

Strategic Improvement Plan 2021-2024

Delegate Public School 1745



School vision and context

School vision statement

We embrace lifelong learning in an inclusive environment to achieve our personal best and contribute successfully to our ever changing and increasingly diverse local and global communities. Rural and remote communities are faced with ever increasing challenges, however school leadership and staff are committed to providing with our students with at the least the same or greater opportunities than students from metropolitan and large regional center's.

We achieve our vision through our values of Be a Learner, Be Respectful, Be Responsible and Be Safe.

School context

Our school operates in the context of a strong public education system. The NSW Department of Education purpose is:

To prepare young people for rewarding lives as engaged citizens in a complex and dynamic society.

Delegate Public School is a small rural school located since 1871 in a remote geographical area near the Far South Eastern NSW and Victorian border. It has expansive playing fields, an attractive heritage building for administration and library and contemporary classrooms. We have established our kitchen and garden facilities funded by the Stephanie Alexander Kitchen Garden Foundation. It provides an exceptional base for establishing an environment conducive to learning and for the development of pride in the school. The school is equipped with its own school bus that in some ways eliminates the tyranny of distance that is a disadvantage to our students. Recent and unprecedented events have shown our geographic location to be a hindrance to the ongoing learning for students on the Victorian side of the border.

Delegate Public School provides an inclusive learning environment for both mainstream students and students with a disability. In 2021, the school has an enrolment of 33 students and two multistage classrooms. The school provides a broad academic curriculum, differentiated to meet individual student needs. In addition to emphasizing quality learning in the core learning areas of literacy and numeracy, the school provides a range of cross-curricular and extra-curricular learning experiences, to extend and enrich student learning. The school has a close and enduring educational partnership with its local community.

The school has a vibrant, and highly committed P&C Association whose members are actively encouraged to be involved in school decision making inclusive of the school's self-evaluation processes, broad financial management decisions, decisions relating to capital improvements and school policy decisions. This includes a robust involvement in the School Planning Process.

The recently created Aboriginal Educational Consultative Group in our district will support planning and decision making moving forward and is a welcome addition to the decision making process for Delegate Public School.

The school undertook a rigorous situational analysis which involved collaboration between staff, community, students and the Director Educational Leadership. The findings of this informed the development of the 2021 - 2024 Strategic Improvement Plan. This analysis identified two strategic directions of student growth and attainment and student, staff and community wellbeing. Key areas focus included data informed practice, effective classroom practice, high expectations and aspiration, and wellbeing across the entire school community.

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. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Improvement measures

Target year: 2022

NAPLAN - Top Two Bands Reading

- Increase in the percentage of students achieving in the top 2 bands in Reading with a minimum uplift to the lower bound system-negotiated targets being achieved.

Target year: 2022

NAPLAN - Top Two Bands Numeracy

- Increase in the percentage of students achieving in the top 2 bands in numeracy with a minimum uplift to the lower bound system-negotiated targets being achieved.

Target year: 2023

NAPLAN - Expected Growth Reading

- Improvement in the percentage of students achieving expected growth in reading to be at or above the school's lower bound system-negotiated target.

Target year: 2023

NAPLAN - Expected Growth Numeracy

- Improvement in the percentage of students achieving

Initiatives

Effective Classroom Practice

We will embed a learning and teaching culture that enables students to engage in a learning partnership with staff, where ongoing, quality, explicit feedback is provided which supports students individual learning goals. We will achieve this through:

- Researching and implementing high impact, evidence based teaching strategies to support explicit teaching, high expectations and effective feedback to inform teaching and learning.
- Develop staff expertise in terms of the use of the relevant and meaningful data tools to collect, organise, analyse and use data for effective classroom teaching.
- All staff are supported to develop teacher capabilities through sustained professional learning to adopt high impact teaching strategies as identified in 'What Works Best' to maximise student learning and school improvement in literacy and numeracy.
- Develop and embed structures to create a culture of high expectations for students, staff and community.

Assessment

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Build staff capacity through the implementation of high impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Establish and use Instructional Leader 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.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time, report student achievement and inform the next steps in the teaching and learning cycle.

Success criteria for this strategic direction

- Consistent teacher judgement is evident across the entire school.
- Teachers expertly apply a range of informative and summative assessment strategies to inform teaching and learning that lead to measurable improvement.
- Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy.
- All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.
- Data and feedback inform teaching practice and direct learners and learning.
- All students articulate, understand and achieve their literacy and numeracy learning goals.
- LST staff work with class teachers in a collaborative manner to build the capabilities of all teachers to ensure all literacy and numeracy programs across the entire school have the maximum impact possible.
- Teachers adopt high impact, evidence based teaching strategies in every classroom.

Evaluation plan for this strategic direction

Ongoing professional learning and development in data analysis will empower staff with a tool and skill set in this area.

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

This analysis will guide the school's future directions:

- Internal Assessment - PAT, School Assessment Schedule, PM Bench marking
- External Assessment - NAPLAN data, Check-in

Strategic Direction 1: Student growth and attainment

Improvement measures

expected growth in numeracy to be at or above the school's lower bound system-negotiated target.

Target year: 2024

NAPLAN - Value Added

Value added is trending towards excelling for K-3 and 3-5, and is maintained at Sustaining and Growing for 5-7

Target year: 2024

School Excellence Framework Evaluation

In the element of *Effective Classroom Practice*, School Excellence Framework Self Assessment and External Validation show uplift to *Sustaining and Growing*.

In the element of *Assessment*, School Excellence Framework Self Assessment and External Validation show uplift to *Sustaining and Growing*.

