

Strategic Improvement Plan 2021-2025

Howlong Public School 2186



School vision and context

School vision statement

To educate and support students in a nurturing, engaging and inclusive learning environment so that they become active and informed citizens.

School context

Howlong Public School is located in the NSW, Riverina region and is part of Wiradjuri Country. The school is a quality educational setting, with highly skilled and motivated staff. All members of the school community share a collective understanding and belief in leading, teaching and learning. The teaching and learning culture is focused on building positive relationships and providing an inclusive learning environment. All students are challenged and supported by our dedicated staff to grow and develop socially, academically and personally. The staff are committed to a continuous focus on improving school wide practices and acknowledge that students' successes are underpinned by high levels of engagement and well-being and ensure that these remain high priorities for the school.

The community are very proud of the school and continue to work together to build on its commitment to excellence.

The school has undergone an evaluation process which has resulted in a completion of its situational analysis. This has assisted the school in identifying whole school improvement focus areas guided by continuous data collection. Consideration of the evidence was analysed by the school leadership team and shared with all staff. It has also informed the school's strategic directions in the areas of student growth and attainment, whole school wellbeing and community connections. These are outlined in the school's 2021-2024 School Improvement Plan.

Strategic Direction 1: Student growth and attainment

Purpose

In order for all students to improve in reading, writing and numeracy we will build teacher capacity to embed evidence-based teaching and data use to meet the learning needs of all students.

Improvement measures

Reading growth

Achieve by year: 2023

An increased proportion of students in Years 5 and 6 demonstrate reading growth in comprehension compared to 2022 and 2021, using Check-In Assessment data.

Numeracy growth

Achieve by year: 2023

An increased proportion of students in Years 5 and 6 demonstrate growth in numeracy compared to 2022- and 2021, using Check-In Assessment data.

Initiatives

Evidence-based teaching

- Embed quality explicit teaching practices around effective assessment, feedback processes and lesson delivery.
- Embed effective and efficient data skills and use practices.
- Develop student capacity to set individual learning goals.

Instructional Leadership

- Embed explicit systems for collaboration and feedback to sustain quality teaching practice.
- Establish and apply formalised coaching and mentoring structures (triads and Teacher Learning Communities) for all staff to ensure professional learning is based on need while explicitly focusing on a whole school approach.

Success criteria for this strategic direction

- High quality assessment practices are used as an integrated part of teaching and learning program.
- Teachers respond to trends in student achievements, at individual, group and whole school levels through effective differentiation.
- Collaborative and reflective practices (Consistency of Teacher Judgement (CTJ), peer observation, feedback, active participation in staff meetings) are observed school-wide.
- Student achievement targets have been met.
- All Aboriginal students achieve expected growth in NAPLAN reading and numeracy.
- Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated.

Evaluation plan for this strategic direction

Evaluation Plan:

- Self assessment against the School Excellence Framework.
- 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 team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to confirm conclusions.

Evidence to collect:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic directions. This analysis will guide the school's future directions.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- NAPLAN data
- Scout value-added data
- Essential assessment
- PLAN2 data
- Program and evaluations
- Meeting minutes
- surveys
- Observation documents
- Evaluated student learning plans

Strategic Direction 2: Wellbeing

Purpose

In order to improve the wellbeing of students and staff, we will refine, embed and create an engaging and supportive environment so that all students can connect, succeed, thrive and learn.

Improvement measures

Attendance >90%

Achieve by year: 2023

Decrease the % of unexplained and unjustified absences from 48% to 10%.

Engagement

Achieve by year: 2025

Initiatives

Whole School Wellbeing

- Embed positive behaviours and learning environment through proactive and preventative student centred approach.
- Strengthen school capacity to implement effective interventions, mapped across the school, through targeted professional learning.
- Build individual and collective staff wellbeing through a climate of care and positivity.

Engagement

- Embed consistent and systematic processes for monitoring attendance.
- Sustain a systematic approach to professional learning and increase access to resources and implementation support.
- Embed effective whole school learning and support approaches.

Success criteria for this strategic direction

- Attendance targets have been met.
- Evidence-informed programs, practices and processes are used to plan, implement, monitor and evaluate
- Social and emotional skills and behaviour expectations are explicitly taught.
- Student, staff and school community needs are considered, assessed and monitored.

Evaluation plan for this strategic direction

Evaluation Plan:

- Self assessment against the School Excellence Framework.
- Baseline data to be collected on all Programs and Initiatives.
- Regular term by term review of programs and Initiatives to provide clarity around whether we are on track for achieving the intended improvement measures.
- Executive team and whole staff reflective sessions.

Evidence to collect:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic directions. This analysis will guide the school's future directions.

- Tell Them From Me student survey
- Teacher self-care self-assessment survey - *google forms*
- EBS central attendance data
- EBS Student Management reports *for PBL and behaviour*
- Program evaluations *eg. Google Forms (Attendance, Peer Support, PBL, School Chaplaincy, Berry Street)*

Strategic Direction 3: Community Connections

Purpose

In order to move from community involvement to community engagement we will actively collaborate and engage with all stakeholders so all students develop a strong sense of connection and belonging to their school and local community.

Improvement measures

Achieve by year: 2025

Increase points from 5.9 to 7 of 'Parents feeling informed' (as per TTFM Survey).

Achieve by year: 2025

The school is excelling in community engagement and a high expectation culture in line with the School Excellence Framework.

Initiatives

Effective Communication

- Up-skilling teachers and students on effective use of technology as a platform to share learning based content.
- Implement and evaluate systems and structures of effective communication platforms.
- Utilise parent focus groups as a data system to support evidence decision making processes.

Community Engagement

- Liaise with local community organisations to gain input and involvement in co-curricular and extra-curricular activities and school events.
- Provide regular opportunities for parents and community organisations to engage in learning experiences at school.
- Build parent capacity to foster a shared community responsibility and action.

Success criteria for this strategic direction

- Consistency across the school use of systems to share and communicate student learning.
- Point increase in the parent and student Tell Them From Me Survey data.
- Meaningful engagement between school, families and services are tracked and monitored.
- Effective communication and stakeholder partnerships are formed and maintained.

Evaluation plan for this strategic direction

Evaluation Plan:

- Self assessment against the School Excellence Framework.
- Baseline data to be collected on all programs and initiatives.
- Regular review of programs and initiatives to provide clarity around whether we are on track for achieving the intended improvement measures.
- Executive team and whole staff reflective sessions.

Evidence to collect:

The school will use the following data sources to regularly 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.

- Tell Them From Me Parent Survey
- Program Evaluations eg community organisation survey
- Meeting Minutes eg. Focus Groups, P&C, staff meeting
- Registration of frequency and attendance rates at school events.