

Strategic Improvement Plan 2021-2025

Drake Public School 1771



School vision and context

School vision statement

At Drake Public School everyone is known, valued and cared for. It is a place where learning is highly valued. Everyone is empowered to take responsibility to ensure that continuous learning and improvement occurs every year.

School context

Drake Public School is situated in an isolated rural setting, approximately 50km from Tenterfield.

Drake Public School caters for children traveling more than 20km to school each day from surrounding properties with enrolments that can be transient and vary throughout the year.

The school is staffed by a teaching principal, and supported by additional teaching staff and administration staff.

Drake Public School has an established Kitchen Garden Program to support student learning.

Drake Public School parents, community members and staff work in collaboration to promote student achievement through the provision of a wide variety of quality challenging educational programs and a strong network for all students.

As a result of a thorough Situational Analysis, the school has identified three areas of focus for the Strategic Improvement Plan. It is important to note that this builds upon the work in the previous school planning cycle around developing a collaborative and supportive engagement both within and beyond the school context, and embedding challenging, engaging and inclusive curriculum whilst embedding high-quality leadership management and professional learning practices.

1. Student Growth & Attainment

Whole-school processes for collecting and analysing data in both reading and numeracy. Analysis of this data will inform teaching strategies and will help to identify the professional learning needs of teachers.

2. Excellence in Teaching

Teachers will plan, monitor, analyse and refine their practice to meet the learning needs of each and every student.

3. Partnerships in Learning

Evidence-informed strategies will be embedded to sustain processes that develop student capabilities. Students will be engaged in their learning and will develop and maintain a sense of belonging in their school. A school-wide behavior management structure will be designed and implemented. Engagement with community will allow our school to support the National Partnerships agreement to ensure Aboriginal & Torres Strait Islander students develop and sustain cultural integrity.

Strategic Direction 1: Student growth and attainment

Purpose

Drake Public School is committed to improving student Reading and Numeracy outcomes across our K-6 classroom through effective classroom practice underpinned by data-driven decision making.

Improvement measures

SEF - Assessment

Achieve by year: 2025

SEF - 'Assessment' - Working Towards Excelling

The school staff will self assess itself as working towards Excelling in the Element of Assessment using the School Excellence Framework.

NAPLAN expected growth - Reading

Achieve by year: 2023

Reading Growth

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

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

Check-in Reading

To improve individual students' check-in assessment scores in reading in relation to statistically similar school groups.

Numeracy growth

Achieve by year: 2023

Check-in Numeracy

Initiatives

Data Skills and Use

Ensure effective strategies and processes for data use in teaching are used for responsible curriculum delivery.

- High impact professional learning in data literacy, data analysis, and data use in teaching and planning for all staff
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report on student achievement that focuses on reading and numeracy
- Embed data-informed, formative assessment practices as an integral part of daily instruction in every classroom.

Success criteria for this strategic direction

- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
- Staff collaborate to use student progress and achievement data to identify strategic priorities and develop and implement improvement plans. Strategies implemented reflect research on best practice.
- Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools (BRLA) to share and embed good practice.

Evaluation plan for this strategic direction

In order to reflect on the effectiveness of this Strategic Direction the use of QDAI evaluative tool will be utilised.

Question:

In what ways and what extent can we demonstrate impact and improvement of student learning outcomes in reading and numeracy?

Data:

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

- NAPLAN Data
- Scout
- Student Work Samples
- Consistent Teacher Judgement
- Best Start Data
- Learning Progressions
- Student Voice

Strategic Direction 1: Student growth and attainment

Improvement measures

To improve individual students' check-in assessment scores in numeracy in relation to statistically similar school groups.

Evaluation plan for this strategic direction

- Schoolwide Assessment Data
- Individual Learning Plans

Analysis:

The harnessing of these above-listed data sources will be tabled twice a term. Scheduled reflection points to gather the facts will occur twice a term with the assistance of Instructional Leader.

