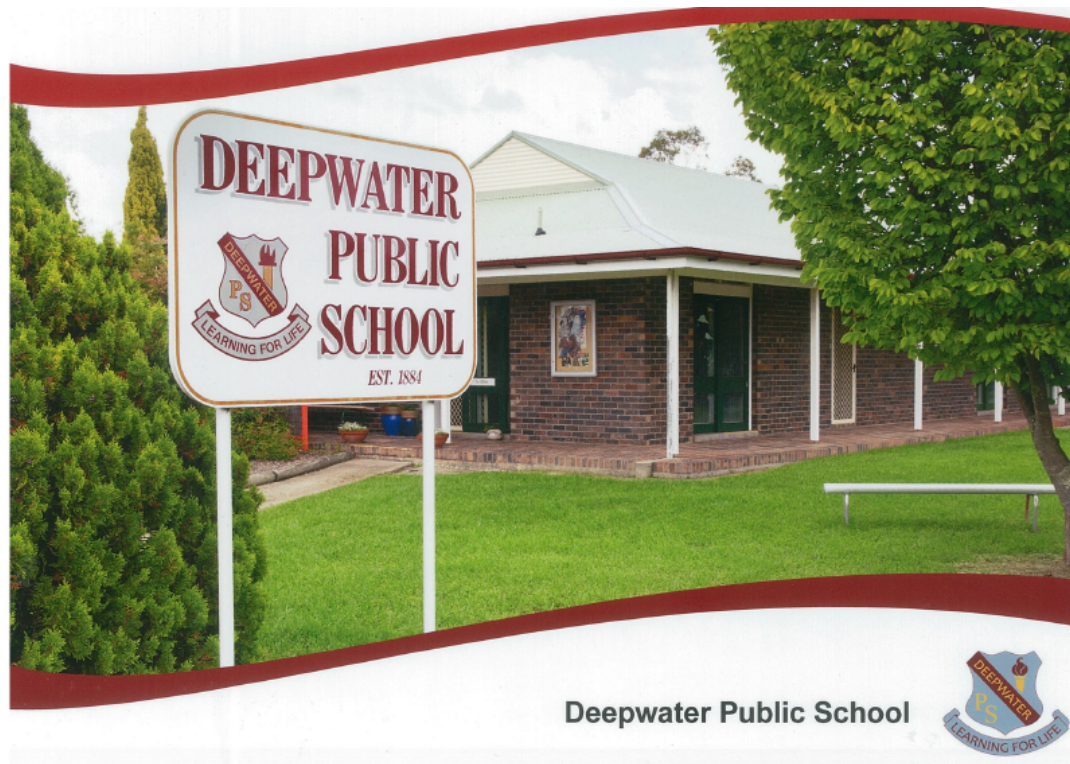


Strategic Improvement Plan 2021-2024

Deepwater Public School 1742



School vision and context

School vision statement

At Deepwater Public School we provide educational, sporting, cultural and social educational opportunities that engage students to be successful and reflective lifelong learners.

We embrace the benefits of being a small school by providing opportunities for staff and students to achieve their personal best. These opportunities occur through the delivery of engaging and active learning that takes place in a safe, professional and supportive educational environment.

Staff and students achieve this through consistently setting high expectations, delivering quality teaching and learning programs, developing effective and collaborative partnerships and participating in purposeful communication within a community of schools.

With the support and commitment from our local community, students are consistently encouraged to be proud and resilient learners and active and confident participants within our ever-changing, challenging world.

School context

Deepwater Public School is a small school in the Northern New England Region of NSW. The school is part of the Border Ranges Small Schools Learning Alliance and we regularly share educational, sporting, cultural, and social experiences with these schools.

Staff are highly innovative and dynamic, sharing a strong sense of professional collegiality and commitment to improving individualised student learning outcomes.

The Deepwater Public School Parent & Citizens Association aims to consistently improve school infrastructure and educational opportunities for our students. We work together to enable and encourage communication between parents and the school to create a strong and active school community.

