

# Strategic Improvement Plan 2021-2025

## Clergate Public School 2668



# School vision and context

## School vision statement

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At Clergate Public School we believe in 'Our Best Always'. Our school community is committed to creating a learning culture based on high expectations, providing quality educational opportunities and is dedicated to striving for school improvement.

Fundamental in achieving our vision is a focus on wellbeing, with an emphasis on the school's core values of being respectful, responsible achievers, guiding students to be confident and resilient community members.

## School context

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Clergate Public School is situated on the northern outskirts of Orange in a quiet rural setting. It has a current enrolment of 80. Our enrolment includes a population of 6% students that identify as Aboriginal. The school is strongly partnered with a supportive and active parent and community group that fosters a culture of high expectations for all students.

The school is led by highly dedicated staff, committed to providing a student focused, nurturing educational environment. Students access excellent resources and are supported by quality personalised educational programs designed in partnership with parents and carers.

Through our situational analysis we have identified the need for a continued commitment to embed quality teaching practices in literacy and numeracy. Implementing high impact teaching strategies and collaboration with colleagues will provide opportunities to improve teacher practice and ensure students achieve expected growth in their learning. The school will focus on this by developing feedback strategies in order for all staff to deeply reflect on teaching and learning.

Professional learning in effective data literacy to inform teaching will be a focus in the next school planning phase. The school will refine processes to systematically collect and review quality data. A deeper analysis and understanding of assessment tools and recording class data will provide opportunities to continually improve reflective teacher practice and enable students to achieve expected growth. Alongside data literacy, staff will continue to engage in Quality Teaching Rounds and professional learning focused on the literacy, numeracy and wellbeing needs of students.

Wellbeing remains a priority for students, staff and all families. There will be a strong focus on empowering the whole school community with knowledge, understanding and use of effective practices to support wellbeing. Student voice reports a positive sense of self-belonging. Ongoing targets include developing resilience strategies and ensuring every child is known, valued and cared for.

Attendance whilst positive will remain a priority given the notable link between attendance and achievement in learning. The school will work in partnership with parents and carers to increase the number of students attending greater than 90%

The school maintains a culture, which focuses on continuous improvement and personal best for staff and students.

# Strategic Direction 1: Student growth and attainment

## Purpose

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To improve student learning outcomes through the development and delivery of consistent high-quality collaborative, reflective teaching and feedback practices. The collection of quality, valid and reliable data will provide differentiated teaching for all students.

## Improvement measures

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### Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.

### Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.

## Initiatives

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### Data skills and use for explicit teaching

- Deliver ongoing professional learning in data literacy so that teachers can effectively inform teaching direction
- Embed a whole school process for regular dedicated time to use meaningful data effectively to improve individual learning and teaching.
- Staff will establish goal setting processes for students to embed a culture of self-improvement in learning.
- Collaboratively analyse data to monitor student learning and progress in order to determine next teaching sequences for individuals.

### Embedding Assessment and Feedback practices

- Establish a whole school schedule for data collection and collaboration of internal and external assessment for analysis
- Design and deliver high-quality summative and formative assessment tasks
- Build staff capacity to provide students with timely and specific feedback about what they need to do to achieve growth as a learner

## Success criteria for this strategic direction

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The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.

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 that is collaboratively analysed.

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.

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.

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.

## Evaluation plan for this strategic direction

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Question: To what extent have the systems and processes for enhancing data literacy skills and embedding assessment and feedback practices across the school have been successful?

Data:

- Cyclic assessment schedules
- Teaching and Learning programs

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- NAPLAN data
- Check-in data
- Syllabus standards
- Student benchmark reading levels
- Summative reading assessments
- Summative numeracy assessments
- In school assessments and student work samples
- Intervention program results
- Student voice evident in IEP and PLP goal setting
- Rubrics
- Regular revision and monitoring of data sources to ensure instruction is delivering continuous improvement at an appropriate level for each child
- School Excellence Framework Self- assessment

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: What are the implications for our work?  
Future direction and next steps.

# Strategic Direction 2: Empowered and Successful

## Purpose

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To enable successful and continuous school improvement that is driven by collaboration and evidenced wellbeing practices so the school community connects, succeeds and thrives.

## Improvement measures

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### Attendance (>90%)

Achieve by year: 2023

Increase percentage of students attending school more than 90% of the time by 3.6% or above.

### Wellbeing

Achieve by year: 2023

TTFM Wellbeing data (advocacy, belonging, expectations) improves by 5.4% to be at or above the lower bound system-negotiated target.

Achieve by year: 2025

### Self-assessment of the School Excellence Framework at excelling in the:

**Element:** Effective Classroom Practice - **Theme:** 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.

## Initiatives

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### Collaboration

- Seek high impact, quality professional learning opportunities to share and gain expertise in evidence-based teaching practices
- Regularly dedicate time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs
- Work in partnership with colleagues to achieve shared collaboration goals and school improvement strategies
- Strategic alliances with community to strengthen partnerships and educational opportunities to improve student success

### Wellbeing for success

- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.
- Embed a whole school approach to selecting and implementing strategies to proactively teach healthy coping skills in resilience and self-regulation to develop and maintain positive relationships, social behaviour and learning dispositions that promote a growth mindset.
- Enhance transition programs to build stronger partnerships to enabling greater opportunities and school readiness for all students
- The whole school community, in partnership with staff, contribute to environments which allow students to thrive by delivering high quality and innovative and learning experiences.

## Success criteria for this strategic direction

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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.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

## Evaluation plan for this strategic direction

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The school has implemented evidence based change to whole school collaboration practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Question: To what extent have the systems and practices for enhancing collaboration and wellbeing been successful?

Data:

- Professional Learning evaluations
- Quality Teaching Rounds observations
- Performance and Development Plans
- Consistent Teacher Judgment student work samples
- Staff Surveys

## Strategic Direction 2: Empowered and Successful

### Evaluation plan for this strategic direction

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- Tell Them From Me survey - student wellbeing, family satisfaction.
- Incident reports
- Attendance Records
- The Resilience Project and Be You surveys

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: What are the implications for our work? Future direction and next steps.