

Strategic Improvement Plan 2021-2025

Harwood Island Public School 2142



School vision and context

School vision statement

Harwood Island Public School is committed to the pursuit of excellence in providing high quality educational opportunities for each and every child.

Our community holds high expectations for our students to be successful and reach their potential.

Respect, integrity and responsibility are values which drive our school.

Life skills such as leadership, self-direction, problem-solving, resilience and flexibility are fostered in a nurturing environment.

Well being has a strong focus and strategies are explicitly taught throughout the school.

Our students will be active, resourceful and successful learners focused on the future.

School context

Harwood Island Public School is a small school situated on Harwood Island on the Clarence River.

The school provides quality education for students drawn from those families who live in the township of Harwood and surrounding rural areas.

Currently, the school has a population of 32 children with 2 multi stage classes. We are a part of the National School Chaplaincy Program.

The parent body is very supportive of the school and the P&C makes valuable contributions to school life.

The school is a member of the Lower Clarence Valley community of small schools, which supports each other in delivering valuable educational experiences for all children: including; sporting, leadership, creative arts and academic pursuits.

Our school strives for equity by making sure every student has the support they need to be a successful life long learner.

Strategic Direction 1: Student growth and attainment

Purpose

To develop a school-wide culture of high expectations and continual school improvement to engage students in learning and success with a growth mindset.

Improvement measures

Reading growth

Achieve by year: 2023

Year 4 students (36.7) achieve expected, or above expected, growth in Reading as measured through the system Check-in Assessment and when compared to Statistically Similar School Groups (47.9) and State Averages (55.10).

Numeracy growth

Achieve by year: 2023

Year 4 students (53.9) achieve expected, or above expected, growth in Numeracy as measured through the system Check-in Assessment and when compared to Statistically Similar School Groups (51.5) and State Averages (57.6).

Reading growth

Achieve by year: 2023

Year 6 students (26.3) achieve expected, or above expected, growth in Reading as measured through the system Check-in Assessment and when compared to Statistically Similar School Groups (46.5) and State Averages (53.50).

Numeracy growth

Achieve by year: 2023

Year 6 students (40.0) achieve expected, or above expected, growth in Numeracy as measured through the system Check-in Assessment and when compared to Statistically Similar School Groups (48.4) and State Averages (56.30).

Initiatives

Data skills and use

- Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.
- Expert use of authentic self assessment processes to embed reflective practice for all school, teaching and learning practices.
- Implement systematic assessment schedules and tracking including standardised testing across the school.
- Introduce use of PAT tests in Mathematics and Reading to establish baseline data and growth data.

Effective Classroom Practice

A pedagogical base for whole school teaching and learning:

- Professional learning to target explicit teaching, improve teacher judgement and align whole school teaching practice and staff professional growth.
- Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.
- Expert use of Formative Assessment strategies such as Learning Intentions, Success Criteria provided using the What Works Best document and professional learning and collaborative practice.

Success criteria for this strategic direction

Initiative 1: Data skills and Use

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

Goal setting for all students occurs at 5 weekly intervals and is tracked through PLAN2 and PLPs closely aligned to the school's scopes and sequences.

Teachers analyse, interpret and extrapolate data and use collaboratively to inform planning, identify interventions and modify teaching practice.

Initiative 2: Effective Classroom Practice

Families are actively engaged in their child's learning, working in close partnership with the school to support learning with access to student goals and progress through a variety of sources.

All teachers use formative assessment data to accurately track and monitor student achievement across the Literacy and Numeracy progressions.

All students can articulate their learning goals in literacy and numeracy.

Learning Intentions, Success Criteria, and Feedback are an embedded practice in all learning spaces across the school.

Evaluation plan for this strategic direction

Student progress checked and monitored against progressions and syllabus standards using PLAN2.

NAPLAN data.

PAT testing data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Whole school assessment schedules and student monitoring in place.

Teaching programs show evidence of data informing classroom practice with ongoing adjustments.

Student work samples demonstrate personalised success criteria and build on prior learning.

PLPs to give evidence that student learning goals are updated regularly (5 weekly intervals).

Student voice evidenced in goal setting (PLPs), knowledge and understanding of LISC.

Family/community focus group feedback on the effectiveness of the partnerships in learning.

Strategic Direction 2: Wellbeing

Purpose

To create and nurture a supportive social and physical environment where children and staff are safe, happy and empowered to connect, succeed and thrive.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance

Increase the percentage of students attending > 90% of the time by 1% from baseline data.

Wellbeing

Achieve by year: 2023

Tell Them from Me

TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the target of 85%

Initiatives

Wellbeing

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:

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 PLPs.

Implementation of differentiated and targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed.

Community involvement

Enabling the community to come together to create a sense of belonging.

Extra Curricular Opportunities

Targeted Pilot program to reduce anxiety in students.

Success criteria for this strategic direction

Teachers demonstrate increased expertise in teaching students with complex learning and/or behaviour difficulties.

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 values and expectations.

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

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

Evaluation plan for this strategic direction

Student voice evidenced in goal setting (PLPs), knowledge and understanding of LISC.

Family/community focus group feedback on the effectiveness of the partnerships in learning.

Teacher Professional Development Plans aligned with school improvement plan and focus on whole school professional learning.

Personal Attendance Plans to give evidence that student goals are updated and monitored regularly (5 weekly intervals).

Incident reports recorded in EBS, tracked and analysed but Learning and Support Team.

Suspension data monitored and reviewed each term.

Extra-curricular group data show evidence of effectiveness in achieving

Strategic Direction 2: Wellbeing

Evaluation plan for this strategic direction

TTFM - Student wellbeing, family satisfaction.