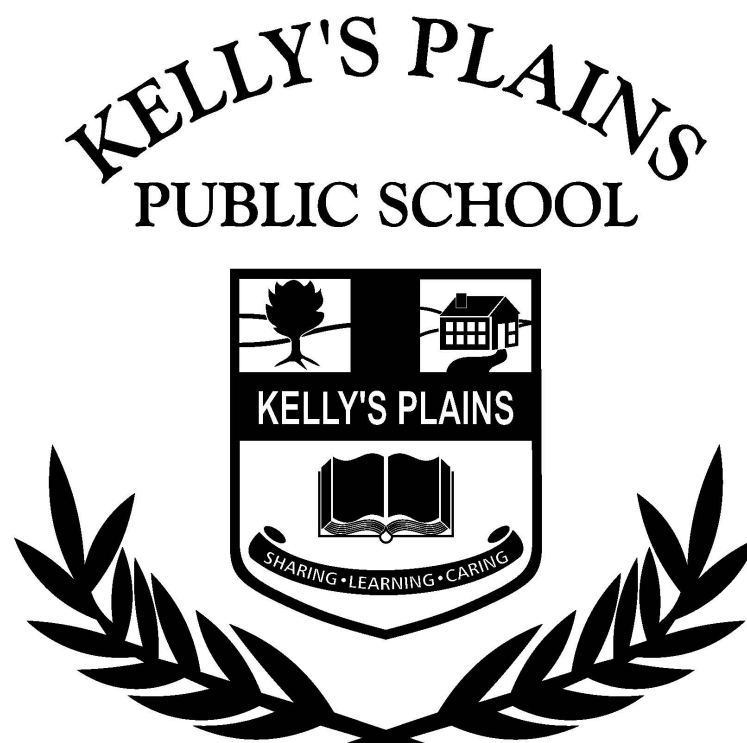


Strategic Improvement Plan 2021-2024

Kellys Plains Public School 2273



School vision and context

School vision statement

At Kelly's Plains we are:

Leaders of learning.

Collaborative within and across schools lead by expert Kelly's Plains staff.

Focused on student learning and well-being at the core of every decision.

Ensuring students have the skills and confidence to lead within and beyond our community.

School context

Kelly's Plains Public School is a small school located 12km outside of Armidale with a current enrolment of 28 students. The school currently consists of two multi-stage classes and is surrounded by a supportive school community. Kelly's Plains Public School has strong community ties with a focus on student, parent and teachers collaborating to ensure success in all areas of schooling and beyond. Kelly's Plains Public School collaborates extensively with the Thunderbolt's Alliance of Small Schools. These schools include Kentucky PS, Rocky River PS and Kingstown PS. Multistage teacher development across schools is identified, targeted and collaborative to ensure expert teacher development.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality assessment practices in literacy and numeracy focusing on individualized improvement for students. We will look to plan and focus school wide to ensure formative assessment drives all teaching and learning including each students' Personalised Learning Plan (PLP).

Strategic Direction 1: Student growth and attainment

Purpose

Planning, programming, lessons and learning opportunities need to be explicit and engaging. Individually and collaboratively both internally and across the Thunderbolt's Learning Alliance off Small Schools will need to evaluate the effectiveness of their teaching practices. This will be driven by the 'What Works Best Document'.

We are continuing to develop teachers' use and implementation of formative and summative practices. This needs to be implemented and embedded across K-6 by all teachers. Professional Development and peer collaborative observation practices will support this practice. Personalised Learning Plans for all students are to be implemented in 2021. These will focus on 'Assessment' 'Explicit teaching' and 'Use of Data to inform teaching' as in the 'What Works Best'. The Schools' SEF/SaS analysis for 2018, 2019 and 2020 also identified in the learning domain that both Assessment and Student performance measures have been working towards delivering. The next theme is in the Teaching Domain where the areas of Effective classroom practice and Data skills and use are also at working towards delivering.

Improvement measures

Target year: 2023

NAPLAN expected growth

Increase the percentage of students achieving expected growth in reading and numeracy to an initial lower bound target of 60%. In addition all students demonstrate growth through the achievement of individual learning goals in reading and numeracy.

Target year: 2022

Attendance

The school will increase its baseline target from 70% to 85% of students attending at 90% or above..

Target year: 2023

Aboriginal Student Achievement

Initiatives

Informed teacher practice and capacity

Embed whole school data analysis to inform:

- Where students are at, where they to be next and how they are going to get there.
- The impact of teaching and learning practices on student outcomes.
- Identify areas for teacher professional development.
- Identify where the most effective use of resources needed is.