Initiatives

- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Evaluation plan for this strategic direction

Assessment

- Scout data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Student focus groups
- SEF SaS through true staff and community consultation

Teachers PDPs will include a goal in literacy and numeracy for their class.

The Evaluation Plan will also involve:

Question

Do our professional learning and interventions and support programs have the desired impact on student outcomes?

Data

- NAPLAN
- Teacher, parent and student surveys
- PAT Data
- Check-in Assessment Data
- Multi-lit Data
- PLAN2 Data
- SEF-SaS
- Targeted Intervention Tracking

Analysis

Data will be analysed by staff each term and by a P&C Parent School Improvement Plan sub-committee. The school principal will regularly analyse tracking of data.

Implications

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Data analysis will be used to redirect resources and programs, and to determine targeted students. This will improved student learning outcomes K-6.

Strategic Direction 2: Quality Systems and Processes to Support Well-being and Engagement

Purpose

Delegate Public School is committed to supporting whole school community, staff and student well-being. Community engagement is at the forefront of this goal and is supported by strong staff commitment and the use of innovative programs.

Improvement measures

Target year: 2022

- Increase in the percentage of students attending school 90% of the time of more with an uplift of 7% to the school's lower bound system-negotiated target being achieved.
- Improve overall attendance rate to 96%

Target year: 2024

From Tell Them From Me Student Survey

- Increase students reporting positive sense of belonging to 100%
- Increase students reporting interest and motivation to 100%
- Increase students reporting positive relationships to 95%

Target year: 2024

All teachers are consistently implementing whole school well-being processes and using SENTRAL Data Tracking Systems

Tell Them From Me:

- Students reporting positive learning culture at school will increase to 9.5
- Students reporting school supports positive behaviour will increase to 95%
- Students reporting high expectations for success at

Initiatives

Well-being

The impact of the 2019/2020 drought, bush-fires, COVID-19 Pandemic, Victorian/NSW Border closures means a strong focus will be placed on the wellbeing of students, staff and families through the implementation of effective programs and structures that provide the opportunity for all school community members to connect, succeed, thrive and learn.

- Research and implement an evidence based, whole-school planned approach to wellbeing across the entire school and community which is aligned to the Wellbeing Framework and results in improved student wellbeing, engagement and attendance.
- Develop and implement structures that ensure individual learning needs of students are identified, managed and catered for.
- Establish and embed attendance measures and programs to support consistent student attendance.
- Establish and embed strong working partnerships with external agencies, and a wide range of medical services to better deliver innovative and relevant programs to our school and community.
- Build staff capacity and collective responsibility to lead the implementation of wellbeing programs, processes and supports through the application of sustained high quality professional learning in evidence based wellbeing programs that support a tiered approach to proactive and responsive wellbeing interventions to meet student needs.

Community Engagement and Well-being

Delegate Public School will work closely with community to ensure the school leads and creates an environment where all school community members feel safe, connected, supported and valued. This will also allow us to focus more specifically on ensuring a more holistic approach for all students through:

- Establish and embed innovative school based

Success criteria for this strategic direction

- TTFM Data will reflect the improvement measures in students positive sense of belonging, interest and motivation and reporting of positive relationships.
- SENTRAL Well-being referrals will be more thorough and reflect an educational approach to rectifying negative behaviours.
- People Matter Survey data will reflect more positively on the workplace staff operate in.
- Attendance Data will be stringently collected, analysed and support supplied to families and students at risk (Below 90% attendance) to ensure higher attendance rates are achieved..
- With the implementation of more individualized learning programs for all students, growth in Literacy and Numeracy will be achieved.
- Pre and Post Surveys for all Welfare and Well-being programs in our school to support and guide future work in the well-being space.
- Effective use of professional learning in classroom practice post staff undertaking high quality professional learning.

Evaluation plan for this strategic direction

Question/s

Do students at Delegate Public School feel connected and supported at school? Do students feel that their voice is represented in all areas of school life? Do parents and the wider community feel a connection to the school? Does the community feel supported by the school?

Data

Delegate Public School will use the following data sources to regularly analyse the ongoing effectiveness of initiatives being employed in our school. This ongoing analysis will guide future directions in our school. Data sets include:

Strategic Direction 2: Quality Systems and Processes to Support Well-being and Engagement

Improvement measures

school will increase to 9.5

Target year: 2024

School Excellence Framework Evaluation

In the element of *Wellbeing*, School Excellence Framework Self Assessment and External Validation show uplift to *Sustaining and Growing*.

Initiatives

positions that support all families to gain access to relevant services which support student wellbeing, engagement and attendance.

- Aboriginal identity, culture and heritage is an integral part of our wellbeing structures, building and supporting a culture of high expectations and community engagement, including strong collaboration with our Aboriginal Educational Consultative Group (AECG) to support student learning outcomes.
 - Develop a culture of *High Expectations* among students, staff and community that will in turn ensure our students either develop or maintain aspirational measures to the education.
 - Develop a culture of collaboration among the school community about the shared responsibility of school and community in the school planning process.
 - Strengthen our already strong P&C by creating an environment where families from all backgrounds are included in all P&C activities.
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Evaluation plan for this strategic direction

- Tell Them From Me Surveys
- People Matter Surveys
- School designed and created surveys
- P&C Written feedback and minutes
- SENTRAL Data
- Attendance Data
- Community attendance data at AECG and P&C Meetings

Analysis

Data will be analysed each semester by principal and staff as well as the P&C Parent School Improvement Plan Sub Committee.

Implications

- Future school directions
- changes to school plan as circumstances arise
- Annual and periodic reporting on School Progress Measures
- Regular review of research and data sources during staff and community consultation to provide clarity and guidance around effectiveness.