

# Strategic Improvement Plan 2021-2025

## Emmaville Central School 1838



# School vision and context

## School vision statement

Emmaville Central School cultivates high engagement levels in students, staff and the community with a supportive and inclusive school culture that encourages the wellbeing and success of all. Evidence-based practices, combined with high expectations empower students to become confident and effective learners, as well as resilient and respectful citizens.

## School context

Emmaville Central School is a small Kindergarten to Year 12 school located in a rural and remote area of northern NSW, that is 46 kilometers from its nearest regional center, Glen Innes. The village of Emmaville has a small population of 519 people( 2016 Census). There is a current enrolment of 68 students, with fluctuating enrolments. Fluctuating enrolments are expected to continue into the future.

Students come from a diverse range of socioeconomic backgrounds with a FOEI of 164. 27% of students identify as Aboriginal and Torres Strait Islander. The school endeavours to embrace the local Ngoorabul culture.

Emmaville Central School offers individualised learning in small composite class groups. The school has a technology network with all classrooms having interactive whiteboards. Additional laptops have been purchased for students(primary and secondary) to use. Students are able to undertake Stage 6 studies at Emmaville Central School with the majority of subjects being delivered on site. Students have the ability to access distance education for subjects not delivered locally. In senior years, academic pursuits and vocational education are growing priorities.

The School has been supported through the Early Action for Success (EaFS) program since its inception and will continue to utilise the expertise of an Assistant Principal Curriculum and Instruction, focusing on students from Kindergarten to Year 4. Small class sizes are a feature of Emmaville Central School and this allows for specialised and personalised instruction.

The key focus areas of our work is to ensure that we meet the needs of students, so that all students are known, valued and cared for. Extensive learning and support programs are in place to identify students who are not showing improvements or need additional support.

The school has a student welfare worker, engaged under the Commonwealth Government's Chaplains and Welfare Workers in Schools program.

As a result of a thorough Situational Analysis, the school has identified key areas for development. These include a focus upon literacy and numeracy, enhancing whole school wellbeing and engaging the community.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student achievement, growth and performance in literacy and numeracy, by establishing a culture of high expectations and quality teaching practices that are data driven and responsive to the learning needs of individual students. Increased levels of literacy and numeracy will enhance student access to all learning and life beyond school.

## Improvement measures

### SEF - Assessment

Achieve by year: 2025

### SEF Assessment

The school will be validated as Excelling in the Element of Assessment using the School Excellence Framework.

### Reading growth Secondary

Achieve by year: 2023

### Expected Growth- Secondary reading

An increase in the percentage of students achieving growth in reading for 2023 compared to 2022 using Yark data and check in assessment data

### Reading growth Primary

Achieve by year: 2023

### Expected Growth- Primary reading

An increase in the percentage of students achieving growth in reading for 2023 compared to 2022 using Yark data and check in assessment data

### Reading growth Primary

Achieve by year: 2023

### Expected Growth- Primary numeracy

An increase in the percentage of students achieving growth in numeracy for 2023 compared to 2022 using check in assessment data

## Initiatives

### Data Driven Literacy Practices

Establish whole school literacy and evaluative processes for collection and analysis of data in Reading. The collection of data will illustrate:

1. Evidence of the impact upon student learning in Reading.
2. Teaching strategies that will support differentiated student learning needs.
3. Teacher professional learning requirements and resource requirements.

### Individualised Learning Plans

Individualized learning plans will be established for Year 2-12 students using the Literacy and Numeracy progressions so that specific literacy and numeracy goals can be established, supported, reviewed and achieved.

### Intensive Learning Support

Small group tuition and support in classes to ensure effective learning and support for students. The employment of additional teaching and support staff to:

1. Ensure students achieve the HSC Minimum standards
2. Maintain and enhance specialized small group tuition of students in Years K-12.
3. Continue ongoing small group assessment of student reading abilities and small group tuition using Mac-lit and Multi-lit and specific reading programs.
4. Provide high level training for staff in the areas of data informed teaching practices, collaborative practice, literacy skills and literacy across the curriculum.

### Data Driven Numeracy Practices

Establish whole school numeracy evaluative processes for collection and analysis of data in Numeracy. The

## Success criteria for this strategic direction

Assessment data is regularly collected in Reading and Numeracy to identify student achievement and progress to inform teaching practice and future school directions. (SEF: Data skills and use, Assessment, Professional Standards).

Teachers collaborate within and across stages and key learning areas to share student data, curriculum knowledge and effective teaching, learning and classroom management strategies that will lead to measurable achievements. (SEF: Student performance measures & curriculum).

Individualized learning plans will set high expectations that clearly articulates and supports students' learning and post school goals. This will allow for student to transfer their knowledge and understanding from one curriculum area to another and throughout their school career. (SEF: Well-being).

## Evaluation plan for this strategic direction

Question, Data, Analysis, Implications (QDAI) evaluative practices will be used to inform the success of the strategic direction and to inform future directions and initiatives:

Q: To what extent have our evaluative practices in collecting and analyzing data, supported student improvement in Literacy and Numeracy and more specifically in Reading Comprehension, Writing, Measurement, Geometry and Algebra.

