

# Strategic Improvement Plan 2021-2025

## Gravesend Public School 2068



# School vision and context

## School vision statement

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Gravesend Public School has a culture of high expectations and provision of high quality, inclusive and collaborative educational experiences that equip our students with the tools to be successful, confident and creative individuals.

Our staff is dedicated to providing a diverse range of learning opportunities that improve learning and wellbeing. We work together as a whole school community to prepare and inspire our students to be their best.

## School context

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Gravesend Public School is a small rural school located in north western NSW, 25kms west of Warialda and 55kms east of Moree. Our school directly caters for the needs of students from Transition to Year 6. The school has a family-orientated atmosphere and a strong sense of community. The school prides itself on a reputation for achievement in academics, sports and cultural events.

The school fosters a culture of high expectations, quality curriculum delivery and we enjoy high levels of community engagement. Our learning programs are personalised, supporting a range of diverse learning needs and student voice. Students have high levels of access to technology, strong social networks through inter-school events and a range of internal and external leadership opportunities.

Gravesend PS enjoys positive partnerships and commitment from the whole school community. We provide significant extra-curricular opportunities, often in partnerships with surrounding schools. We have existing relationships with Warialda High School, Pallamallawa Public School and Croppa Creek Public School.

Our school enjoys a number of excellent facilities that are shared with our community. We have a community vegetable garden, cricket nets, Outdoor Kitchen, football field, soccer field and playground. The school accesses local facilities such as, a cricket field and cricket nets, tennis court and multi-court found on the Recreation Grounds located next door to the school, which is also used for athletics.

Current staffing includes: Teaching Principal, Classroom Teacher, Part-time School Administration Manager (SAM), Part-time General Assistant (GA). The school also employs a casual SLSO, Additional Classroom Teacher and a School Administrative Officer (SAO).

Allocated Teaching Staff-2.626 (2.5 teachers). Allocated SASS- 0.896 (SAM-4 days per week using additional funds and a G.A 1 day per week).

We have a current enrolment of 21 and an expected enrolment of 20 in 2023. Our school Family Occupation and Education Index (FOEI), currently at 123, has an upward trend moving into 2023.

This Plan 2021-2024 is based on rigorous self-assessment leading to three strategic directions. These are student growth and attainment, evidenced-based teaching and leadership and strong partnerships through enhanced school processes.

# Strategic Direction 1: Student growth and attainment

## Purpose

The school uses systematic and reliable information to evaluate student learning over time and implements adjustments that lead to improvement. Student progress and achievement data is consistent on internal and external measures.

## Improvement measures

### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

### Attendance

The school will monitor and maintain an attendance rate equal to or better than 91%.

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

Students cohorts can demonstrate improved reading scores, using Literacy Progressions as a key data point.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

Students cohorts can demonstrate improved numeracy scores, using Numeracy Progressions as a key data point.

### High-impact Strategies and Data-informed Practice

## Initiatives

### Data informed practice

There is school-wide, collective responsibility for tracking students performance, analysing data and addressing student learning and success, which is shared by parents, staff and students.

School programs support individual student learning needs and ongoing improvement in English and maths through learning goals.

- Professional Learning in data literacy, Evaluative Thinking and WWB for all staff. This is linked to gap analysis data.
- Data analysis directly drives teaching focuses in the classroom to build the capacity of all students to succeed.
- Adapt practice to ensure reliable formative and summative assessment strategies are used to analyse student progress, evaluate growth over time and report on student achievement.
- Embed formative assessment practices into everyday teaching across the school.
- All students have a Personalised Learning Pathway and students that access L & S have a Personalised Learning & Support Plan, made in consultation with families.
- Both support and extension programs are run to assist students accessing the curriculum.

### Assessment

Incorporate effective internal assessment strategies to develop consistent teacher judgement data that is comparative to external measures. Utilise data to inform effective teaching practice, assessment and enhance reporting.

- Expert use of authentic self assessment strategies to embed reflective practice for all teaching and learning. and expert use of formative assessment strategies such as, Learning Intentions and Success Criteria.

## Success criteria for this strategic direction

Assessment data is collected on a regular and planned basis. It is used to inform teaching practice and address student learning needs.

All students can articulate their learning goals in English and maths and progress is tracked at 5 week intervals. Learning goals are used to enhance reporting processes and engage with families, to support the achievement of their goals.

Learning intentions, success criteria and feedback are all embedded practice across the school and in all KLAs. This supports student learning goals (SEF-Assessment, Student Performance Measures & Effective Classroom Practice).

Internal and external assessment strategies (e.g. NAPLAN, PAT, PM Benchmarks) are used to track for consistency in student progress and achievement. This is supported by PLSPs and PLPs for students with additional learning needs (SEF-Assessment & Student Performance Measures).

Internal, external and consistent teacher judgement strategies support assessment consistency across the Barwon Community of Small Schools (SEF-Student Performance Measures).

Data shows sustaining & growing in the domains of Student Performance Measures and Data Skills and Use. Proven assessment and reporting systems are embedded practices K-6 (SEF-Student Performance Measures).

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes?

### Data:

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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Achieve by year: 2025

An evaluation of High-impact strategies and data-informed practice has increase from baseline data in 2020.

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## Initiatives

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- Establish learning goals as part of PLPs and 3-way interviews and embed ongoing goal setting for English and maths.
- PL in peer and self feedback, supported by effective feedback in WWB document.

