

Strategic Improvement Plan 2021-2024

Green Hill Public School 2071



School vision and context

School vision statement

At Green Hill Public School we are committed to developing the potential of every student through a culturally inclusive and engaging environment. We foster strong connections with our whole school community to build open and trusting partnerships focused on maximising the achievements of our students. Our vision is to be partners in learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners.

School context

Green Hill Public School is a small school located on the lands of the Dunghutti people in Kempsey on the Mid North Coast. The school has a family-orientated atmosphere and a strong sense of community. The staff are committed to delivering high quality education with a focus on literacy and numeracy programs as part of the Early Action for Success strategy.

Our school has a current enrolment of 27 students, all of whom identify as Aboriginal. Our students are drawn from the community of Greenhill and areas of west Kempsey. The Family Occupation Education Index (FOEI) for 2020 was 200, identifying our low socio-economic demographic.

Our school is a proud member of the Macleay Public Schools Community, providing students with the opportunity to participate in a range of extracurricular activities including sport, public speaking, debating and creative and performing arts. The local Language and Culture nest provide weekly Dunghutti language lessons.

In developing our Situational Analysis and planning our Strategic Improvement Plan consultation was undertaken with staff, parents, the local AECG and the Macleay Public Schools Super Six small schools principals. Planning has been guided by the School Excellence Framework, The Wellbeing Framework for Schools, What Works Best (2020 Update-CESE), Student Wellbeing Literature Review (CESE), Aboriginal Education and Training Policy Turning Policy into Action, the Walking Together Working Together Partnership Agreement and the Alice Springs (Mparntwe) Education Declaration (December 2019).

Through our situational analysis, we have identified three key areas to improve student growth and attainment: assessment, data skills and use, and learning and development. The situational analysis also identified that effective wellbeing strategies need to be systematically embedded as whole school practices.

The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations are wellbeing and engagement. Engagement with the Wellbeing Framework self-assessment tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

Strategic Direction 1: Student growth and attainment

Purpose

In order to develop student agency and maximise learning outcomes, the systemic collection of data is used to identify and reflect on student achievement and progress to inform future teaching and learning.

Improvement measures

Target year: 2022

System Negotiated Target- Top 2 Bands

Reading

- Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 2.5% from 2019 baseline.

Numeracy

- Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 2.5% from 2019 baseline.

Target year: 2023

System Negotiated Target- Growth

Reading

- Increased (uplift) percentage of students achieving expected growth in NAPLAN reading by 2.5%. from 2019 baseline.

Numeracy

- Increased (uplift) percentage of students achieving expected growth in NAPLAN numeracy by 2.5%. from 2019 baseline.

Target year: 2024

School Level Target

Reading

Early Stage 1: Increase the percentage of students achieving levels 3-5 in the Understanding Texts sub-

Initiatives

Data Driven Decision Making in Literacy and Numeracy (DDDM)

Within and across schools, student assessment data is regularly used school wide to identify student achievement and progress in order to evaluate on teaching effectiveness and direct future school directions.

- Student data used by all staff to inform the teaching cycle.
- Embedded systems for evaluative practice is consistent across all sites.
- Culture and deep knowledge of evaluative practice across all sites.

Developing Student Agency

Students can identify what they have learnt, why they have learnt it and where to next through goal setting to build deep learning.

- Expert use of Formative Assessment used to inform learning intentions, success criteria and feedback.
- Visible Learning framework is used to embed expectation and practice across all schools.

Success criteria for this strategic direction

Leader

- The leadership team establishes a professional learning community which focuses on continuous improvement of teaching and learning. (Australian Professional Standards for Teachers (APST) 5.1, 5.3, 7.4)
- The leadership team has a sustained focus on improving student progress and achievement in all aspects of student reading and numeracy development. (APST 5.3, 5.4, 2.3)
- Leaders identify trends and patterns in data across and within schools. (APST 5.5, 5.4)
- A shared commitment from all staff to contribute to education networks, supporting the learning of others and the development of pedagogy. (APST 6.2, 6.3, 6.4)

Teacher

- Consistent use of a common assessment schedule across and within schools. (APST 5.1)
- All staff engage in and model professional discussion with colleagues across schools to evaluate practice, directed at improving professional knowledge and practice and the educational outcomes of all students. (APST 5.4)
- All teachers are skilled in using assessment 'for', 'as' and 'of' learning. (APST 5.2, 5.3, 5.4)

Student

- Through feedback processes students co-develop learning goals informed by analysis of internal and external student achievement and data.
- Students can identify and articulate learning goals and assessment progress.

