

# Strategic Improvement Plan 2021-2025

## Garrah Public School 1956



# School vision and context

## School vision statement

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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

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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 13. 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 Reading and Numeracy.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

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

### Expected Growth in Reading

Achieve by year: 2025

### Expected Growth in Numeracy

Achieve by year: 2025

## Initiatives

### Reading

In Reading, 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

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### 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.

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### Attendance

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

## Evaluation plan for this strategic direction

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- 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

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

## Improvement measures

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Achieve by year: 2025

- 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.

Achieve by year: 2025

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.

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## Initiatives

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### 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
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## Success criteria for this strategic direction

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- 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

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**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?'