

Strategic Improvement Plan 2021-2024

Garah Public School 1956



School vision and context

School vision statement

At Garah Public School we are committed to providing students with high quality learning experiences and opportunities that encourage them to become successful learners, confident and creative individuals and active, informed members of society. We actively encourage and promote a school culture underpinned by the beliefs of respect, responsibility and personal best.

School context

Garah Public School is a small rural school located 50 km north-west of Moree in the Barwon Network. It is a school that provides education for students of the town and local farming community.

The school takes pride in offering a safe, enjoyable, engaging and challenging learning environment for students from Kindergarten to Year 6. It fosters a culture of high expectations and quality curriculum delivery for all students. Our learning programs focus on differentiated teaching within a team-teaching classroom environment. Students have a high level of access to current technology and strong social inter-school networks.

Our core values of 'Respect, Responsibility and Personal Best' underpins and supports student development in all stages and subject areas. Learning in all KLAs is supported through the strategic access to technology, thus linking students to real world learning opportunities.

Garah Public school enjoys positive and productive partnerships and commitment from the whole school community. Students are given opportunities to participate in significant extra-curricular opportunities, often in partnership with Boomi Public School.

Current staffing includes: Teaching Principal, Part-time Classroom teacher, Part-time School Administration Manager (SAM), Part-time General Assistant and a Part-time Student Learning Support Officer (SLSO). All teaching and non-teaching staff work collaboratively to support all key stakeholders. The school has a family atmosphere where all of the students interact and learn from each other in a supportive and caring environment.

We have a current enrolment of 12 students and an expected enrolment of 12 in 2021. Our school Family Occupation and Education Index (FOEI) is currently 139.

This Plan 2021-2024 is based on rigorous self-assessment leading to three strategic directions: student growth and attainment, building future focused quality educators and strong partnerships and connections.

Strategic Direction 1: Student growth and attainment

Purpose

To engage students in innovative, quality experiences which focus on learning and improvement in Literacy and Numeracy.

Improvement measures

Target year: 2022

60% of students achieving in the top 2 bands in Reading in Years 3 and 5

55% of students achieving in the top 2 bands in Numeracy in Years 3 and 5

Target year: 2022

70% of students in Years 1-6 demonstrate growth when comparing start of year to end of year scale scores in PAT (Maths, Comprehension, Vocabulary and Spelling) and NAPLAN writing (internal and external)

100% of students have a clear understanding of their progress and how to improve. This is evidenced by student feedback and engagement data.

Target year: 2022

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

Target year: 2023

Improvement in the percentage of Year 5 students achieving expected growth to be above the school's lower bound system-negotiated target in NAPLAN Reading of 60%

Improvement in the percentage of Year 5 students achieving expected growth to be above the school's lower bound system-negotiated target in NAPLAN Numeracy of 60%

Initiatives

Literacy

In Literacy, sustainable whole school processes will be embedded for teacher collaboration, observation and collecting and analysing data. The evaluation of this data will be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing
- future professional learning

The school will use:

- guided reading groups targeted to address student needs K-2
- reading groups 3 - 6 focusing on developing a range of comprehension skills
- writing programs which make clear the nexus between increasing vocabulary, reading proficiency and writing development
- immersion in a range of quality real-world books through a guided reading process to engage reluctant readers.
- significant small group or in-class support for students whose learning is at risk.

Identified students have a Personal Learning Plan (PLP) addressing student learning goals, created in consultation with families.

Both support and extension (HPGE) programs are run to assist students using the curriculum.

Embed formative assessment practices into everyday teaching across the school

Assess and identify areas for improvement within whole school assessment strategies and staff expertise. Identify processes that are embedded and used to enhance assessment, feedback and reporting.

Success criteria for this strategic direction

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF-Learning Culture)
- 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. (SEF-Assessment)
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (SEF-Assessment)
- Most students achieve in the top two bands for NAPLAN Reading, Writing and Numeracy. (SEF-Student Performance Measures)
- The school's value-add trend is positive. (SEF-Student Performance Measures)
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF-Learning Culture)

Evaluation plan for this strategic direction

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

Data: The school will use the following data sources to regularly analyse the initiatives for achieving the purpose and improvement measures of the strategic directions

- internal assessments eg: PAT
- external assessments eg: NAPLAN
- Check-in Assessment Data
- observations and student work samples
- photos of collaborative learning
- SCOUT data

Strategic Direction 1: Student growth and attainment

Initiatives

Numeracy

In Numeracy, sustainable whole school processes will be embedded for teacher collaboration, collaboration and collecting and analysing data. The evaluation of this data will be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing

All students have a Personal Learning Plan made in consultation with families.

Both support and extension programs are run to assist students using the curriculum.

Embed formative assessment practices into everyday teaching across the school

Identified students have a Personal Learning Plan(PLP) addressing student learning goals, created in consultation with families.

Assess and identify areas for improvement within whole school assessment strategies and staff expertise. Identify processes that are embedded and used to enhance assessment, feedback and reporting.

Attendance

Updating whole school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student attendance.

Evaluation plan for this strategic direction

- Student PLPs
- SEF SaS - school wide processes for addressing improvement in Student Performance Measure and Data Skills and Use

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress annually toward improvement measures.

Implications:

The findings will inform:

- future actions
- annual reporting on school progress measures

Strategic Direction 2: Building Future Focused Quality Educators

Purpose

All teaching staff will ensure the highest priority is given to evidence-based teaching strategies.

