Assessment, PAT, Short Assessment.
- External assessment eg. NAPLAN, Check in assessments
- Survey using Google form (student & teacher voice)
- Observation

Analysis:

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

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter on the school website throughout the year).

Strategic Direction 2: Quality Teaching and Learning

Purpose

To embed a high quality whole school approach to curriculum provision and evidence based practice, that provides differentiated, optimised learning for all students across a full range of abilities.

Improvement measures

Achieve by year: 2025

School target

School self-assessment and external validation against the School Excellence Framework improves in the learning domain element of 'Curriculum' from 'Delivering' to 'Excelling'.

Achieve by year: 2025

School target

School self-assessment and external validation against the School Excellence Framework improves in the teaching domain element of 'Effective Classroom Practice' - Explicit teaching from 'Delivering' to 'Excelling'.

Initiatives

Curriculum Planning and Delivery

In Curriculum Planning and Delivery, we will;

ensure learning excellence by embedding dynamic teaching and learning programs, focusing on peer feedback, student assessment and continuous tracking of student achievement.

This includes;

1. Revised and refined curriculum provision to ensure alignment with syllabus requirements and include inquiry based learning to support high expectations in student learning.
2. Collaboration with staff, Instructional Leader and expert teachers to share 'best practice' in programming and assessment to support adjustment for individual learning needs.
3. Professional learning in the implementation of the new K-2 syllabus in literacy and numeracy.
4. Professional learning in the pedagogy of inquiry-based learning.
5. Enhanced current curriculum provision by strengthening learning alliances with other small schools.

Explicit Teaching

In Explicit Teaching, we will;

develop a whole school approach to evidence-based teaching methods that optimises learning progress for all students, across a full range of abilities.

This includes;

1. Strengthened practice in Visible Learning by all teachers engaging in professional learning in giving effective feedback and creating success criteria and learning intentions with a focus on literacy.

Success criteria for this strategic direction

Curriculum Planning and Delivery

The school monitors and reviews its curriculum provision to align with the new K-2 syllabus requirements and support high expectations for student learning through inquiry based learning.

All lessons are systematically planned as part of a coherent program that has been collaboratively designed.

Teaching and learning programs show evidence of revision based on feedback on teaching practice.

Teaching and learning programs show evidence of continuous tracking of student progress and adjustments to support individual student needs.

School Excellence Framework focus themes:

Learning Culture - High expectations

Curriculum - Teaching and learning programs, Differentiation

Effective Classroom Practice - Lesson planning

Learning and Development - Collaborative practice and feedback, Expertise and innovation

Educational Leadership - High expectations culture

Explicit Teaching

Success criteria and learning intentions are embedded in literacy and numeracy lessons.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning.

Students can articulate and identify where to next in their learning and understand what they need to do to achieve growth as a learner.

Students are provided with relevant, explicit, ongoing, constructive and actionable feedback about their

Strategic Direction 2: Quality Teaching and Learning

Initiatives

2. Scheduled learning walks and lesson observations to ensure evidence based practice is embedded, and teachers are supported in the explicit teaching of literacy and numeracy.
 3. Developing a consistent, school wide approach to designing and giving feedback on learning goals.
 4. Using PLAN2 and Essential Assessment to create individualised learning goals.
 5. Build opportunities for teacher professional learning about the purpose and practices of effective feedback linked to learning intentions and success criteria.
-

Success criteria for this strategic direction

performance against outcomes from the syllabus and personal learning goals.

School Excellence Framework focus themes:

Learning Culture - High expectations

Effective Classroom Practice - Explicit teaching, Feedback

Learning and Development - Collaborative practice and feedback, Expertise and innovation

Educational Leadership - High expectations culture

Evaluation plan for this strategic direction

Question - Are our teaching and learning environments reflecting evidence based practice that meet the needs of all students? Is a high quality whole school approach to curriculum planning evident? Is inquiry based learning embedded in teaching and learning? Has the new K-2 literacy and numeracy syllabus been implemented?

Data - Learning walks, lesson observations, teaching and learning programs that include learning intentions, success criteria, feedback and differentiated lessons that cater a range of student abilities.

Analysis - Analyse the data to determine the extent to which the purpose has been achieved.

Implications - What are the implications of our work? Future direction, next steps?