

Strategic Improvement Plan 2021-2024

Long Flat Public School 2423



School vision and context

School vision statement

At Long Flat Public School our focus is on students. Our school community believes that every student should be challenged and supported to be the very best that they can be.

Our vision is to provide high-quality educational opportunities that promote excellence and equity, so that all students become confident, creative, successful lifelong learners, who are active and informed members of our community.

We are committed to a school culture strongly focused on learning; the building of educational aspiration and providing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

School context

Long Flat Public School is a small, rural school located in bush land approximately 30km west of Wauchope. The school culture focuses on supporting all students in a positive, caring and collaborative learning environment, where learning is tailored to individual student need. Students, staff, parents and the wider community work together to promote school excellence and are proud of the collective achievements of our school.

Long Flat Public School has a current enrolment of 44 students. 23% of students identify as Aboriginal. The school has strong relationships with the local community, including the Bunyah Local Land Council. In the near future, we anticipate that this partnership will result in the installation of a yarning circle in the playground. In the last five years there has been a steady trend in enrolments, averaging 50 students enrolled each year.

Significant drought, bushfire and COVID-19 impact has seen the staffing allocation increase from the average of two classes to three classes as well as additional support teachers. This has enabled a robust, targeted approach to providing high-impact support to students whose learning and progress has been impacted by these events.

The whole school community, involving students, staff and parents, was consulted in a thorough situational analysis followed by the development of the strategic improvement plan. Through our situational analysis and collaborating with the executive teams at two nearby local schools, we have identified an opportunity to focus on building the collective capacity of staff to contribute to networks that supports the learning of others and the development of outstanding educational pedagogy. Embedding a Professional Learning Community across three school sites will support all staff to develop and refine expert knowledge and evidence informed teaching practice. Focus on highly effective data skills and use will support teachers to embed whole school practices in planning, implementing and reviewing the effectiveness of their learning and teaching programs, reflecting ongoing improvement of student outcomes.

Focus on enhancing our supportive and collaborative wellbeing community will build a culture of high expectations and responsiveness that effectively caters for a range of wellbeing issues. Driven by current Department of Education Policy including The Wellbeing Framework and evidence-based practices, we will develop a strategic and planned approach to wellbeing processes that are embedded in school culture. This will build upon all student's ability to connect, succeed and thrive at our school.

Continual monitoring of internal and external student performance and wellbeing data will determine areas of need and success at a class, school and professional learning community level and the involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

Development, implementation and ongoing review of dynamic, differentiated teaching and learning programs utilising the most effective evidence-based teaching methods will ensure student achievement, growth and performance across the full range of student abilities is maximised.

Improvement measures

Target year: 2022

System Negotiated

- Achieve an uplift of 4.9% in the percentage of students achieving in the top 2 bands for NAPLAN reading.
- Achieve an uplift of 2.8% in the percentage of students achieving in the top 2 bands for NAPLAN numeracy.

The uplift is based on 2019 NAPLAN baseline.

Target year: 2024

School Level

- 100% of students demonstrate growth on PAT tests when compared to the baseline test data.
- 100% of teaching programs show evidence of dynamic, differentiated teaching and learning using evidence based teaching practices.
- 100% of teachers demonstrate progress in their self-assessment of capacity in WWB elements.

The uplift is based on 2019 NAPLAN baseline.

Target year: 2022

School Excellence Framework

- **Assessment** - School evidence sets can demonstrate achievement at the sustaining and growing level for formative assessment.

Initiatives

Dynamic evidence-based teaching and learning programs

Embedded whole school practice in planning, implementing and reviewing the effectiveness of their learning and teaching programs reflecting ongoing improvement of student outcomes.

- PLC sharing of expertise drives dynamic programming that includes integrated and ongoing formative assessment to inform practice and monitor student growth.
- The learning community has processes in place to support teacher's consistent, evidence-based judgements and moderation of assessments.

Expert knowledge and evidence informed teaching practice

For all staff to work with colleagues to review, modify and expand their repertoire of teaching strategies to assist students to use their knowledge, skills, problem solving and critical and creative thinking through targeted and explicit teaching.

