

Strategic Improvement Plan 2021-2024

Eurongilly Public School 1883



School vision and context

School vision statement

Eurongilly Public School endeavours to prepare students to lead a life of excellence beyond the school gates in a rapidly changing society. We strive for each individual to achieve their full potential through quality education. We value strong partnerships with our community and together we aim to create a learning environment based on trust, respect and responsibility, building confidence in our students to be empowered and proactive citizens.

Eurongilly Public School: Educating, Enriching and Empowering students.

School context

Eurongilly Public School is located within the locality of Eurongilly, 20 km east of the township of Junee and 60 km north east of Wagga Wagga in the Riverina of NSW. The school has drawn on enrolments from the local farming community since 1918. With no village or local shop, the school provides as a central hub to its proud and active local community. Eurongilly Public School is a member of the Ngumba-Dal Learning Community, an alliance of the local high school and 4 feeder primary schools, strengthening public education within the Junee region.

Eurongilly Public School enrolment numbers have steadily increased over a decade to where they are currently sitting at 25. Total enrolments are expected to remain similar over the next 3 years. The school currently operates two classes, K-2 and 3-6. Total numbers of students in each grade cohort is evenly spread, with the largest cohort of five currently in Year 1 and the smallest cohort of one in Year 4. There is an equal split of boys and girls in K-2 whilst there are eight boys and four girls in the Year 3-6 class.

The 2020 situation analysis identified most Eurongilly Public School students begin Kindergarten equipped with the necessary knowledge and skills required to achieve. A collaborative approach between home and school, quality differentiated teaching and learning programs and early intervention has led to a high percentage of students achieving at or above stage appropriate outcomes by the end of Stage 1. Achievement growth across Stage 2 and 3 in reading and numeracy has been identified as an area of future focus for school improvement.

Through analysis and ongoing consultation, planning, programming, assessing and using data for teaching and learning are identified as areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet all requirements of NSW Education Standards Authority whilst ensuring there is a strong focus on providing regular explicit and engaging point of need experiences for every student. The monitoring of student performance data will determine areas of need at an individual, group and whole-school level to ensure ongoing student and school improvement. The school is working to further strengthen the relationship with the local AECG to gain insight and advice around cultural awareness knowledge and to strengthen teacher professional learning.

Our families value the importance of increasing the social capabilities of their children to ensure success in any future context or situation. In continued support of this, the school will further strengthen whole school processes, including an environment of high expectations, explicit wellbeing programs, reflective practice, individualised intervention and authentic collaboration with all stakeholders.

Strategic Direction 1: Student growth and attainment

Purpose

Staff implement teaching and learning programs that track student progress and achievement with ongoing adjustments and revisions, maximising a responsive approach to individual needs and academic success in reading and numeracy.

Improvement measures

Target year: 2023

Uplift of the number of students at or above expected growth in NAPLAN reading and numeracy.

Target year: 2024

By the end of Year 2, students meet expected achievement FIY4 (fluency) and UnT6 (understanding texts) and QuN8 (quantifying number) against the Literacy and Numeracy progressions.

Target year: 2022

Top 2 Bands (network target)

Improvement in the percentage of students in the Gundagai Principals' Network achieving in the top 2 bands in reading and numeracy.

Initiatives

A focus on personalised learning within dynamic teaching programs

Embed quality curriculum and planning, including dynamic teaching and learning programs for multi-stage classes, maximising teacher focus on quality implementation and personalising learning.

- Strengthen teaching and learning programs, including school wide scope and sequences, that ensures all students access the whole curriculum whilst embedding systems and processes for consistent personalised learning practices.
- Review, implement and embed school wide assessment practices, supportive of explicitly tracking student progress in progressions.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Professional learning on the use of literacy and numeracy progressions to personalise learning and understanding.
- Embed and use professional learning models to build teacher capacity and collective pedagogical practice.
- Strengthen the partnership of learning with parents to develop a collective responsibility for student learning success.

School wide data practices

We will maximise student achievement and success through the use of school wide assessment strategies to ensure consistent monitoring of student learning.

- Data collection, analysis and use is embedded within a whole-school framework by ensuring there is a school wide plan to collect robust evidence of student learning and use that data to target teaching and track student progress over time.
- Explicit systems of assessment practices are identified to be used flexibly and responsively as an

Success criteria for this strategic direction

- Curriculum planning and delivery promotes learning excellence and is responsive in meeting the individualised needs of every student in reading and numeracy.
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents.
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Evaluation plan for this strategic direction

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

Strategic Direction 1: Student growth and attainment

Initiatives

integral part of daily classroom instruction.

- Teachers will provide students with detailed and targeted feedback about what they need to do to achieve growth as a learner to develop and maintain a high expectations culture school wide.

Evaluation plan for this strategic direction

directions.

