

# Strategic Improvement Plan 2021-2025

## Lowesdale Public School 2429



# School vision and context

## School vision statement

Lowesdale Public School students achieve their emotional, physical and academic potential through engaging learning experiences in our supportive and well-resourced environment. They learn critical thinking, communication, creativity, collaboration and resilience, developing as productive community members.

## School context

Lowesdale Public School is a small rural school located 18km north of Corowa on the Riverina Highway. The school is surrounded by farming land. In 2022 there are 12 students from 8 families.

The school provides 'Quality Education in a Rural Environment'. Learning programs are individualised to suit the learning needs of individual students within a safe, happy school environment. Students are encouraged to become responsible and enquiring learners. There is a strong partnership between parents and school staff to support the wellbeing and development of each child.

The school has a family-orientated atmosphere and strong sense of community. The school fosters a culture of high expectations and high levels of community engagement. The students have varied extra- curricular opportunities and daily access to technology.

Lowesdale Public School is part of the Bpangerang Learning Community which incorporates schools from Corowa and Mulwala.

The wellbeing and engagement of our students remains a priority. Continued engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

Based on the outcome of our Situational Analysis, we have determined that we need to continue to develop our formative and summative assessment practices across the curriculum. Personalised Learning Plans (PLPs) will continue to be written for each student to promote learning and wellbeing growth as well as self-directed learning. Clear processes will be put in place to support students with additional learning needs, including high potential and gifted students. Teachers will evaluate the effectiveness of their teaching practices.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet changing requirements of the students. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in reading and numeracy, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

Increase or maintain student attendance rate at 96% across K-6.

### Reading growth

Achieve by year: 2023

Increased percentage of students demonstrate growth and achievement in vocabulary over the year, using the learning progressions.

### Numeracy growth

Achieve by year: 2023

An increased proportion of students in year 3 and 5 have demonstrated growth and achievement in number sense and place value, using the learning progressions.

## Initiatives

### Provide rich contextual learning in Reading.

Building Staff Capability in Reading

Staff will participate in professional learning to build their capability to deliver high quality differentiated reading learning activities across K-6.

All students engaged in rich learning activities to ensure a minimum year's growth for a year of schooling in Reading.

### Specific data analysis used to inform teaching.

Teachers effectively using assessment and data to inform differentiated teaching and learning programs for all students, particularly in Numeracy and Reading. All students will have Personal Learning Plans with student, parent and student input.

### Provide rich contextual learning in Numeracy.

Building Staff Capability in Numeracy

Staff will participate in professional learning to build their capability to deliver high quality differentiated numeracy learning activities across K-6.

All students engaged in rich learning activities to ensure a minimum year's growth for a year of schooling in Numeracy.

Investigate ICT for differentiating learning, including extension of high potential students.

## Success criteria for this strategic direction

### Provide rich contextual Learning in Reading and Numeracy

Teachers engage in ongoing high impact professional learning to build their capacity in planning for and implementing evidence based reading and numeracy programs.

Teaching and learning programs across K-6 are adjusted to address individual student learning needs, ensuring that all students are engaged and challenged appropriately.

### Specific data analysis used to inform teaching.

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

All teachers have a sound understanding of student assessment and use this to inform their lesson planning, interventions and reporting to parents.

All students can articulate, understand and achieve their literacy and numeracy learning goals.

## Evaluation plan for this strategic direction

Lowesdale Public 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 direction. This analysis will guide the school's future directions:

- SCOUT - value added data
- Student work samples
- Check-in assessment data
- Literacy and Numeracy Progressions (PLAN 2) data
- NAPLAN Data
- Essential Assessment data
- Staff Performance Development Plans (PDP's)

## Strategic Direction 2: Explicit teaching and reporting through evidence-based practices

### Purpose

School self- assessment has identified the need to improve staff capability to plan, teach, monitor and report on quality differentiated learning experiences across K-6.

### Improvement measures

Achieve by year: 2025

The school will self assess itself as excelling in the domain of Effective Classroom Practice in the School Excellence Framework.

Achieve by year: 2025

The school will self assess itself as sustaining & growing in the domain of Learning & Development in the School Excellence Framework.

Achieve by year: 2025

The school will self assess itself as excelling in the domain of Curriculum in the School Excellence Framework.

### Initiatives

#### 'What Works Best' - evidence based best practice

The themes of 'What works Best' will be used to determine how teachers need to change their practice in pursuing excellence in teaching, learning and student achievement. Participate in professional learning to build staff capability as needed in the eight themes of : 1. High expectations 2. Explicit teaching 3. Effective feedback 4. Use of data to inform practice 5. Assessment 6. Classroom management 7. Wellbeing 8. Collaboration

#### Building Staff Capability through Collaboration

School leaders need to create a strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge.

Through professional Learning , team teaching and mentoring, teachers build capability to improve learning outcomes.

#### Curriculum

Increase curriculum knowledge of NSW syllabus, including revisions to K-2 syllabi.

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.

Students' learning and courses of study are monitored longitudinally (for example K-6) to ensure continued challenge and maximum learning.

### Success criteria for this strategic direction

#### 'What Works Best' - evidence based best 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.

Teachers regularly review learning with each student to provide explicit and timely feedback to ensure all students have a clear understanding of how to improve their learning.

Students are able to articulate what they are learning and why. They are able to reflect upon their learning and offer feedback to other students as part of their learning.

Staff reflection scores and comments on the 'What Works Best Toolkit' indicate improved teacher practice and understanding of the themes.

#### Building Staff Capability through Collaboration

Teachers teach collaboratively, observing each other teach and discuss and reflect on their observations.

All staff demonstrate professional growth as part of the Performance and Development Plan process.

#### Curriculum

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

### Evaluation plan for this strategic direction

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## Strategic Direction 2: Explicit teaching and reporting through evidence-based practices

### Evaluation plan for this strategic direction

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guide the school's future directions:

- SCOUT - value added data
- NAPLAN
- Student work samples, including student reflection journals
- Check-in assessment data
- Literacy and numeracy progressions (PLAN 2) data
- Essential Assessment data
- Staff Performance and Development Plans
- 'What Works Best Toolkit' staff self assessment
- Teaching programs and lesson observations
- Staff, student and parent surveys.