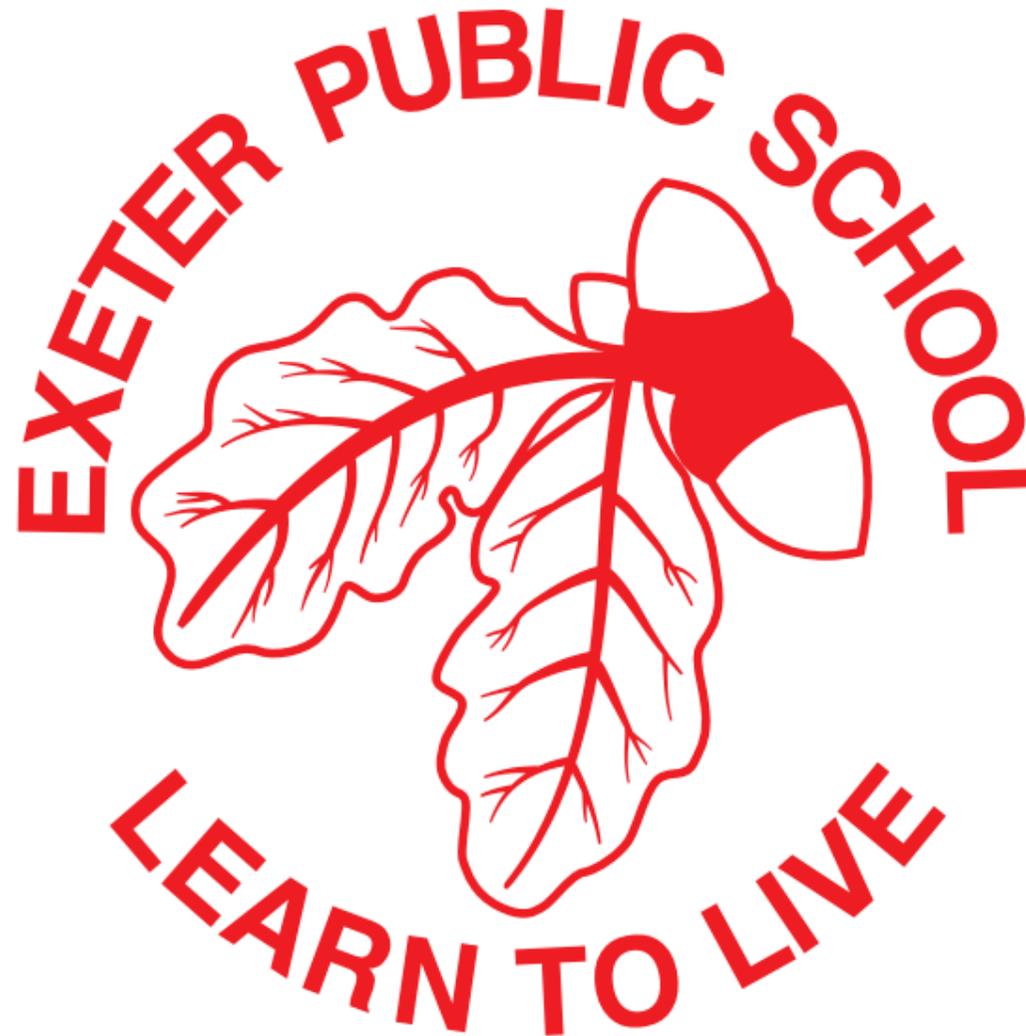


# Strategic Improvement Plan 2021-2024

## Exeter Public School 1891



# School vision and context

## School vision statement

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At Exeter Public School we prepare young people for rewarding lives as engaged members of society.

We support the development of students with a focus on student wellbeing, student academic growth and social success.

Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

## School context

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The school serves the small village of Exeter. It is the only school in the village, which has a population of around 600 people. The enrolment of 130 students is drawn mainly from the village and surrounding rural properties. Our school is child-centred and our aim is to provide the best educational experience for each child to allow them to achieve their full potential in a safe, happy, friendly and stimulating environment.

Our school is located in a high socio-economic area and receives a small amount of equity funding. We have 3-5% of our student population who identify as having an Aboriginal background.

We value our partnership with the local school community and welcome their participation in the school. Exeter Public School retains its rural and small school character. Our students develop caring and supportive relationships between the various age groups within the school.

Exeter Public School prides itself on its Positive Behaviour for Success values of Respect, Responsibility and Safety in all areas. Students are encouraged to incorporate these values into their educational journey at Exeter Public School.

Students also pride themselves in following the school pledge which is recited every morning at assembly.

Our school Situational Analysis has identified two areas of focus for this Strategic Improvement Plan. These areas will build upon the work undertaken in the previous school planning cycle around building the capacity of teachers through shared expertise and building staff, student and community knowledge of how students learn, grow and build resilience.

When analysis was conducted, we identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. The NAPLAN gap analysis and internal school data indicated the areas of focus include: Reading- viewing and comprehension strategies, and Numeracy- addition and subtraction.