- NAPLAN data
- SCOUT - Value added data
- Student work samples
- Literacy and Numeracy PLAN2 data
- Student individual learning plans
- Internal school data
- Check-in Assessment
- Essential Assessment - Numeracy
- Student lead family conferences

The evaluation plan will involve:

- Five-weekly review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- regular termly professional discussion around the School Excellence Framework elements and themes.
- Whole staff reflective sessions termly.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Termly family conferences

Data analysis will inform required adjustments to the school plan and "Where to Next?"

Strategic Direction 2: Building teacher capacity

Purpose

A school-wide approach to collecting, analysing and interpreting data, enhanced through teachers applying a full range of assessment strategies, in order to monitor and assess student progress, inform teaching focus and guide reflective teaching practice.

Improvement measures

Target year: 2024

All teaching staff indicate a self-reflection score of 5 within the themes of 'Use of data to inform practice' and 'Assessment' from the What Works Best Toolkit.

Target year: 2024

School self-assessment of the SEF element 'Data skills and use' - to be excelling in the theme of 'Data use in teaching'.

School self-assessment of the SEF element 'Assessment' - to be excelling in the theme of 'Formative assessment' and 'Summative assessment'.

Initiatives

Strengthening assessment and data use strategies through collaborative practice

Teachers will develop effective data literacy skills through targeted professional learning and use this knowledge to improve student outcomes.

- Teachers engage in high impact professional learning that enables them to accurately collect, analyse and use meaningful data from all stages of the learning process.
- Strengthening collaborative practice of sharing of assessments, the collection and analysis of data to reflect on teaching effectiveness, inform next steps and driving school wide improvement in teaching practice and student results.
- Strengthening teacher professional development using the PDP framework, observation practices and timely feedback. PDP goals are clearly linked to the Australian Professional Standards for Teachers.
- School leaders will ensure teaching and learning programs are directly informed by data through monitoring and reflecting on the progress of every student. Connections will be made between different data sets to build up a rounded picture of each student and student data across years or classes analysed to identify wider trends, and identify which teaching practices work for which students, and which do not.
- Strong collaborative partnerships exist between teachers and across a network of schools to improve teaching practice and student results.

Success criteria for this strategic direction

- All teachers display a strong understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.
- Teachers expertly apply a range of formative and summative assessment strategies to inform teaching and learning that leads to measurable improvement.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers within the school and identified network of schools.
- The staff evaluate professional learning activities to identify and implement the most effective strategies to improve teaching and learning.

Evaluation plan for this strategic direction

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.

- NAPLAN data
- Check-in assessment
- Teaching and learning programs
- Literacy and Numeracy PLAN2 data
- School Excellence Framework Self-assessment surveys
- Teacher PDPs
- Internal school data
- PL evaluations

The evaluation plan will involve:

- Five-weekly review of these data sources to provide

Strategic Direction 2: Building teacher capacity

Evaluation plan for this strategic direction

clarity around whether we are on track for achieving the intended improvement measures.

- Regular termly professional discussion around the School Excellence Framework elements and themes.
- Whole staff reflective sessions termly.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Data analysis will inform required adjustments to the school plan and "Where to Next?"

Strategic Direction 3: Focus within to thrive beyond

Purpose

Individual and collective excellence will be targeted through a planned approach that is responsive to need, owned by the school community, goal orientated and incorporate reflective processes within a supportive and trusting culture.

Improvement measures

Target year: 2022

An increase in the percentage of students attending school 90% of the time above 85%.

Target year: 2024

Uplift in the proportion of students, positively reporting of expectations for success, advocacy and sense of belonging at school from internal and external school data.

Target year: 2024

School self-assessment of the SEF elements 'Wellbeing' - to be excelling in the element of 'Individual Learning Needs'.

School self-assessment of the SEF elements 'Educational Leadership' - to be excelling in the element of 'Community Engagement'.

Initiatives

Developing a culture of high expectations

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student progress and excellence.

- Explicit teaching of social capabilities to develop holistic support for all students to promote social, emotional, behavioural and intellectual engagement.
- Strong and authentic partnerships exist between school, students, parents and community.
- Embed continuous improvement through reflective practices, student voice, parent feedback, evidence-based practices which builds a positive school culture.
- Implement whole school practices that support a deep understanding and respect for Aboriginal culture and cultural awareness within the community.

Success criteria for this strategic direction

- A culture of high expectations and continuous improvement of teaching and learning exists through responsive leadership.
- The school has implemented evidencebased change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- The principal and teachers model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.
- The school uses best practice to embed a culture of high expectations, and engagement and effectively cares for everyone student.
- All stakeholders have responsibility for student learning and success, with directions guided by sound holistic information about each student's wellbeing and learning needs
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve..

Evaluation plan for this strategic direction

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.

- Tell Them From Me (student, parent and teacher surveys)
- School Excellence Framework Self-assessment surveys
- Internal school data
- Attendance data
- PDP

Strategic Direction 3: Focus within to thrive beyond

Evaluation plan for this strategic direction

- Parent satisfaction survey

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular termly professional discussion around the School Excellence Framework elements and themes.
- Whole staff reflective sessions termly.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Data analysis will inform required adjustments to the school plan and "Where to Next?"