

Strategic Improvement Plan 2021-2024

Empire Vale Public School 1840



School vision and context

School vision statement

Empire Vale Public School's vision is to provide high quality inclusive educational experiences and a diverse range of opportunities for improving learning and wellbeing.

School context

Empire Vale Public School is located between Ballina and Wardell on the North Coast of New South Wales. It is set in a rural sugar cane farming district, with limited community infrastructure, making our school a social hub and key asset within the community. Our students come from a range of home environments which include cane farms as well as rural, residential and rental properties in the Empire Vale and South Ballina areas.

In recent years we have had a student population ranging from 25-30 students, in two multi-staged classes. Some of our students are from Aboriginal backgrounds, as well as first generation immigrants.

Integral to our school environment are our community partnerships and support networks including our P&C and our well established networks within the local arts industry. The school is also part of the collegiate of Southern Cross Community of Small Schools.

The school evaluation processes have identified Student Growth and Attainment and Wellbeing for the focus of this plan.

Strategic Direction 1: Student growth and attainment

Purpose

To improve and monitor student and teacher growth and attainment through collaborative practice, quality teaching and planned assessment and reporting.

Improvement measures

Target year: 2022

- Increase the proportion of students in Top 2 Bands numeracy to show an uplift of at least 9% points from the baseline of the system negotiated target.
- Increase the proportion of students in Top 2 Bands reading to show an uplift of at least 9% points from the baseline of the system negotiated target.
- Increase the proportion of students achieving attendance >90% to show an increase to the lower bound of the system negotiated target.

Target year: 2023

- Increase the proportion of students achieving expected growth in numeracy up to the lower bound of the system negotiated target.
- Increase the proportion of students achieving expected growth in reading up to the lower bound of the system negotiated target.

Target year: 2024

The proportion of students in Top 2 Bands numeracy are equal to or beyond the upper bound of the system negotiated target.

Initiatives

Quality Teaching

Build teacher capacity through professional learning to ensure that pedagogy promotes high levels of intellectual quality, establishes high quality learning environment and generates significance by connecting students with the intellectual demands of their work.

Assessment & Effective Data Use

Effective Use of Data and Assessment builds teacher capacity to ensure student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future directions.

- Review current assessment practices and analyse purpose and timing of each assessment to create a whole school cohesive assessment plan.
- Systematic analysis and use of Literacy and Numeracy assessment data to track progress and growth.
- Identify DoE mandatory standardised and diagnostic assessments and analyse the value, data and teaching and learning implications.

Success criteria for this strategic direction

Teachers are engaged in meaningful, analytical discussions about pedagogy while applying the lens of the quality teaching framework.

Teachers create and maintain a rich learning environment with a focus on the impact of teaching on student learning.

There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Whole school data is used to evaluate student learning.

A processes is in place to support teachers consistent evidence-based judgement and ongoing improvement.

Evaluation plan for this strategic direction

Question To what extent have we achieved our purpose and can demonstrate impact and improvement of students outcomes in reading and numeracy?

Data The extent to which students have achieved sound understanding of fundamental literacy and numeracy outcomes and the effectiveness of teaching practice will be determined through ongoing analysis of the following data sources

- PAT testing
- Teacher Implementation Surveys, feedback and discussion notes,
- Lesson observation coding matrix and notes, Check-in assessments
- NAPLAN
- Year 1 phonics Check Reading running records
- Phonological Awareness assessments.

Analysis Ongoing analysis will measure the success of initiatives. Areas for improvement or modification will be identified and enacted. Data will be triangulated to make valid judgements.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Implication Gaps, trends and growth in the data will be identified and teaching and learning planned to address needs.

Strategic Direction 2: Wellbeing

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

Improvement measures

Target year: 2024

- Tell Them From Me Wellbeing data (advocacy, belonging, expectations) increases from 85.10% to above current (2021) upper bound system-negotiated target of 94.6%

Target year: 2022

- To increase the proportion of students attending > 90% of the time.

Initiatives

Engagement

The school is committed to implementing evidence-based change to whole school practices in Wellbeing.

This will be achieved through:

- A review of current wellbeing processes against the Wellbeing Framework.
- Expectations of behaviour
- Process consistency
- Professional Learning
- Explicit instruction
- Student leadership

A planned approach to Wellbeing

There is a school-wide, collective responsibility for student learning and success. We will initiate strategies to build a positive learning environment characterised by supportive relationships and regular contact with each student (What Works Best - Wellbeing). This will be achieved through:

- A planned approach to Wellbeing.
- Ongoing collaborations with students leaders, community members, staff and students and other stake holders.
- Structured Wellbeing lessons
- Professional Learning
- Student voice (What Works Best)

Success criteria for this strategic direction

There is a strategic and planned approach to whole school Wellbeing processes that support the Wellbeing of all students so they can connect, succeed, thrive and learn.

Positive, respectful relationships are evident and widespread among students and staff.

Expectations of behaviour are co-developed with student, staff and the community and are consistently and supportively applied across the school.

Wellbeing, behaviour and attendance plans are embedded practice and implemented for all students.

Evaluation plan for this strategic direction

Question How can the school determine that its systems and processes for enhancing student Wellbeing and engagement have been successful?

Data Wellbeing Framework self-assessment - pre/post data

- Tell Them From Me data and internal school student feedback survey data
- Attendance data
- Teaching programs show evidence of consistent implementation of Wellbeing initiatives.
- Evidence of participation in school-based Wellbeing programs such as breakfast club, interest groups and Wellbeing message board.
- Learning and support team meeting records and case notes (eBS OnTrack) for meetings with individual students or group of students
- Incident reports/records - eBS OnTrack, Suspension data.

Analyse Analyse the data to determine the extent to which the purpose has been achieved. The success of whole school Wellbeing programs and improvements in

Evaluation plan for this strategic direction

student engagement in learning will be evaluated through analysis of the above data sources.

Implications What are the implications for our work?
Future directions and next steps.