

Strategic Improvement Plan 2021-2025

Hermidale Public School 2155



School vision and context

School vision statement

At Hermidale Public School, we educate students within an engaging and culturally safe environment where each student is known, valued and cared for. The school culture is strongly focused on promoting educational aspiration, community partnerships, high expectations, explicit teaching and effective feedback.

School context

Hermidale Public School is a Teaching Principal 1 rural remote school on the traditional lands of the Wangaaypuwan Ngiyampaa people. Hermidale is a farming and mining community located 45 km west of Nyngan, within the Bogan Local Government area.

In 2023, 14 students are enrolled with 5 students identifying as Australia's first nation peoples. All students live in Hermidale and the surrounding district.

Our school is supported by the Mitchell network of schools and has strong partnerships with the families, Hermidale Public School Parents & Citizens Association and Nyngan Aboriginal Education Consultative Group. Our partnership with the Girilambone, Hermidale & Marra Creek Leading and Learning Hub and the role of the Primary Maths Specialist Teacher will support our School Improvement.

To effectively achieve student growth and attainment in literacy and numeracy, the school will continue to engage in the strong professional learning community that is inclusive, respectful and purposeful.

The school plays a critical role in the rural and remote community of Hermidale. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of the School. The community supports students 'Reaching for the Stars' within a Positive Behaviour for Learning culture that promotes positive, respectful and responsible learners.

The school's focus is on student outcomes in literacy and numeracy. Student engagement through a broad range of activities; performing arts, cultural, leadership and sport, lead to learning opportunities beyond the school gate. The school has excellent facilities, which include well-maintained classrooms surrounded by an aesthetically pleasing and rich play environment. The school has a comprehensive library, quality literacy and numeracy resources and technology for student learning.

Through our situational analysis it has been identified that the school continue to improve the learning outcomes for students in literacy and numeracy through the following initiatives:

- Data informed practice
- Quality teaching practice
- Collaborative partnerships
- Effective feedback

The Strategic Improvement Plan will guide quality formative and summative assessment processes and procedures. Data collection practices will develop greater consistency of judgement within our school and across the Leading and Learning Hub. Student engagement will be supported by embedded practices and procedures around the key elements of the What Works Best in practice research (CESE), focusing on; High Expectations, Use of Data to Inform Practice, Explicit teaching, Effective Feedback and

School vision and context

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Assessment.

Strategic Direction 1: Student growth and attainment

Purpose

Student growth and attainment in reading and numeracy will improve by embedding whole school processes to analyse, interpret and extrapolate data and implement evidence informed teaching practices.

Improvement measures

Reading growth

Achieve by year: 2023

Increase the proportion of students achieving or exceeding expected growth in reading comprehension from 2022 baseline Check In data.

Numeracy growth

Achieve by year: 2023

Increase the proportion of students achieving or exceeding expected growth in number sense and place value from 2022 baseline data including Check In Assessment and Essential Assessment..

Initiatives

Effective quality teaching with data informed practice

The use of assessment and data informs highly effective evidence based teaching practices to improve student growth and attainment in reading and numeracy and across the curriculum.

The teaching team will engage in high impact professional development focusing on the eight elements within What Works Best with a particular focus on Assessment and Data use and skills.

Formative and summative assessment tasks will be used to analyse student progress and become an integral part of the teaching and learning cycle.

The teaching team will expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.

Growth and attainment in reading and numeracy through evidence informed practice

Teachers will explicitly teach reading and numeracy by embedding consistent and evidence informed practices .

Teachers will engage in high level professional learning and professional dialogue to establish, implement, evaluate and modify teaching strategies and programs.

Evidence based practice in reading and numeracy will be effectively delivered by the school teaching and learning team and the Primary Maths Specialist Teacher.

Success criteria for this strategic direction

Effective quality teaching with data informed practice

- Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.
- 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.
- The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.
- All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Growth and attainment in reading and numeracy through evidence informed practice.

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Q: What impact has data informed evidence based practice had on student growth and attainment in reading and numeracy?

Are the procedures and processes that are embedded in the school leading to student growth and attainment successfully?

Do all students' data show a year's growth for a year's schooling?

Is Teacher's data literacy capacity ensuring that Student assessment data is explicitly used school-wide to identify student achievement and progress and inform teaching practice?

Are there a full range of assessment strategies embedded in classroom practice?

D: Tell them from me school surveys, PLAN 2 , NAPLAN & check in assessment results, Best start, School's internal data, A- E school reporting, Student's personal learning plans record student growth & attainment.

- Teaching programs show evidence of data informing classroom practice with ongoing adjustments.
- Staff professional development plans are in line with the SIP, improvement measures and school initiatives.

A: Analyse the data to determine the extent to which the purpose has been achieved.

I: What are the implications for our work? Future directions and next steps.

Strategic Direction 2: Partners in learning

Purpose

Students, Staff and the Community are co constructors of quality learning in a culturally safe and effective learning environment.

Improvement measures

Achieve by year: 2025

*In the Learning domain - **Learning culture*** -Theme - Transitions and continuity of learning, High expectations and Attendance , the schools on balance judgement will move from sustaining and growing to excelling.

Achieve by year: 2025

*In the Teaching domain - **Effective classroom practice*** - Theme - Explicit teaching , the schools on balance judgement will move from sustaining and growing to excelling.

Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending more than 90% of the time to the lower bound system negotiated target.

Initiatives

Learning in partnership

The teaching team will establish projects and connections with community to embed transition to school processes, enhance the teaching of literacy and numeracy with an indigenous perspective.

Formative assessment to inform the teaching & learning cycle and consistent teacher judgement will be undertaken within a community of schools.

Creating a quality learning environment.

Teaching practice, to support student engagement in their learning will be undertaken in an environment that has high impact professional learning. Priority will be given to embedding high expectations, effective feedback and collaboration.

The school will use authentic self assessment processes to embed reflective practice for all school, teaching and learning practices.

Success criteria for this strategic direction

Learning in partnership

- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Creating a quality learning environment.

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.
- 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.

Strategic Direction 2: Partners in learning

Success criteria for this strategic direction

- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
- The teaching team will embed feedback practices including learning walks, learning intentions, success criteria and student collaboration.

Evaluation plan for this strategic direction

Q: What growth and attainment has been achieved through Students, Staff and the Community being co partners in learning?

D: Data sources could include:

Internal assessment, PLAN2, External assessment, NAPLAN, Tell them from me survey and other formats, anecdotal observations, Stake holder feedback, Student voice, document analysis, learning walks.

- Staff professional development plans are in line with the SIP, improvement measures and school initiatives.

A: Analyse the data to determine the extent as to which the purpose of this strategic direction has been achieved.

I: What are the implications of this analysis for our work? What are our next steps/ future directions?