Implications:

The findings will inform future actions and ongoing whole-school reporting. This will also inform future activities to be initiated in the implementation and progress monitoring phase of our SIP.

Strategic Direction 2: Excellence in Teaching

Purpose

Teachers are critical in ensuring excellence in teaching in every classroom, through planning, monitoring, analysing and refining their practice to meet the learning needs of every student. The School Excellence Framework (SEF) describes the importance of excellence in teaching through the statement: teachers demonstrate professional responsibility for improving their teaching practice in order to improve student learning outcomes - student learning is underpinned in excellent schools by high quality teaching.

Improvement measures

Achieve by year: 2025

The quality of teaching is improved in line with the Quality Teaching Model (QTM).

Achieve by year: 2025

All teachers undertake targeted and relevant evidence-informed professional learning, driven by teacher and student needs.

Achieve by year: 2025

All teachers engage in professional collaboration through Quality Teaching Rounds (QTR) to collectively analyse and refine their practice.

Achieve by year: 2025

All teachers embed QT elements into their planning and teaching.

SEF - Effective Classroom Practices

Achieve by year: 2025

SEF - 'Effective Classroom Practices' - Working Towards Excelling

The school staff will self assess itself as working towards Excelling in the Element of Effective Classroom Practices using the School Excellence Framework.

Attendance (>90%)

Initiatives

Excellence in Teaching

Quality Teaching Rounds is recognised as a high impact approach to professional development. QTR is underpinned by the Quality Teaching Model (QTM), which supports schools in developing a shared vision of quality teaching and learning.

1. Teachers will consistently strive for excellence in classroom practice by embedding pedagogy that is shown through research to improve the quality of teaching and student outcome. (QTM).
2. Teachers will engage in collaborative professional learning focusing on pedagogy (QTR).
3. Teachers will collaboratively analyse and discuss their own and each other's teaching in QTR professional learning communities (PLCs).
4. Teachers actively engage with QTM throughout the teaching and learning cycle.

Success criteria for this strategic direction

1. Classrooms are quality learning environments with lessons that feature high levels of intellectual quality and significance.
2. Teachers are empowered through knowledge of relevant, evidence-informed pedagogy, enabling them to refine their practice to effectively meet student needs.
3. The school has an effective collaborative learning culture focused on continuous improvement of teaching and learning.
4. Teachers and leaders use the shared concepts and language of the QTM as a basis for discussion about pedagogy.

Evaluation plan for this strategic direction

In order to reflect on the effectiveness of this Strategic Direction the use of QDAI evaluative tool will be utilised.

Question:

1. Has the quality of teaching improved? How?
2. How many teachers have engaged with the QTM? How do they feel it has improved their knowledge and practice?
3. How effective has QTR been in fostering professional dialogue about improving teaching and learning?
4. Have teachers embedded the QTM in the teaching and learning cycle? How?

Data:

1. De-identified lesson observations, TTFM survey data, student growth measures (PATs, NAPLAN, HSC, internal assessments, reading ages).
2. QTR participation rate, Professional learning logs, PD scope and sequence, meeting minutes, pre & post QTR

Strategic Direction 2: Excellence in Teaching

Improvement measures

Achieve by year: 2023

Attendance

The proportion of students attending more than 90% of the time will at or above the lower-bound systems target of 70%.

Evaluation plan for this strategic direction

teacher surveys, focus groups.

3. Staff perceptions survey, TTFM Teacher survey (Collaboration, Leadership, Learning Culture and Teaching Strategies), teacher focus groups.

4. Evidence of inclusion of QTM concepts and language in teaching programs (planning and assessment), teacher focus groups.

Analysis:

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

Implications:

* Include QTR and QTM in allocation of roles and responsibilities.

* Refine professional learning schedule to provide regular opportunities for:

- Collaborative analysis of data

- Professional learning about QTR

* Include QT elements in program checklists/templates.