The school provides education for students drawn predominately from the Deepwater township and surrounding rural areas. School structure consists of Kindergarten to Year 6 in multi-stage classrooms supported by an enthusiastic and active staff team..

Growth Mindsets, Visible Learning and Wellbeing Initiatives, including their core principles, are embedded throughout the schools pedagogy. Classroom teaching and learning programs are purposely designed to promote and sustain reflective future focused learners.

As a result of External Validation in 2020, and the development of our Situational Analysis, the school has found these key target areas:

- Student growth and attainment
- Quality teaching and learning

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

The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading will increase by at least 5%

Target year: 2022

The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy will increase by at least 5%

Target year: 2023

The percentage of students achieving expected growth in NAPLAN Numeracy will increase by 5%

Target year: 2023

The percentage of students achieving expected growth in NAPLAN Reading will increase by 5%

Target year: 2022

Increase the percentage of students attending greater than 90% of the time in order to be at, or above the system negotiated lower band target.

Target year: 2022

A significant proportion of students reporting a sense of belonging and advocacy, based on the 'Tell them from me' and internal surveys.

Initiatives

Growth in Literacy and Numeracy

Quality teaching practices throughout our school will lead to improved educational outcomes for students. We plan to implement and enhance current Literacy and Numeracy practices through targeted initiatives and effective use of formative and summative assessment and explicit teaching. This will be monitored and analysed regularly.

Activities will include:

- Numeracy focus including starting strong K-2 and Working with the big ideas 3-6
- Literacy focus EaFS
- Assessment and data usage

Wellbeing

Implementation of quality health and wellbeing strategies to develop and foster motivated, successful and reflective lifelong learners. Strategies include:

- Continuing to enhance our YCDI practices.
- Utilising the Wellbeing Framework when targeting key wellbeing initiatives, with a particular focus on the Student Wellbeing Policy.
- Evaluating and analysing Tell Them From Me surveys and other internal data

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching. Collaborative curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

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.

Student assessment data is regularly planned, collected and analysed school-wide to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school direction.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for students learning across the whole school.

Evaluation plan for this strategic direction

Our school intends to use a range of evaluative practices when analysing progress within the strategic Improvement Plan. Specific data gathering will include:

- PLAN2
- Analysed student work samples against syllabus/ACARA/NESA work samples
- Scout
- NAPLAN data
- Individual Learning Plans
- Best Start
- Check-in Assessments
- DOE Short Assessments
- IfSR Diagnostic Assessments

Evaluations including through the QDAI model will also provide reflections on programs and activity success.

Strategic Direction 2: Quality Teaching and Learning

Purpose

To develop staff to deliver high performing and collaborative quality teaching and learning within a flexible differentiated curriculum underpinned by high expectations and evidence informed practice.

Improvement measures

Target year: 2022

All teachers will be using Learning Intentions and Success Criteria in all English and mathematics lessons.

Target year: 2023

All teachers will collaboratively plan, collect and **analyse** formative and summative assessment of student progress.

Initiatives

Evidence-Based Teaching Practice

Quality teaching practices throughout our school will lead to measurable improved educational outcomes for students. We plan to implement and enhance current practices such as visible learning, the effective use of formative and summative assessment and explicit differentiated teaching and learning. This be will monitored and analysed regularly.

Activities will include:

- Visible learning/Formative assessment
- Assessment and data usage

Success criteria for this strategic direction

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

A whole school system and integrated approach to quality teaching. curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

Student assessment data is regularly used school-wide to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school direction.

Evaluation plan for this strategic direction

Our school intends to use a range of evaluative practices when analysing progress within the strategic Improvement Plan. Specific evidence gathering will include:

- All teachers being confident in implementing visible learning.
- Pre surveys and post surveys.
- All classrooms display quality evidence of visible learning practices.
- Students understand and provide quality feedback to their peers.
- Students can clearly articulate what they are learning and where to next in their learning.
- Formative and summative assessment practices are imbedded across the school.

Evaluations including through the QDAI model will also provide reflections on programs and activity success.