## Evaluation plan for this strategic direction

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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 assessment, eg. PAT, Pm Benchmarking, work samples,
- External assessment, eg. NAPLAN
- Observations
- Interviews
- Document analysis
- SCOUT data
- Student PLSPs and PLPs
- Assessment spreadsheet
- 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, using QDAI. Annually the school will review progress towards the improvement measures, using QDAI.

### Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual School Report each year and in the newsletter and on the School Website throughout the year).
- Regular review of the research and data sources during staff meetings, to provide clarity around effectiveness.
- Triangulation of formative and summative assessment data in collaboration with Barwon CoSS as part of our ongoing marking moderations.

After analysing the data a determination will be made as

# Strategic Direction 1: Student growth and attainment

## **Evaluation plan for this strategic direction**

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to the implications of the four years' work and 'Where To Next?'

# Strategic Direction 2: Evidenced-Based Teaching and Leadership

## Purpose

The school uses research, evidenced-based teaching & learning strategies and innovative thinking in designing and implementing school planning that successfully delivers ongoing, measured improvement in student progress and achievement. Collaboration and learning alliances across schools are evident and capacity building across schools occurs.

## Improvement measures

### Wellbeing across the school

Achieve by year: 2025

PB4L- All supporting visuals and community consultations have been completed. PB4L systems are all complete and now need to be monitored and maintained.

### Collaborative Learning & Practice

Achieve by year: 2025

Collaborative programming continues across schools for all KLAs using the QT model.

## Initiatives

### Evidence-based Wellbeing

The school implements evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. Expectations are developed in consultation with students, staff and community to ensure positive and effective partnerships for learning.

- Utilisation of wellbeing programs as the building blocks for a positive whole school culture.
- Establishing positive practices that address the needs of the whole child.
- Seeking feedback from the school community and continually improving school processes and practices.
- Building student leadership capacity in preparation for Student Representative Council (SRC), high school and Junior AECG opportunities.

### Collaborative Learning & Practice

#### Collaborative Learning

This wellbeing program supports students to build skills to self-assess and self-motivate with a focus on resilience, general capabilities and competency across the curriculum. Students will be independent individuals who can contribute to their family and community in useful ways and build career and employment skills through an at school career and skill development program.

- Develop leather work skills (stitching, embossing, stamping, plaiting)
- Develop sewing skills (sewing, knitting, cross stitch)
- Develop cooking skills (kitchen safety, cooking family meals, using fresh garden produce)
- Develop robotics and coding skills (algorithmic thinking, block coding, using a variety of robots and software.)

#### Collaborative Practice

## Success criteria for this strategic direction

Full implementation of evidence-based change to whole school wellbeing practices (PB4L), result in measurable improvements in wellbeing and engagement. All school wide systems are evaluated and embedded. This is supported by school documentation and procedures, especially wellbeing documents (SEF-Wellbeing).

The school measures community satisfaction through an alternative data source for TTFM. Biannual completion of the TTFM survey and the designed alternative is in place to support addressing small cohorts of students and a whole-school approach. The alternative survey is supported by Director, Educational Leadership (SEF-Management Practices & Processes).

School wide processes are in place to track student growth from K-3, 3-6, 5-7 in literacy and numeracy and SCOUT data supports assessment against the School Excellence Framework (SEF-Assessment).

The school uses research, evidence-based strategies and innovative thinking when successfully delivering ongoing school improvement. A whole school approach to teaching and learning ensures effective evidenced-based teaching methods optimise learning progress for all students. All staff implement Project-Based learning across the KLAs and inter-school relationships are established to support sharing of planning, programming and expertise SEF-Effective Classroom Practice).

## Evaluation plan for this strategic direction

### Question:

Did the school use research, evidenced-based teaching & learning strategies and innovative thinking in designing and implementing school planning that successfully delivers ongoing, measured improvement in student progress and achievement?

### Data:

The school will use the following data sources to regularly

# Strategic Direction 2: Evidenced-Based Teaching and Leadership

## Initiatives

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A whole school approach to explicit teaching ensures the most effective evidence-based teaching methods optimise learning progress for all students, across all KLAs. Effective methods are identified, promoted and modelled, and students learning improvement is monitored, demonstrating growth. The curriculum is enhanced by learning alliances with other schools or organisations.

- Inter-school scope & sequence document established for Science, Technology, Engineering, Arts and Mathematics (STEAM)
  - Inter-school programming and collaboration models in place for integrated KLAs.
  - PL for all staff in ProBL and whole school implementation.
  - QTR implemented across schools
  - Building CTJ systems across schools
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## Evaluation plan for this strategic direction

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analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic directions. This analysis will guide the schools future directions:

- Internal assessment, eg. PAT tests
- External assessment, eg. NAPLAN
- Scout data
- Assessment spreadsheet
- Wellbeing Tracking forms (minor, major, severe behaviours) and purple slips
- Pre- Post- and interim data collections during projects
- Student work samples
- SEF SaS- School wide processes for addressing improvement in Student Performance Measure and Data Skills and Use.
- Survey
- Observation
- Student voice and exit slips
- Document Analysis

### Analysis:

Analysis will be embedded within the project through progress and implementation monitoring, using QDAI. Annually the school will review progress towards the improvement measures, using QDAI.

### Implications:

The findings of the analysis will inform:

- Future actions,
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).
- Regular review of the research and data sources during staff meetings, to provide clarity around

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## Evaluation plan for this strategic direction

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effectiveness.

- Triangulation of formative and summative assessment data in collaboration with Barwon CoSS as part of our ongoing marking moderations.

After analysing the data a determination will be made as to the future of the four years' work and 'Where To Next?'