

Strategic Improvement Plan 2021-2025

Elands Public School 1824



School vision and context

School vision statement

At Elands School we are proud of our diverse and innovative learning community that encourages individual expression and growth through a nurturing learning environment. Students are supported to develop problem solving skills by encouraging creativity and creative thinking. Teachers, parents and students work together to foster; respect for oneself, others and life in all its forms, to be lifelong learners and to prepare young people to be engaged members of society.

School context

Elands Public School is a remote, small school serving a diverse rural community in the Upper Manning Valley, 40km west of Wingham.

The school has one K-6 class which utilises its Resource Allocation Model (RAM) allocation and equity funds to employ a second teacher six days per fortnight. This enables the school to split into two classes, K-2 and 3-6, Monday - Wednesday. This ensures students receive explicit teaching in literacy and numeracy, learning is personalised and differentiated to meet individual student requirements.

The school has recently completed a situational analysis and has identified three areas of focus for the school improvement plan. It should be noted that this builds upon the work undertaken from the previous school planning cycle and feedback from school community survey responses. After triangulation of data from the situational analysis it has become apparent the school needs to focus on attendance, learning support and use of data to inform practice. Analysis of student attendance indicated that while overall attendance has improved it was still below expected targets. Developing measures to improve student attendance and engagement will include embedding systematic processes for monitoring and improving attendance to ensure student absences do not impact on learning outcomes.

We also need to provide professional learning opportunities for teachers in effective use of and analysis of data, collaboration between schools to develop authentic learning tasks and assessments will enable teachers and students to have clarity of learning progress. Reflections of student wellbeing and parent feedback from annual surveys indicated we need to strengthen communication between the school and families particularly around learning support.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support.

Structures will be put in place to identify students who need intervention and students not showing growth will be referred for intensive intervention.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Elands Public School is associated with the Community of Wingham Schools and a broader network of small schools across the Manning and Camden Haven Valleys. These associations provide opportunities for collegial professional learning for staff and an increased range of educational and extra-curricular activities for students.

The Elands Public School Plan reflects our school mission statement and motto, "Living to Learn - Learning to Live".

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy we will develop and sustain school processes for collecting and analysing data to ensure the provision of appropriate curriculum for every student.

Improvement measures

Numeracy growth

Achieve by year: 2023

Numeracy

All students are able to demonstrate growth and achievement in Multiplicative Strategies over the year, using the learning progressions.

Reading growth

Achieve by year: 2023

Reading

All students are able to demonstrate growth and achievement in Understanding Texts over the year, using the learning progressions.

Writing Growth

Achieve by year: 2025

School Based Improvement Measure

Writing

- All students are able to demonstrate growth and achievement in Creating Texts over the year, using the learning progressions.

Achieve by year: 2025

Improvement is measured by School Self-Assessment and External Validation against the School Excellence Framework:

- High Expectations and Transitions and continuity of learning are validated as Sustaining and Growing and Excelling; and

Initiatives

Data Skills and Use

Literacy and Numeracy

Teachers will analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice..

The evaluation of this data will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs;
- the development of personal learning plans in literacy and numeracy;
- the systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth
- differentiation strategies for individual student learning needs;
- the impact of the implemented strategies on student learning; and
- the provision of additional quality resources that target identified areas for improvement.

Quality Teaching in literacy and numeracy

Continue to embed a culture of agreed practices in the delivery of quality teaching to measurably improve students' literacy and numeracy skills.

- Leading research informed, evidence based activities across the school in conjunction with professional learning resources in the Department of Education Literacy and Numeracy Hub to address areas of need identified in the situational analysis.
- Engagement in the Small Schools' Network Professional Learning initiative to increase teacher knowledge of the New Curriculum, Learning Progressions and Consistent Teacher Judgement.
- Staff proactively seek to improve their performance, with a clear focus on student achievement.

Success criteria for this strategic direction

Data Skills and Use

Teachers clearly understand, develop and apply full range of assessment strategies determining teacher directions, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness.

Student data is collected on five weekly intervals and is recorded and monitored through PLAN2, Check-in Assessments, Personal Learning Plans and adjustment to teaching programs.