* Consider allocation of QT funding in School Improvement Plan across multiple strategic directions.

Strategic Direction 3: Partnerships in learning

Purpose

Student learning, growth, and long-term change come as a result of reflecting on one's actions and about the outcomes that may result from them. By being prompted to think about and determine the consequence, the student not only takes ownership and responsibility for their actions but is also more likely to make responsible choices in the future. To build student autonomy, Drake PS will use evidence-informed strategies and embed evaluative practices to sustain processes that enable students to have the transferable skills and competencies that will ensure they are thoughtful and successful contributors to society.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance

The proportion of students attending more than 90% of the time will at or above the lower-bound systems target of 70%.

Achieve by year: 2025

School-wide Behaviour Management System is implemented and improvement is measured by the Wellbeing Framework Assessment Tool.

SEF - Wellbeing

Achieve by year: 2025

SEF - 'Wellbeing' - Excelling

The school staff will self assess itself as Excelling in the Element of Wellbeing using the School Excellence Framework.

Initiatives

Engagement & Wellbeing

Successful students need to be engaged in their learning and have a sense of belonging in their school. We will provide conditions to promote a safe and positive environment in which all students can succeed. We will promote a stronger understanding of expectations and responsibilities of attendance (including the importance it plays on student achievement) to students, parents and the wider community. A consistent approach to supporting student attendance by staff will assist with this.

Drake PS will adopt the Universal Design for Learning framework to guide our staff in ensuring that all students access and participate in meaningful and challenging learning experiences to promote equitable learning opportunities.

Drake PS will introduce a school-wide behaviour management structure based on evidence-informed theory of 'line of choice'. 'Above the line' and 'below the line' behaviours encourages students to take ownership of their actions and measure their actions against norms that are socially acceptable.

Drake PS will support the National Partnerships agreement through engaging with community members so as to ensure that all Aboriginal & Torres Strait Islander students have a strong understanding of their culture, language and heritage. Community consultation will enable Aboriginal & Torres Strait Islander students to access the curriculum whilst being given the opportunity to engage with their ancestral heritage and to share this with their peers.

Success criteria for this strategic direction

- Teachers work with parents and the community to support consistent and systematic processes that ensure student absences do not impact on learning.
- Attendance monitoring and acknowledge structure implemented.
- Evidence-informed whole school practices are implemented resulting in measurable improvements in well-being and engagement to support learning.
- All students will have access to extra-curricula groups focussed on student needs and interests initiated.
- 'Above the Line Below the Line', Whole School Behaviour Management Program.
- Students will have a positive sense of wellbeing, belonging and advocacy.
- Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student wellbeing and engagement.
- Co-developed behaviour expectations that are designed to ensure effective learning conditions.
- Behaviour expectations are explicitly, consistently and supportively applied across the school.
- Aboriginal and Torres Strait Islander students will engage with their ancestral heritage, culture and language and share it with their peers. Elders and community members will be consulted to ensure authentic connections are being made.

Evaluation plan for this strategic direction

In order to reflect on the effectiveness of this Strategic Direction the use of QDAI evaluative tool will be utilised.

Question:

To what extent do students, staff and parents understand and demonstrate the behaviours of 'line of choice' theory?

What impact have the wellbeing initiatives had on student learning outcomes?

To what extent have we demonstrated an impact on

Evaluation plan for this strategic direction

student attendance, social and emotional wellbeing and engagement?

Data:

- ACER PAT Social and Emotional Well Being survey
- Student development on the ACARA Personal and Social Capability Learning Framework
- Behaviour data (incident reports)
- Meeting minutes
- Program evaluations
- LaST data
- ATSI PLP's
- Student Voice / SRC meeting minutes
- Extra-curricula data
- Attendance data and attendance plans

Analysis:

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

Implications:

Data will determine what further actions do we need to take to ensure the further development of both staff and students wellbeing.