- PL focused on deep knowledge acquisition in reading and numeracy to develop syllabus and content knowledge.
- Utilising WWB, High Impact Teaching Strategies and Creative and Critical Thinking Capabilities Framework as a base for narrowing focus of support for staff to work towards teaching practice goals linked to student growth.
- Support for all staff to link explicit teaching practice to identified need based on formative and summative assessment through coaching and mentoring within and across PLC.

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.

Evaluation plan for this strategic direction

Questions

How can we demonstrate that the development, implementation and ongoing review of dynamic, differentiated teaching and learning programs results in student achievement, growth and performance for all students?

Data

- Teacher self assessment survey on WWB elements
- PAT testing
- PLAN 2 data
- Programming documents
- Programming supervision document
- Classroom observation documents
- NAPLAN
- Professional learning notes and reflections

Strategic Direction 1: Student growth and attainment

Improvement measures

- **Data Skills and Use** - School evidence sets can demonstrate achievement at the sustaining and growing level for data use in teaching.
- **Curriculum** - School evidence sets can demonstrate achievement at the sustaining and growing level for Curriculum.
- **Student Performance Measures** - School evidence sets can demonstrate growth on the SEF to sustaining and growing in the domain of student performance measures through an external assessment or school self assessment.

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

Through a strategic and planned whole school approach, wellbeing processes are embedded to ensure all students can connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

School Level

Attendance:

- Achieve an uplift of students attending 90% or more of the time by 2% in 2022.
- Achieve an uplift of overall attendance rate by 1% in 2022.

The uplift is based on 2019 NAPLAN baseline.

Target year: 2024

Wellbeing:

- Social-Emotional Wellbeing (SEWB) Survey results indicate an overall uplift in student's Social-Emotional Wellbeing from 2021 to 2024..
- Tell Them From Me data indicates an increasing percentage of students with a positive sense of belonging and a positive sense of engagement to 75% in 2022.
- Increase the number of parents engaging in the Tell Them From Me survey to 60% in 2022.

Target year: 2024

School Excellence Framework

- Wellbeing - School evidence sets can demonstrate growth on the SEF to sustaining and growing in the domain of wellbeing through an external assessment or school self assessment.
- Educational Leadership - School evidence sets can

Initiatives

Whole school systems

The school plans for and monitors a whole school approach to student wellbeing and engagement through embedded systems and processes.

- Consultation and collaboration to develop common expectations, behaviour management support and reward systems that enhance student wellbeing and engagement.
- PL with staff; utilising WWB Wellbeing, High Expectations and Classroom management.
- Tracking and monitoring systems developed to capture behaviour (positive and negative) trends so adjustment and interventions can be determined.
- Collaboration on explicit teaching point (lessons) for wellbeing and social/emotional learning.
- Explicit and collaborative processes and procedures to support all student's emotional - social wellbeing and engagement.

Collaborative focus on wellbeing

All staff select from a flexible and effective repertoire of teaching strategies to suit the physical, social, emotional and intellectual development and characteristics of all students to enable reflective self-directed learners.

- PL for staff on evidence-based interventions and strategies to support social and emotional capabilities for students. (IEPs, PLPs, WWB, BeYou...).
- Staff engage in feedback from students on their learning and social/emotional capabilities to adjust teaching focus and wellbeing support.
- Student leadership pathways further developed. E.g. Senior students running programs to develop social and emotional capabilities (KIndy Buddy Program, Peer Support, etc).

Success criteria for this strategic direction

- The school has implemented evidence based change to whole-school practices resulting in measurable improvements for all stakeholders.
- Key stakeholders can identify and articulate whole-school expectations and they understand that these expectations support the wellbeing of all students.
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Positive, respectful whole school relationships are evident and widespread among students, staff and families with high levels of engagement and sense of belonging (SEF - wellbeing).

Evaluation plan for this strategic direction

Question:

How and in what ways can we show an embedded school wide, and collective responsibility in supporting the emotional and social well-being of our students?