D: The school will use the following data sources to regularly analyse the effectiveness of the initiative in achieving the purpose and improvement measures of the strategic direction. Analysis of the following data will include:

\*NAPLAN data

\*Check in Assessments

# Strategic Direction 1: Student growth and attainment

## Improvement measures

### Numeracy growth Secondary

Achieve by year: 2023

### Expected Growth- Secondary numeracy

An increase in the percentage of students achieving growth in numeracy for 2023 compared to 2022 using check in assessment data

## Initiatives

collection of data will illustrate:

1. Evidence of the impact upon student learning in Numeracy
2. Teaching strategies that will support differentiated student learning needs.
3. Teacher professional learning requirements and resource requirements.

## Evaluation plan for this strategic direction

\*Scout- Value Added Data

\*PLAN 2 Literacy and Numeracy data

\*Student Work samples

\*MacLit and Multi Lit data- Reading program

\* Reading Stars/ Cars program

\*Reading tutor program and YARC assessments

\*A: Analysis of the data will guide the school's future directions and identify areas for improvement or modification in Literacy and Numeracy

I: There is a need to employ staff to continually monitor student progress. Data driven teaching practices are starting to be embedded into classrooms.

## Strategic Direction 2: School Wellbeing

### Purpose

To support the social, cognitive, physical and emotional wellbeing of all members of the school community, in order to build a resilient community which fosters positive relationships through the implementation of school wellbeing practices.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

#### Attendance

45% of students attend the school 90% of the time or more in Secondary and 50% in Primary.

#### SEF - Wellbeing

Achieve by year: 2025

#### SEF Wellbeing

The school will be validated as Excelling in the Element of Wellbeing using the School Excellence Framework.

### Initiatives

#### Wellbeing framework

Staff will engage in professional learning to assist them in the implementation of the Well-being framework dimensions across the school, so as to enhance our capacity to support students.

#### Development of peer relationships

Implementation of a targeted time each day K-12, for students to connect with peers and staff members to enhance student sense of belonging and engagement and applying it to support learning.

#### Attendance initiatives

Attendance initiatives to engage students, as well as encourage and reward student attendance.

### Success criteria for this strategic direction

Well-being processes are designed so that all students, irrespective of background, can connect, succeed and thrive and there is a continuous improvement in the achievement of outcomes. (SEF: Educational Leadership, Learning Culture, Well-being, Data Skills and Use).

Well-being initiatives will ensure that every student is known, valued and cared for and that staff are effectively trained to support all students. (SEF: School Planning, Implementation and Reporting).

### Evaluation plan for this strategic direction

Question, Data, Analysis, Implications (QDAI) evaluative practices will be used to inform the success of the strategic direction and to inform future directions and initiatives:

Q: To what extent have our practices enhanced students sense of belonging and have these practices improved learning, attendance and exit outcomes for students?

D: The school will use the following data sources to regularly analyse the effectiveness of the initiative in achieving the purpose and improvement measures of the strategic direction. Analysis of the following data will include:

\*NAPLAN data

\*Check in Assessments

\*Scout-Value Added Data

\*Tell Them From Me Survey

\* Exit surveys of students

\*Attendance data

\*Student assistance internal data

\*Internal Incident report data

## Strategic Direction 2: School Wellbeing

### Evaluation plan for this strategic direction

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A: Analysis of the data will guide the school's future directions and identify areas for improvement or modification in the area of school Well-being.

I: Attendance at school will need to be monitored carefully so as to improve retention rates over time

## Strategic Direction 3: Community Engagement

### Purpose

To foster a cohesive educational community where parents and community members are focused upon student achievement and learning by positively supporting and engaging in, and with, the school.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

A significant proportion of parents indicate a strong sense of belonging and advocacy towards Emmaville CS.

Achieve by year: 2023

The level of community engagement in decision making and collaboration beyond the school to enhance teaching and learning opportunities for students is significant.

### Initiatives

#### The school is part of the community

School/Community involvement is central to the provision of a high quality education and participation in life beyond the school gate. It is recognized that transparent family and community support and involvement is a vital element to student achievement.

#### Family school action team

In order to create the conditions that enable effective family-school partnerships to be developed and sustained, a school action team will be implemented to plan, organise, implement and evaluate partnerships.

### Success criteria for this strategic direction

Strong, sustainable and effective partnerships between all members of the school communities will be evident. These will:

\*Create programs and learning opportunities for students

\*Address barriers to involve all families and especially families which are highly mobile and have atypical enrolments.

\*The school shares its satisfaction measures with the community as well as the analysis and actions in response to the findings.

\*Allows all stakeholders the opportunity to contribute to the education of their children both now and into the future.

As a result, parents and community members have more opportunities to engage in a range of school-related activities

### Evaluation plan for this strategic direction

Question, Data, Analysis, Implications (QDAI) evaluative practices will be used to inform the success of the strategic direction and to inform future directions and initiatives:

Q:How has community engagement enhanced the learning of students?

D: The school will use the following data sources to regularly analyze the effectiveness of the initiative in achieving the purpose and improvement measures for the strategic direction. Analysis of the following data will include:

\*Additional activities and learning opportunities for students and students

\*Participation data

## Strategic Direction 3: Community Engagement

### Evaluation plan for this strategic direction

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\*Attendance data

\*Tell Them From Me Survey Data

A: Community participation should be increased throughout the duration of this plan

I: Improved partnerships between the community and school and the formation of an inclusive whole school community.