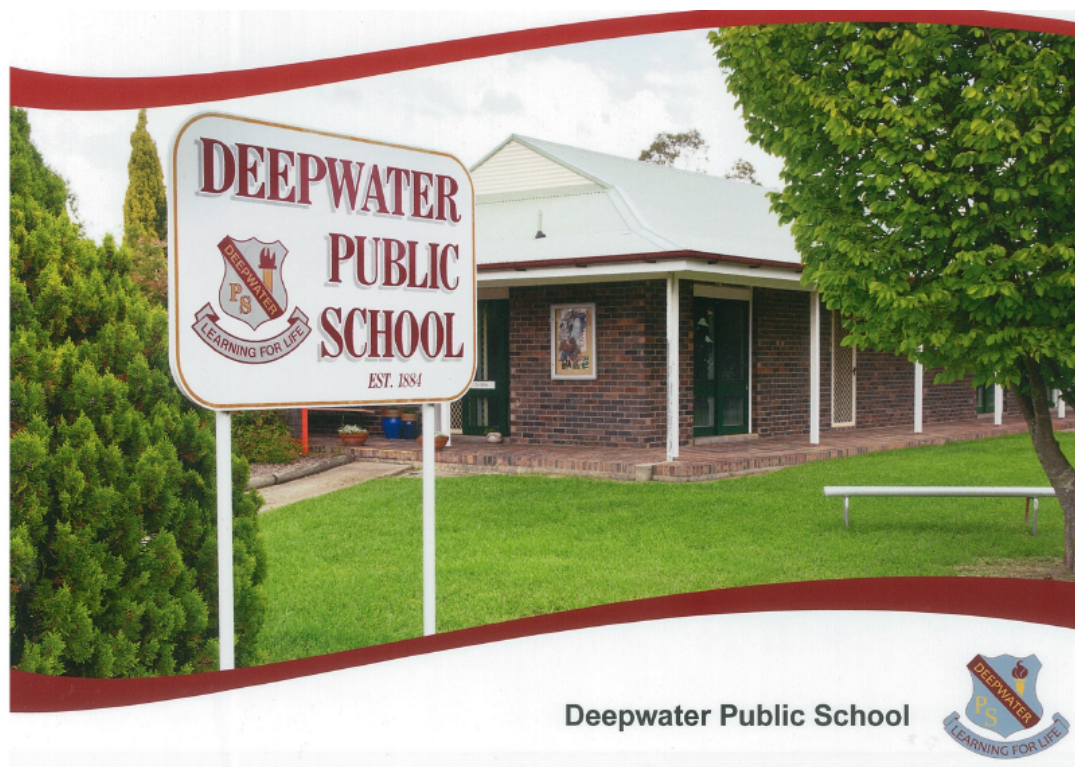


Strategic Improvement Plan 2021-2025

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, active and differentiated learning that takes place in a safe, professional and supportive educational environment.

Staff and students achieve this through consistently maintaining high expectations, delivering evidence based 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 organised, persistent and resilient learners who are 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 a 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 evidence based and data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Numeracy growth

Achieve by year: 2023

Numeracy Growth

The number of students achieving growth on internal Numeracy data improves from the previous year.

Reading growth

Achieve by year: 2023

Reading Growth

The number of students achieving growth on internal Reading data improves from the previous year.

SEF- Assessment

Achieve by year: 2025

Assessment

The school is validated as Excelling in the domain of Assessment in the School Excellence Framework.

Initiatives

Growth in Literacy

Quality teaching practices throughout our school will lead to improved educational outcomes for students. We plan to implement and enhance current Literacy 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:

- Literacy focus with CSUS
- Focus on reading in the early years
- Assessment and data usage

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.

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: Every Child is KNOWN, VALUED and CARED For

Purpose

Our aim is for all students to be healthy, happy, successful and productive individuals who are active and positive contributors to the school and society in which they live.

Wellbeing needs to be considered in relation to how we feel and function across several areas, including our cognitive, emotional, social, physical and spiritual wellbeing.

Improvement measures

Wellbeing

Achieve by year: 2025

The school is validated as Excelling in the domain of Wellbeing in the School Excellence Framework.

Attendance (>90%)

Achieve by year: 2023

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 of 70%.

Initiatives

Holistic Wellbeing

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

- Continuing to enhance our YCDI practices.
- Continuing to refine and develop our Student Leadership processes and program
- Utilising the Wellbeing Framework when targeting key wellbeing initiatives, with a particular focus on the Student Wellbeing Policy.
- Engaging with the P&C and wider parent body around; Nutrition in Schools policy; Healthy School Canteen Strategy; Sport and Physical Activity policy.
- Engage in relevant inter-school and community events.
- Evaluating and analysing focus group discussions and other internal data

Success criteria for this strategic direction

We are committed to identifying, understanding and implementing the most effective explicit wellbeing methods, with the highest priority given to sharing this knowledge through evidence-based teaching strategies and school based communication methods.

Whole school systems and integrated approaches to curriculum planning; quality teaching; delivery and assessment that promote and foster responsiveness in meeting the well-being needs of all students.

Internal school and community data is planned, collected and analysed to identify student achievement and progress, in order to reflect on teaching and wellbeing effectiveness, and to inform future school direction.

Positive and 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 student wellbeing and attendance:

- Student voice focus groups and surveys.
- Student award and reward data.
- Parent voice through community consultation.
- Improved engagement and academic achieves.
- Attendance data.