

Strategic Improvement Plan 2021-2024

Coonabarabran Public School 1630



School vision and context

School vision statement

Coonabarabran Public School staff, students, parents and carers are partners who share the collective responsibility for student achievement in an outstanding learning environment. Our students are encouraged to be successful, respectful, resilient, confident and creative individuals; and involved, informed citizens. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

School context

Coonabarabran Public School is set in the picturesque town of Coonabarabran, in close proximity to the Warrumbungle National Park and Siding Spring Observatory, located approximately 150 kilometres north of Dubbo. The school utilises its unique environment as a feature in many of its learning activities and studies. Coonabarabran Public School has an enrolment of 265 students. Approximately 40% of the students identify as Aboriginal or Torres Strait Islander. The school has two Aboriginal Education Officers who provide assistance to teachers, Aboriginal students and their families to support improved learning and wellbeing outcomes for Aboriginal students. The school has excellent facilities with well-maintained and resourced classrooms. All students have a school owned iPad and each room is fitted with an interactive display.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that our school participated in External Validation in 2020, which has allowed us to build upon the findings from this as well as the previous school planning cycle. The three areas are:

1: Student Growth and Attainment

When analysis was conducted against student outcome measures, Reading and Numeracy are areas for explicit focus in this new school plan. There are 22% of students achieving in the Top 2 Bands in Reading and Numeracy. Our whole school focus to improve student growth and achievement in Reading and Numeracy is underpinned by the evidence base provided by What Works Best. We will develop and sustain whole school processes for collecting and analysing data to inform teaching and learning programs.

2: Teaching and Leading

Through the External Validation process, it became evident that in the area of Effective Classroom Practice; Lesson Planning, Explicit Teaching and Feedback will become a focus in this school plan. A whole school process will be developed and sustained where a more deliberate, planned and strategic approach to collaborate and analyse student data to monitor progress. This involves linking data and processes to teaching effectiveness whilst using the What Works Best document to support.

3: Wellbeing

Through the situational analysis, it was evident that our attendance rate has fluctuated between 87% and 93% over the last 5 years. The data has implications for our Wellbeing programs at school and promoting positive behaviour. As a school, the support that we offer to students is higher than State average. This is due to our Learning and Support Team and the Individual Learning Plans that are implemented. As a focus, we will continue with positive behaviour systems and bring student in to analyse the data to inform next steps. Tracking of the data to include positives as well as negatives will be introduced and sustained.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in Reading and Numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

Reading:

- Students will achieve in the top two bands at or above the negotiated lower bound of 29.6% in Reading.

Target year: 2022

Numeracy:

- Students will achieve in the top two bands at or above the negotiated lower bound of 28.4% in Numeracy.

Target year: 2022

Reading:

Aboriginal students will achieve in the top three bands at or above the negotiated lower bound of 36.3% in Reading.

Target year: 2022

Numeracy:

Aboriginal students will achieve in the top three bands at or above the negotiated lower bound of 31.8% in Numeracy.

Target year: 2023

Reading Growth:

Students will achieve negotiated growth at or above the

Initiatives

Professional Learning

Reading:

- Professional Learning on Reading delivered to all staff (K-6) and support provided for classroom implementation and evaluation.
- In Reading, we will embed sustainable whole school processes for collecting and analysing data. The following activities will be used to ensure the successful implementation of this initiative:
 - Regular evaluation of data to inform the selection of teaching strategies regarding student learning needs, the impact of the implemented strategies on student learning, teacher professional learning and school resourcing
 - Use PLAN 2 and progressions for goal setting leading to changes to explicit teaching practice
 - Instructional Leaders - leading data driven practice

Numeracy:

- Professional Learning on Numeracy delivered to all staff (K-6) and support provided for classroom implementation and evaluation
- In Numeracy, we will embed sustainable whole school processes for collecting and analysing data, creating a learning culture related to effective pedagogical practice and using the learning progressions to personalise learning and understanding related to Numeracy. The following activities will be used to achieve this initiative;
 - Continue to use the Instructional Leader position to work with teachers using data to monitor and assess student progress and design future learning
 - Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth and report student achievement.
 - Whole school adoption of PLAN 2 and Numeracy progressions

Success criteria for this strategic direction

- All teachers understand and explicitly teach reading and numeracy to students at all levels of achievement, with success that can be measured by improved student progress and achievement data. **(Teaching/Professional Standards/ Literacy and Numeracy Focus)**
- Students demonstrate an increased engagement in Reading and Numeracy and staff are delivering this in a contextual and meaningful way.
- Embed a system of modelling effective practice that supports the learning needs of all students.
- Formative and summative assessment data is collected in Reading and Numeracy on a regular and planned basis and is used responsively during classroom instruction.