Using high impact professional learning and teaching strategies will provide opportunities to improve and consolidate teacher practice and ensure that students achieve expected growth and attainment in their learning.

The wellbeing and engagement of our students remains a priority. When conducting the analysis of school wellbeing it was evident that students' knowledge of resilience and how to employ this is an area of ongoing focus. Analysis has also shown that our students have seen higher levels of anxiety and social issues. There will be a strong focus on whole school community knowledge, understanding and use of effective resilience practices and strategies to support student and staff wellbeing.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student academic achievement in both reading and numeracy.

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, high impact professional learning and use of student assessment data to inform teaching.

## Improvement measures

### Target year: 2022

Achievement of 2022 system negotiated targets.

NAPLAN Top 2 Bands

- NAPLAN Top 2 bands reading increase (uplift) by 8.1% from baseline (46.0%).
- NAPLAN Top 2 bands numeracy increase (uplift) by 7.7% from the baseline (38.9%).

### Target year: 2023

Students Achieving Expected Growth

- Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated lower bound target of 58.3%.
- Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system negotiated lower bound target of 65.2%.

### Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning

## Initiatives

### Evidence Based Teaching Strategies

A whole school approach to ensure the most effective evidence based teaching methods optimise learning progress for all students.

- Systematic use of evidence based teaching strategies including Quality Teaching Rounds, Initial Lit and Multi Lit.
- High Impact Professional Learning linked to school improvement measures.

### Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- PL in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data, PAT and PLAN 2.
- Establish and use IL positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level, inclusive of Aboriginal and equity groups.

## Success criteria for this strategic direction

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback of practices, student assessment and continuous teaching of students progress and achievement.

(SEF- Curriculum, Assessment, Student performance measures)

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies (SEF- Effective Classroom Practice)

Student assessment data is regularly used school-wide to identify student achievements, support and progress, in order to reflect on teaching effectiveness and inform future school direction. (SEF- Data Skills and Use)

There are explicit systems for collaboration and feedback to sustain high quality teaching practice (SEF- Learning and Development)

Professional learning is aligned to the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. (SEF- Learning and Development).

## Evaluation plan for this strategic direction

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

Data:

We will use a combination of data sources. These will include:

- Internal assessment- Waddington Spelling and Reading, Diagnostic maths, PAT, PLAN 2
- External assessment- NAPLAN
- Observations

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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- Assessment- Increase from Sustaining and growing to excelling
- Student performance measures- Sustaining and Growing

### Teaching

- Data skills and use-Increase from Sustaining and Growing to Excelling
- Effective Classroom Practice-Increase from Sustaining and Growing to Excelling

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### Target year: 2024

PAT- Average Scaled Score is at or above:

Year 1-3 Reading 100

Year 1-3 Maths 110

Year 4-6 Reading 122

Year 4-6 Maths 125

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### Target year: 2024

NAPLAN Value-Add

Value Added is Sustaining and Growing for K-3, and is trending towards Excelling in 3-5 and 5-7.

## Evaluation plan for this strategic direction

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- Student work samples demonstrating personal success
- Student voice

### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Progress towards the improvement measures will be reviewed annually through:

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

### Implications:

The implications of the analysis will inform future directions and next steps.

# Strategic Direction 2: Connect, Attend, Succeed, Thrive and Learn

## Purpose

To ensure that students and staff have knowledge of and are able to use resilience in order to succeed, thrive and learn, there will be a planned approach to developing a whole school wellbeing process that supports high levels of wellbeing, attendance and engagement.

## Improvement measures

### Target year: 2024

Increased percentage of students attending >90% of the time to be trending towards the upper bound system-negotiated target of 98%.

### Target year: 2024

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

### Target year: 2024

Decrease negative recorded behaviours by a minimum of 20% determined by a three year baseline of incident reports as at year end 2020.

### Target year: 2024

TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the upper bound target. (96.5%)

## Initiatives

### Wellbeing and Engagement

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.
- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies whilst undertaking a lesson study approach used to adjust and improve practice in teaching the Second Steps Social/Emotional Learning Program.

### Attendance & Community Engagement

- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated PLSPs.
- The school is recognised as being responsive by the community by soliciting and analysing responses through a range of community engagement tools, underpinned by our community engagement plan.

## Success criteria for this strategic direction

Teachers demonstrate increased expertise in teaching the Second Steps Social/Emotional Learning Program.

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.

Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools PBS values and expectations. (SEF- Wellbeing)

Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families. (SEF- Wellbeing)

Strategic and planned approach to whole school wellbeing processes that support the wellbeing of students so they can connect, succeed, thrive and learn.

(SEF- Wellbeing)

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.

## Evaluation plan for this strategic direction

Q. How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

D. Wellbeing Framework Selfassessment pre and post data.

Professional Development Plans. Personal Attendance Plans.

Incident reports.

Suspension data.

Extra-curricular group data.

## Evaluation plan for this strategic direction

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TTFM - Student wellbeing, family satisfaction.

Community Engagement

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

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