Improvement measures

Target year: 2024

- teaching and learning programs provide evidence of curriculum knowledge and evidence based teaching strategies
- expert use of feedback and formative assessment are observable in all contexts, as evidenced through classroom observation and teacher self-reflection data
- all teaching staff use consistent whole school practice and initiatives that support and foster positive student wellbeing.

Target year: 2024

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Initiatives

Evidence-based effective teaching

A culture of agreed practices delivers quality teaching for all students

- Embed explicit systems through consistent lesson observations for teacher collaboration, observation and feedback to sustain quality teaching practices.
- Develop collaborative practice in partnership with other schools in the Barwon COS to visibly improve teacher practice and enhance student learning.
- All staff have structured Professional Development Plans which are linked to the School Improvement Plan and will include authentic processes for teacher improvement.
- Under guidance from the Departments' High Impact Professional Learning document, teachers will be given opportunities to continually build teacher capacity, inform teaching practice and improve student achievement.
- School Excellence Framework will guide all teachers professional learning.
- Teachers' understanding and implementation of the High Potential and Gifted Education Policy is used in an ongoing manner to inform teaching and learning across all domains of potential: intellectual, creative, social-emotional and physical
- Full implementation of new K-6 English and Mathematics syllabii as directed by the NSW DET and NESA

Success criteria for this strategic direction

- 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. (SEF-Effective Classroom Practice)
- All teachers have a sound understanding of student assessment data concepts. They analyse and interpret data and then collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF-Data Skills and Use)
- Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.
- All teachers use PDPs to identify and monitor specific areas for development or continual improvement. (SEF-Professional Standards)
- Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages or for particular groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. (SEF-Learning and Development)
- Professional Learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. (SEF-Educational Leadership)
- The school monitors, reviews and implements curriculum provision to meet changing departmental requirements. (SEF- Curriculum)

Strategic Direction 2: Building Future Focused Quality Educators

Evaluation plan for this strategic direction

Question:

Have all teaching staff ensured the highest priority has been given to evidence-based teaching practices?

Data:

The school will use the following data sources to analyse the initiatives for achieving the purpose and improvement measures of the strategic directions.

- internal assessment eg: PAT
- external assessment eg: NAPLAN
- Check-in Assessment
- Scout data
- assessment spreadsheet
- student work samples
- teacher lesson observation reports
- SEF SaS - School wide processes for addressing improvement in Student Performance Measure and Data Skills and Use.

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress annually toward improvement measures.

Implications:

The findings of the analysis will inform:

- future actions
- annual reporting on school progress measures
- After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 3: Strong Partnerships and Connections

Purpose

Whole school and inter-school relationships ensure the ongoing development and improvement in teaching practice and student achievement.

Improvement measures

Target year: 2024

Community participation in the school is tracked and data collected and analysed regularly to evaluate school to home partnerships and community engagement.

Kids Matter wellbeing data shows >90% of students and parents strongly agree in all areas of the surveys.

Target year: 2024

Embedded and explicit systems for focused teacher collaboration within and across schools are used to plan, implement and evaluate targeted curriculum areas.

An agreed Network PDP process and shared system goal setting is across target clusters of schools and staff are high performing as measured against the Australian Professional Teaching Standards. Leadership implements principles of evaluative thinking, monitoring impact and improved practice as an inter-school agreed process to inform performance.

Learning alliances with other schools are established and focus on professional learning, evidence-based teaching and learning practice and collaborative planning and programming. Inter school relationships are embedded and growing in targeted aspects of school planning (sports, excursions, shared workshops etc)

Initiatives

School and Inter-School Partnerships

Students, staff, parents and community members collaboratively engage in a range of school related activities which help build the school as a cohesive educational community.

Teaching staff demonstrate and share their expertise within their school and with other schools. Inter-school professional learning communities focus on continuous improvement in learning, teaching and leading using shared planning and expertise.

- Barwon Network PDP process embedded and ongoing active participation to build and enhance network capacity.
- Inter-school PDP goal setting established in target areas.
- Inter-school lesson observations, programming evaluations and professional feedback is conducted to build shared capacity.
- Teachers participate in targeted professional learning that focusses on effective pedagogy that directly aligns with the future focussed direction of the school, evaluation of impact will be measured.

Develop collaborative practice in partnership with other schools in the Barwon COS to visibly improve teacher practice and enhance student learning.

Success criteria for this strategic direction

- The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. (SEF-Curriculum)
- Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents. (SEF-Reporting)
- There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement. (SEF-Data use in Planning)
- Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.
- Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. (SEF-Educational Leadership)
- The school regularly solicits and addresses feedback on student wellbeing, community participation and school performance from students, staff, parents and the broader school community. (SEF-Educational Leadership)
- Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction. (SEF-Management Practices and Processes)

Evaluation plan for this strategic direction

Question:

Have we embedded inter-school relationships and explicit

Evaluation plan for this strategic direction

teaching practices that facilitate ongoing improvement of staff and students?

Data:

The school will use the following data sources to analyse the initiatives for achieving the purpose and improvement measures of the strategic directions.

- observations and feedback of teaching practices
- surveys
- document analysis
- Scout data
- Meeting minutes
- Photos of collaborative learning for staff and students

- PDP document analysis
- Teaching Standards

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress annually toward improvement measures.

Implications:

The findings of the analysis will inform:

- future actions
- annual reporting on school progress measures
- After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'