Students respond to teacher feedback to monitor their learning progress and provide feedback to their peers.

Teaching and learning programs are responsive to the needs of all learners.

Quality Teaching in literacy and numeracy

Teaching and learning programs demonstrate staff plan, implement and review their practice to ensure ongoing student improvement.

Collaborative practices support teacher knowledge around effective evidence-based teaching practices to enable them to maximise student growth.

Evaluation plan for this strategic direction

Question: To what extent have we achieved the purpose of this strategic direction and can we demonstrate impact and improvement in student attainment and growth?

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

This analysis will guide the schools future directions:

- Check in Assessment Data;
- PLAN data;

Strategic Direction 1: Student growth and attainment

Improvement measures

- Data use in teaching and data use in planning are validated as Excelling and Sustaining and Growing.

Initiatives

- Strengthen and support quality teaching practice through collaborative planning days.
- Collaborate with other schools to share and embed best practice.

Evaluation plan for this strategic direction

- In-school assessment data;
- Student support data - Personal Learning Plans;
- Teacher observations;
- classroom teaching/learning programs; and
- MyPL

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 directions; and
- Annual reporting on the school progress measures will be published in the annual report through the school website and tabled at a P&C meeting after completion.

Strategic Direction 2: Wellbeing

Purpose

Learning is informed by a holistic approach that caters to student wellbeing and learning needs in an environment that engages and supports.

Improvement measures

Achieve by year: 2021

Attendance

Increase the percentage of students attending school 90% of time or more to be above the system negotiated lower bound target of 70%.

Attendance (>90%)

Achieve by year: 2023

Attendance

Increase the percentage of students attending school 90% of time or more to be above the system negotiated lower bound target of 70%.

Learning Support

Achieve by year: 2025

Learning Support

100% of students will have individual learning plans with learning goals in areas of literacy and numeracy.

All students will demonstrate progress of at least two levels for each year in the learning progressions in the areas of; Understanding Text, Additive Strategies and quantifying numbers annually.

Achieve by year: 2025

Improvement is measured by School Self-Assessment and External Validation against the School Excellence Framework:

- Attendance is validated as Sustaining and Growing.
- A planned approach to well-being is validated as Sustaining and Growing.

Initiatives

Attendance

A whole school approach to improving regular attendance - teachers, and parents will work together to ensure student absences do not impact on learning outcomes.

To achieve the improvement measure for attendance we will:

- enhance parent/carer/student communication regarding attendance;
- review and update school procedure document;
- continue to regularly review and monitor attendance;
- case manage individual students to improve attendance rates and reduce unexplained absences; and
- provide professional learning to develop staff knowledge and skills.

Learning Support

Teaching and learning programs across the school are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

To achieve this we will:

- provide individualise, explicit differentiated instruction in literacy and numeracy through targeted intervention/enrichment programs;
- develop individual learning plans and/or individual learning goals for every student linked to the learning progressions;
- collect and use internal assessment data to monitor achievement and identify gaps for improvement or extension; and
- routinely review learning goals with each student, ensuring all students have a clear understanding of how to improve and progress in their individual learning progression.

Success criteria for this strategic direction

Attendance

Teachers and the school community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

The school evaluates its administrative systems and processes, ensuring that there is delivery of anticipated benefits to the school community and makes changes when required.

Data analysis informs areas for improvements and practices regarding student engagement.

Learning Support

Teachers routinely use evidence of students' learning to inform their teaching, adapt their practice and meet the learning needs of all students as evidenced in program evaluation, continuous tracking on the learning progressions and monitoring of student progress.

The majority of students will articulate their learning and understand what they need to learn next to enable continuous improvement in their Individual Learning Plans or learning goals.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can we demonstrate impact and improvement for attendance and learning support?

Data: 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:

- school newsletters;
- meeting notes;
- Attendance Data Reports;

Strategic Direction 2: Wellbeing

Improvement measures

- Individual Learning Needs is validated as Excelling.

Evaluation plan for this strategic direction

- teaching/learning programs;
- PLAN2;
- Internal assessment data; and
- Individual Learning Plans.

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 directions; and
- Annual reporting on the school progress measures will be published in the annual report through the school website and tabled at a P&C meeting after completion.