Data

- Teacher self assessment survey on WWB elements
- Scope and Sequences
- Programs: evidence of adjustments/accommodations and individualised plans.
- Observation and Walk-through data
- TTFM Survey
- SEWB survey
- School Reports
- Behaviour and attendance data
- Student, Parent/Carer Wellbeing Surveys
- Student, Parent/Carer Wellbeing focus groups
- Student Learning Journals

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Improvement measures

- demonstrate achievement at the sustaining and growing level.
 - Effective Classroom Practice - School evidence sets can demonstrate achievement at the sustaining and growing level in the theme of Classroom management.
 - Learning Culture - School evidence sets can demonstrate achievement at the sustaining and growing level.
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Evaluation plan for this strategic direction

- Community Attendance data at school events
- School Reports
- Learning Support Team minutes and data

Analysis

Analysis will be embedded through implementation and progress monitoring. The school will annually review progress towards the improvement measures through annual progress measure evaluations.

Implications

The findings of the analysis will inform:

- Future directions
- Effective resourcing
- Annual reporting on annual progress measures
- Ongoing implementation and progress monitoring

Strategic Direction 3: Collaborative; high performance culture

Purpose

Establish and grow a high-performance professional learning community across school sites driven by continuous improvement of teaching and learning with a clear focus on student progress, achievement and innovative collaborative practice.

Improvement measures

Target year: 2022

System Negotiated

- Achieve an uplift of 0.12% in the percentage of students achieving in the top 2 bands for NAPLAN reading by 2022.
- Achieve an uplift of 22.93% in the percentage of students achieving in the top 2 bands for NAPLAN numeracy by 2022.

The uplift is based on 2019 NAPLAN baseline.

Target year: 2024

School Level

- 100% of teachers can use classroom programs, assessment data and PDP reflections to evidence an increased collective capacity to meet the needs of all learners across the Professional Learning Community.

The uplift is based on 2021 initial PLC feedback data.

Target year: 2022

School Excellence Framework

- **Assessment** - School evidence sets can demonstrate achievement at the excelling level for formative assessment.
- **Data Skills and Use** - School evidence sets can demonstrate achievement at the sustaining and growing level for data use in teaching.

Initiatives

Collective Efficacy

Focus on building the collective capacity of staff to contribute to networks that supports the learning of others and the development of outstanding educational pedagogy. Leadership teams model collaborative practice and engage with other schools to facilitate innovative mindsets for learning.

- Combined Executive team across sites focuses on PL, PDP, SEF and SIP mapping and develops evidenced based teaching focus.
- Combined PL sessions that addresses CTJ, moderation, programming and curriculum planning.
- Consistent systems and documentation across all sites: scope and sequences, programs, assessment schedules, tracking and monitoring tools.
- Combined baseline data across sites to track and monitor in Reading and Maths.
- Regular and ongoing collaboration and feedback inclusive of PDP's and observations across sites.

Highly effective data skills and use

Teachers apply a full range of assessment strategies in determining teaching directions, monitoring student progress and achievement, as well as using data to reflect on teaching effectiveness.

- PL on data skills and use to build analysis skills and knowledge.
- PL on formative assessment, including Plan 2.
- Formative assessment consistent and captured in programs across sites.

Success criteria for this strategic direction

- Student assessment is regularly used within and across schools to identify student achievement and progress in order to reflect on teaching effectiveness.
- Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.
- There is an embedded and explicit system that facilitates professional dialogue, collaboration, classroom observations, the modelling of effective practice and the provision of specific and timely feedback between all teachers.
- All staff work with colleagues to use data from internal and external student assessment for evaluating learning and teaching, identifying interventions and modifying teaching practice (5.4.3)

Evaluation plan for this strategic direction

Question:

1. How can we demonstrate the existence of a high performing PLC that has impacted teaching, learning and student progress and achievement?

Data

- Executive Team structure with Minutes
- PL Minutes
- Schedules and Systems developed
- Cross site tracking and monitoring data
- PDPs
- Observation and Feedback documents
- Staff surveys: baseline and ongoing (WWB)

Question:

2. How can we demonstrate innovative collaborative

Strategic Direction 3: Collaborative; high performance culture

Improvement measures

- **Curriculum** - School evidence sets can demonstrate achievement at the excelling level for Curriculum.
 - **Student Performance Measures** - School evidence sets can demonstrate growth on the SEF to sustaining and growing in the domain of student performance measures through an external assessment or school self assessment.
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Evaluation plan for this strategic direction

practice within our PLC?

Data

- Observations and Feedback
- Programs, planning documents, rubrics, etc
- Staff surveys: baseline and ongoing (WWB)