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Improvement measures

element of the literacy learning progressions by 2 % from the 2020 baseline.

Stage 1: Maintain the percentage of students achieving levels 4-6 in the Understanding Texts sub-element of the literacy learning progressions from the 2020 baseline.

Stage 2: Increase the percentage of students achieving levels 6-8 in the Understanding Texts sub-element of the literacy learning progressions by 2.5% from the 2020 baseline.

Stage 3: Increase the percentage of students achieving levels 8-9 in the Understanding Texts sub-element of the literacy learning progressions by 2.5% from the 2020 baseline.

Numeracy

Early Stage 1: Maintain the percentage of students achieving levels 3-6 in the Quantifying Number sub-element of the numeracy learning progressions from the 2020 baseline.

Stage 1: Increase the percentage of students achieving levels 6-8 in the Quantifying Number sub-element of the numeracy learning progressions by 7% from the 2020 baseline.

Stage 2: Increase the percentage of students achieving levels 8-10 in the Quantifying Number sub-element of the numeracy learning progressions by 3% from the 2020 baseline.

Stage 3: Increase the percentage of students achieving levels 11-12 in the Quantifying Number sub-element of the numeracy learning progressions by 10% from the 2020 baseline.

Target year: 2024

School Excellence Framework (Internal)

Learning Domain

Evaluation plan for this strategic direction

Question

How and in what ways can we measure the extent to which staff have built their capacity to enable ongoing improvement in growth and attainment and to strengthen student agency?

How are we able to determine if the increased capacity of staff has enabled stronger student agency and positively impacted growth and attainment?

Data

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures in the Strategic Direction. This analysis will guide the schools future directions:

- Staff reflection and observation data: AITSL- teacher and leadership self-assessment tool, Walkthrough, PDP.
- Teaching and learning programs,
- Internal and external tracking and monitoring data: NAPLAN/check-in assessment, PLAN2, Essential Assessment, Progressions, work samples.
- Student reflection and agency data: student learning goals, ILP, PLP, Student voice TTFM, learning maps.
- Community focus groups, TTFM (Parent voice)
- Resource expenditure

Analysis

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 professional discussion around the School Excellence Framework elements and themes.
- Executive teams, and within and across school

Strategic Direction 1: Student growth and attainment

Improvement measures

In the element of **Assessment** our Professional Learning Community (PLC) will reach the goal of **Excelling** for **Formative Assessment, Summative Assessment, Student Engagement and Whole School Monitoring of Student Learning**.

Teaching Domain

In the element of **Data Skills and Use** The PLC is working at Excelling in the areas of **Data Use in Teaching, Data Use in Planning**

In the element of **Learning and Development** the PLC is working at **excelling** for **Collaborative Practice and Feedback, Coaching and Mentoring , Professional Learning and Expertise and Innovation**.

Evaluation plan for this strategic direction

staffing teams reflective sessions.

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the School Improvement Plan future implementation.

Implications

The findings of the analysis will inform:

- Implementation and progress monitoring
- Annual reporting on school progress measures

Strategic Direction 2: Culturally Connected Wellbeing

Purpose

In order to embed a culture of high expectations, where students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement. Strong consultative relationships will be built between school, families and community to ensure that the cognitive, emotional, social, physical and spiritual wellbeing of all students is supported in a culturally safe context.

Improvement measures

Target year: 2022

System Negotiated Target - Attendance

Achieve an uplift in the number of students attending more than 90% of the time by 8% from the 2020 baseline.

