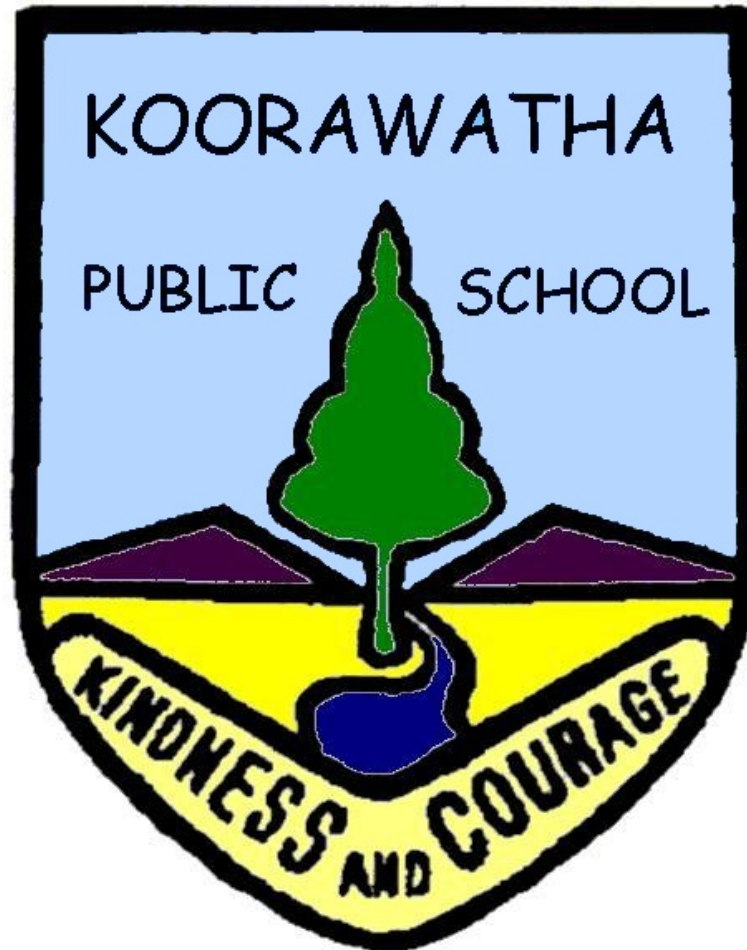


# Strategic Improvement Plan 2021-2024

## Koorawatha Public School 2326



# School vision and context

## School vision statement

---

Koorawatha Public School community offers high quality education in a unique and tranquil small school setting. We provide exceptional, responsive teaching and learning programs that incorporate effective strategies that meet diversity in learning and enable students to acquire future-focused skills essential for lifelong learning.

## School context

---

Koorawatha Public School was established in 1884 and has been part of the community for 137 years. It is a small rural school located in the Lachlan Valley in the Central West region of New South Wales. Koorawatha means a place of pines in Wiradjuri language, and falls proudly in traditional Wiradjuri country. The school caters for children and their families of Koorawatha and surrounds.

There are 15 students enrolled at the school. There is a history of Aboriginal students attending the school, with a small percentage of 13% currently enrolled. In 2019, the school committed to developing a Reconciliation Action Plan. Many students come from low socio-economic backgrounds and require additional levels of support and adjustments. Isolation limits family's access to a wide range of services and opportunities, and as such many students begin school with limited pre-school experiences.

From the school's 2020 Situational Analysis, we identified focuses on the explicit teaching of literacy and numeracy skill acquisition and development as priorities. These are essential in enabling students to connect, transfer, and innovate successfully in society. Rigorous school systems and processes ensure continual monitoring and evaluation of student performance and teacher quality.

Through collaborative and targeted networking, staff participate in professional learning to improve student learning and wellbeing outcomes. The school has regular access to an Early Action for Success (EAfS) Instructional Leader (IL) who provides data informed advice; connecting student learning with teaching strategies. The school integrates effective feedback in all areas, such as through Visible Learning and Quality Teaching Rounds.

Koorawatha Public School takes pride in its unrelenting commitment to ensuring that its community connect, succeed, and thrive. The school has developed an ethos surrounding: *Courage, Kindness, and Yindyamarra* (meaning respect in Wiradjuri language). 3 Way Conferences and Personalised and Individualised Learning Pathways involve students, parents/carers, external agencies, including consultation with the Cowra AECG, and is reflective of everyone's dedication to meeting the needs of all learners. The school creates inclusive spaces for learning, including an Outdoor Learning Hub that focuses on transitions, sustainability, and culture.

Koorawatha Public School is an innovative and vibrant community with a growth mindset for learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

---

The school uses evidence-based guidance on effective practice that improves student outcomes.

## Improvement measures

---

### Target year: 2022

In reading, increase the percentage of students achieving in the top two NAPLAN bands by 8.3% to reach or exceed the Cowra Small Schools Network target.

### Target year: 2022

In numeracy, increase the percentage of students achieving in the top two NAPLAN bands by 8% to reach or exceed the Cowra Small Schools Network target.

### Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Reading to between 60% and 100%.

### Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Numeracy to between 60% and 100%.

## Initiatives

---

### Explicit teaching

Staff explain to students why they are learning something, how it connects to what they know, what they are expected to do, how to do it, and what it looks like when they have achieved it.

### Literacy

- Staff engage in professional learning that enables best practice in explicit teaching of literacy.
- Teaching and learning programs include high impact strategies for literacy that are regularly monitored.
- Student's individualised and personal learning pathways are differentiated towards their literacy targets identified from assessment data.

### Numeracy

- Staff develop their capacity to explicitly teach evidence-based numeracy programs.
- Teaching and learning programs include numeracy assessments that are used to inform next steps.
- Staff scaffold student's co-create numeracy goals based on assessment data.

### Assessment

A variety of methods are used by staff to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

### Literacy

- Students are regularly provided opportunities to demonstrate what they know and can do in relation to their literacy goals.
- Staff use reading assessments to provide students with opportunities to reflect on their progress to inform future learning goals.
- Staff mark reading assessment tasks consistently

## Success criteria for this strategic direction

---

**Explicit Teaching:** 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.

**Whole-school monitoring of student learning:** The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

**Feedback:** 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.

**Collaborative practice and feedback:** 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, schoolwide improvement in teaching practice and student results.

## Evaluation plan for this strategic direction

---

**Q.** What systems are in place to ensure that student targets are met?

**D.** Year 3, 4, 5, 6 check-in assessments; NAPLAN; PLAN2; evaluation of teaching programs; internal student assessment data.

**A.** PLAN2 student growth in literacy and numeracy; teacher quality and expertise; growth in teacher

# Strategic Direction 1: Student growth and attainment

## Initiatives

---

and objectively against the English syllabus.

### Numeracy

- Staff clearly explain when and why students are being assessed, and how the task relates to learning outcomes from the mathematics syllabus.
- Accessible and inclusive numeracy assessment tasks are designed to enable all students to demonstrate their learning.
- Staff make time after every numeracy assessment task to give students timely and relevant feedback that they can use to improve their performance.

### Effective Feedback

---

Effective feedback provides students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus.

- Staff consider different ways of delivering feedback.
- Staff acknowledge students' process or effort, either verbally or in comments made on students' learning.
- Staff reflect on previous performance and effort with every student and allocate time to meet one-on-one with them to discuss their progress.
- Staff highlight to students areas for improvement explain why improvement is needed.
- Staff provide actionable steps so that students can improve their learning process and enhance their understanding and performance on the task.
- Staff provide feedback that encourages students' self-regulation in their learning.

## Evaluation plan for this strategic direction

---

accreditation attainment at proficient, highly accomplished, and lead; high impact and effective teaching and learning programs.

I. Evaluative practices, such as ongoing evaluation through the teaching and learning cycle, are in place to inform student progress. Communities of practice focus on improving student outcomes by building capacity.

## Strategic Direction 2: Quality teaching

### Purpose

---

The whole school community shares a collective commitment for achieving improvement to ensure that every student, teacher, leader and school improves every year. .

### Improvement measures

---

#### Target year: 2022

Increase the percentage of students attending school more than 90% of the time to be above the schools lower bound target of 80%.

#### Target year: 2022

School Excellence Framework assessment in the Learning element of "Learning Culture" indicates growth from Sustaining and Growing towards excelling.

---

### Initiatives

---

#### High Expectations

Staff hold high expectations of their students, they know their students well, value them as learners, and understand how to support their learning.

- Staff attend professional learning encapsulating best practice models that embed high expectations into practice.
- Staff collectively and continuously build capacity and strive to grow in alignment with the Australian Institute for Teaching and Leadership standards.
- All students are challenged and engaged in a culture of high expectations and supported by strategies that both challenge and support individual needs.

#### Collaboration

The whole-school community and its partners collaborate to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving.

- Staff meet with colleagues to use class, cohort and school data to inform co-planning of scope and sequences, programs, and assessments.
- The school integrates external expertise and organisations to support existing internal expertise and practices.
- Staff actively participate in professional networks and professional learning communities that focus on continuous student improvement and share any professional learning.
- Staff actively participate in regular and structured collaboration with the small schools network and partner high schools to ensure continuity of learning and support for our students
- Opportunities for regular and authentic collaboration with parents is planned, structured and integrated.

### Success criteria for this strategic direction

---

**High Expectations:** 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.

**Transitions & Continuity of Learning:** 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.

**Expertise & Innovation:** Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

### Evaluation plan for this strategic direction

---

**Q.** What is the impact on student attendance deriving from school communities of practice and a culture of high expectations?

**D.** Wellbeing data; internal surveys and interviews; teacher accreditation; PDPs

**A.** Data is analysed and triangulated regularly to assess the impact of the changed practice on student attendance, performance, sense of wellbeing and engagement.

**I.** Rigorous analysis of the data will guide ongoing activities future planning and ongoing activities