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 sources. These will include:

- Internal assessment, eg. PLAN2
- External assessment, eg. NAPLAN/ Check-in Assessments
- Surveys
- Observations
- Student Voice
- Student Personalised Learning Plans (PLP's)

Analysis:

Strategic Direction 1: Student growth and attainment

Improvement measures

lower bound system negotiated target of 50.7% in Reading.

Target year: 2023

Numeracy Growth:

Students will achieve negotiated growth at or above the lower bound system negotiated of 55.7% in Numeracy.

Target year: 2022

Initiatives

- Feedback opportunities for future planning

Evaluation plan for this strategic direction

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the 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 and on the School Website throughout the year).

Strategic Direction 2: Teaching and Leading

Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff are collaborating effectively to embed evidence-based explicit teaching practice into their pedagogy. We will establish a culture of high expectations resulting in sustained and measurable whole school improvement.

Improvement measures

Target year: 2024

Excelling in the Domain of Teaching, element of Effective Classroom Practice and the theme of Lesson Planning, Explicit Teaching and Feedback

Target year: 2024

Excelling in the Domain of Teaching, element of Professional Standards and the theme of Accreditation.

Target year: 2024

Excelling in the Domain of Leading, element of Educational Leadership and the theme of Instructional Leadership.

Initiatives

Effective Classroom Practice

Evaluate current practices and implement explicit teaching to incorporate learning intentions and success criteria. Develop whole school processes to effectively analyse student data to inform future lessons that reflect the individual needs of all students.

Accreditation

Evaluate current teacher induction programs and the PDP processes.

Promote higher accreditation opportunities with a view to increase the number of staff accessing higher accreditation.

Instructional Leadership

To upskill the leadership team to develop effective instructional leadership and to create a culture of effective, evidence-based teaching and ongoing student improvement.

Success criteria for this strategic direction

- A whole school systematic approach and committed teachers identifying, understand and implement effective explicit teaching methods.
- Strong collaboration and feedback opportunities are embedded
- Professional Learning Communities (PLC) groups are established to focus on continuous improvement
- The school Leadership Team model instructional leadership and support a culture of high expectations.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of Effective Classroom Practice?

To what extent have we achieved our purpose and can demonstrate impact and improvement of Accreditation?

To what extent have we achieved our purpose and can demonstrate impact and improvement of Instructional Leadership?

Data:

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

- Internal assessment, eg. PLAN2
- External assessment, eg. NAPLAN/ Check-in Assessments
- Surveys
- Teacher Observations
- Teacher Programs
- Lesson plans
- Professional Learning Community (PLC) group session evaluations

Strategic Direction 2: Teaching and Leading

Evaluation plan for this strategic direction

- Professional Development Plan's (PDP)
- Tell Them From Me (TTFM) surveys
- Accreditation numbers

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the 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 and on the School Website throughout the year).

Strategic Direction 3: Well-being

Purpose

To develop and embed a sustainable culture of well-being to provide students with the knowledge and skills to connect, succeed and thrive.

Improvement measures

Target year: 2024

- Excelling in the Domain of Learning, Element of Well-being and the themes of a Planned Approach to Well-being and Behaviour.

Target year: 2022

- Students will be developing from the lower bound system negotiated target of 86% in Well-being using Tell Them From Me (TTFM) survey.

Target year: 2022

- Students will be attending greater than 90% of the time to be at or above the system negotiated lower bound target of 75%

Initiatives

Whole School Well-being

Evaluate current Well-being practices and programs using the Well-being Framework and the Well-being for School Excellence Evaluation Support Tool. Use this evaluation to implement new programs, strategies and processes to improve whole school well-being.

Gamilaraay Language Project

Employ a local Aboriginal teacher, with TAFE qualification in Gamilaraay Language, to liaise with community members to develop and implement a language program K-6. All classes will receive one lesson each week where classroom teachers will be present so as to build capacity in local Aboriginal Language.

Attendance

Embed a whole school approach to student attendance and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- Expectations and procedures with regard to behaviour, attendance and student voice.
- Examine other school's processes to determine contextual change in attendance management.
- Supportive and collaborative LAST team where the cognitive, emotional, social and physical needs of all students are discussed and accommodated

Success criteria for this strategic direction

- School has implemented evidence-based change to whole school practices, resulting in measurable improvements in well-being and engagement to support learning.
- Positive respectful relationships are evident and widespread among students and staff.
- Teachers, parents and community work together to support consistent and systematic processes that ensure student absences do not impact of learning outcomes.

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 Well-being?

Data:

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

- Suspension rates
- Attendance
- TTFM surveys
- Staff, parent, student surveys
- PBL Data
- Lesson Observations

Analysis:

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

Implications:

The findings of the analysis will inform:

Strategic Direction 3: Well-being

Evaluation plan for this strategic direction

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