Target year: 2024

School Level Target:

TTFM Wellbeing data (advocacy, belonging, expectations) increases 8% from the 2021 baseline survey data.

Target year: 2024

School Excellence Framework

In the element of **Wellbeing** in the **Learning Domain** we demonstrate excelling in **A Planned Approach to Wellbeing** and **Individual Learning Needs**.

In the element of **Educational Leadership** in the **Leading Domain** we demonstrate excelling in the theme of **Community Engagement**.

Initiatives

Whole School Wellbeing Processes

Embed a whole school approach to wellbeing and engagement that encompasses the cognitive, emotional, social, physical and spiritual wellbeing of students. This will be achieved through:

- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning.
- Ongoing review using the 'Wellbeing for School Excellence Evaluation Support Tool' to drive evidence based change in whole school wellbeing processes.
- Ongoing monitoring, analysing and evaluation of student wellbeing as evidenced by behaviour and attendance data, learning and support team referrals and student feedback.
- Reviewing our school values and co-designing strategies with students to support them to exercise choice in the context of self-regulation self-determination, ethical decision making and responsibility.
- Review and refine our Learning and Support processes to ensure that assessment, planning and referral procedures are decided through informed, collaborative decision making by students, parents and teachers.

Responsive Partnerships - Belonging and Purpose

Develop inclusive partnerships to build an educational community where students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

This will be achieved through:

- Providing authentic and responsive opportunities for student and parent voice across all aspects of school life through regular focus groups, surveys and opportunities for interactions.

Success criteria for this strategic direction

Leader:

- Regular and ongoing planning, monitoring and evaluation of whole school practices that facilitate measurable improvements in wellbeing and engagement. (Australian Professional Standards for Teachers (APST) 1.1, 1.4, 1.5, 1.6, 4.3, 4.4); Principal Standards: Leading Improvement, Innovation and Change)
- Positive and respectful relationships are evident among students and staff, promoting wellbeing to support optimum learning conditions. (APST 4.1)

Teacher:

- Explicit teaching and reflection of school values and expectations to build positive relationships to support wellbeing. (APST 4.3, 4.4)
- Wellbeing and learning is informed by holistic information about each student's needs in consultation with families. (APST 1.2, 1.3, 1.4, 1.5, 1.6, 7.3)

Student:

- Students develop the skills to reflect on and positively shape their personal decision making.
- Students have a strong sense of identity, meaning and purpose.
- Student voice is valued, heard and acted upon.

School Community:

- Work together to support consistent and systematic wellbeing processes that promote and ensure growth in student engagement and attainment.

Strategic Direction 2: Culturally Connected Wellbeing

Initiatives

- Developing a mentoring program that supports students and their families in all aspects of learning and wellbeing.
- Developing consultative relationships with community organisations to create a culture of shared responsibility to support the wellbeing of Aboriginal students resulting in improved educational outcomes, positive behaviour and engagement.

Evaluation plan for this strategic direction

Question:

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

Data:

The following data sources will be regularly collected and reviewed to establish the effectiveness of the initiatives in achieving the purpose and improvement measures in the Strategic Direction. This analysis will guide the schools future directions:

- Data from 'Wellbeing for School Excellence Evaluation Support Tool'.
- Staff Professional Development Plans.
- SCOUT data, attendance data and plans.
- Positive Behaviour data, school based awards.
- Negative Behaviour data.
- Extra-curricular group data.
- Tell Them From Me Survey - Staff, student wellbeing, family satisfaction.
- Learning Support team referrals and data
- Personalised Learning Pathway meetings and plans, individual learning plans and student learning goals
- External program data.
- Community satisfaction and attendance at school events.
- Resource expenditure.

Analyse:

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving

Strategic Direction 2: Culturally Connected Wellbeing

Evaluation plan for this strategic direction

the intended improvement measures.

- Regular professional discussion around the School Excellence Framework elements and themes.

After analysing the data a determination will be made as to the School Improvement Plan future implementation.

Implications

The findings of the analysis will inform:

- Implementation and progress monitoring.
- Annual reporting on school progress measures.