Personalised Learning for future leaders

- We will be leaders in equity and excellence for all students, parents, staff and community.
- All students engage in opportunities to create, assess and update their learning goals through understanding the "Why" in learning opportunities. Personalised Learning Plans (PLPs) developed collaboratively for all students act as a link between parents, staff and students.
- We will embed 21st Century Learning fluencies to become successful learners, confident and creative individuals and active and informed citizens.
- In everyday learning opportunities. we have consistent, high expectations based on evidence to deliver results.

Success criteria for this strategic direction

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. SEF Assessment

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. SEF Assessment.

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. SEF Data Skills and Use

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. SEF Data Skills and Use

Evaluation plan for this strategic direction

Question -

How do our assessment practices and data analysis impact on teacher planning and student learning outcomes in reading and numeracy?

Data -

We will use a combination of data sources. These will include:

- Internal assessment, eg. PLAN2
- External Assessment, eg. NAPLAN, PAT Testing,
- Surveys
- Observations

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the schools lower bound system negotiated target. In addition all aboriginal students demonstrate growth through the achievement of individual learning goals in reading and numeracy.

Target year: 2022

NAPLAN top 2 bands

Increase the percentage of students achieving in NAPLAN top 2 bands in reading and numeracy to an initial lower bound target of 60%.

Evaluation plan for this strategic direction

- Student PLP's

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Twice yearly, the school will review progress towards the improvement measures.

Implications

The findings will inform:

- Future actions in the analysis and teaching of reading and numeracy.
- 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).

Strategic Direction 2: Quality teaching and Assessment

Purpose

Quality teaching will be used to support evidence based teacher quality and student improvement. The Learning Alliance will play a significant role in supporting the collaboration and consistent teacher judgement of assessment, learning and teaching practice.

Improvement measures

Target year: 2024

All teachers are effective users of student assessment data and analysis for next steps in student learning. This is clearly identified and implemented by all teachers. Expected learning outcomes for target students are developed and achieved by students lead by teachers.

Target year: 2024

The Quality Teaching Framework is embedded and teachers are valued and supported in their classroom practice.

Target year: 2024

Improvement measures by the **School Excellence Framework**

- **Assessment** from Working Towards Delivering to Sustaining and Growing
- **Student Performance Measures** from Working Towards Delivering to Sustaining and Growing
- **Data Skills and Use** from Working Towards Delivering to Sustaining and Growing

Initiatives

School wide assessment practices

Embed high expectations and and quality learning through:

Whole school assessment practices so that:

- students can demonstrate achievement of outcomes for the relevant stage of learning.
- valid and reliable assessment strategies are used.
- the timing, frequency and nature of the assessment processes are time efficient and manageable for teachers and students.
- teachers collaboratively reflect on current practices to inform next steps. in teaching and learning.

Quality Teaching Framework

The Quality Teaching Framework is incorporated in all teaching and learning programs to ensure that quality education is being provided throughout the school and as a means of providing staff with a platform for critical reflection and analysis of current teaching practice. This is utilised to guide planning of classroom and assessment practices.

Cross School Collaboration

Thunderbolt's Learning Alliance of Small Schools will embed learning teams to support teacher collaboration, assessment and professional development to improve teaching practices and student learning outcomes.

Moderating tasks on understanding texts.

The Thunderbolts Learning Alliance will foster Effective collaboration to enhance successful and innovative evidence informed practices across the alliance (WWB) Collaboration.

Teachers engage in professional collaboration that explicitly aims to improve teacher practices and student

Success criteria for this strategic direction

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.

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

- Tracking of PLAN2 data.
- Analysing where students are, where they are heading and where they need to be.
- A majority of students achieve success in achieving learning targets.
- All teachers feel valued, cared for and supported in their development and use of data within the classroom and in whole school learning teams.
- PAT Testing
- Essential Assessment
- Collaborative moderation of assessment across the Thunderbolt's Learning Alliance.

Evaluation plan for this strategic direction

Question- What teacher qualities are needed to achieve the maximum growth in student outcomes?

Data- School wide data collection, analysis and use to inform best teaching practice is the expectation and the norm. Teacher confidence in analysing and utilising data in the classroom guides evidence informed practice in planning student learning.

Analysis- Teacher confidence in analysing and utilising data in the classroom guides evidence informed practice in planning student learning. Teachers feedback,

Strategic Direction 2: Quality teaching and Assessment

Initiatives

outcomes. All school staff play a vital role in creating the conditions and culture that support meaningful teacher collaboration.

Evaluation plan for this strategic direction

confidence and self-reflection identifies goals for PL. These are supported with the additional resources needed for improvement and implementation.

Implications- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Assessment is collected through multiple and reliable sources. This will triangulate data using several evidence based internal and external sources of assessment. Teachers utilise this data to respond to trends in student achievement, at individual, group and whole school levels.