Strategic Improvement Plan 2021-2024

Pallamallawa Public School 2827

School vision and context

School vision statement

At Pallamallawa Public School a collaborative and supportive learning culture is underpinned by the core values of show respect, be responsible and achieve success.

A high quality teaching and learning environment aims to support students to become literate, numerate, confident, productive citizens in their community.

Every student will be provided with academic, sporting, creative, social and emotional learning opportunities.

School context

Pallamallawa Public School is located in a small rural village, 32km from Moree. The school community is positive and supportive of the school and its programs. Pallamallawa PS has a current enrolment of 26 students, 20% of whom identify as Aboriginal. Our school Family Occupation and Education Index (FOIE) is currently 156 and is rising toward 169 in 2021.

Students are drawn from the villages of Pallamallawa, Biniguy and the local rural area.

Pallamallawa Public School offers a caring, friendly environment that encourages students to reach their full potential academically and socially. The school provides a range of quality educational programs and experiences individually tailored to meet the needs of all students and relevant to their stage of learning.

The curriculum is comprehensive and innovative with a strong emphasis on literacy, numeracy and technology. Every student across the school has a designated iPad and laptop to support and consolidate academic activities.

The school has been involved in the Early Action for Success (EAFS) strategy since 2018. This strategy is led by an Instructional Leader. Additional resources are allocated to provide tiered support to improve literacy and numeracy outcomes for all students in Kindergarten to Year 6.

The school community strongly endorses the readiness for school benefits of the comprehensive Kindergarten Transition Program 'Jumpstart' which occurs across Terms 2, 3 and 4. Our school enjoys a number of excellent facilities that are shared with the community. We have access and share tennis courts, cricket nets, football field and playgrounds which are located in or near the school.

Current staffing includes: Teaching Principal, AP Instructional Leader, 2 Classroom Teachers and a part time Learning and Support, RFF Teacher, School Administration Manager (SAM,) Part time General Assistant (GA).

Allocated teaching staff - 2.626. (2.5 teachers). Allocated SASS - SAM 0.896 (4 days per week using additional funds for 1 other day per fortnight) GA- 1 day per week.

Pallamallawa Public School's motto "Strive for Success" is interwoven with the school's Positive Behaviour for Learning values 'Show Respect, Be Responsible and Achieve Success'.

Through commitment and professionalism the staff aim to create a stimulating safe learning environment that provides the necessary skills and learning experiences for students to succeed and adapt in a quickly changing society.

This Strategic Improvement Plan 2021-2024 is based on rigorous self-assessment leading to three strategic directions. These are Student Growth and Attainment, Excellence in Learning, Leading and Teaching and Informed, Involved and Supportive Community.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in Literacy and Numeracy we will engage in feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement through whole school tracking.

Improvement measures

Target year: 2022

Reading 2022

- Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 8% for Year 3 and 5, from systems negotiated targets.

Target year: 2023

Reading 2023

- Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 5%

Target year: 2022

Numeracy 2022

- Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 7% for Years 3 and 5, from system negotiated targets

Target year: 2023

Numeracy 2023

- Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 2.5%

Target year: 2022

Attendance

Attendance will becontinuously monitored and an

Initiatives

Reading

In Reading, sustainable whole school processes will be embedded for collecting and analysing data. The evaluation of this data will be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing
- future professional learning

Reading strategies : The 4cs -Communication, Collaboration, Critical Thinking and Creativity; L3(adapted) and Effective Reading Strategies, Phonics and Phonemic Awareness.

Teachers will utilise IL, using student assessment data to monitor and assess student progress and design future learning on a whole class, group and individual level of differentiated learning opportunities supported from weekly scheduled assessment meetings for Learning and Support (L&S).

Professional learning will be delivered through IL, face to face and online professional courses. To build teacher capacity and collective pedagogical practice PL on use of Literacy progressions to personalise learning and understanding.

Transition to school program 'Jumpstart' will continue as requested from parent and community surveys.

Numeracy

In numeracy we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students. *SEF- Curriculum, Assessment.*

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. *SEF - Effective Classroom Practice*

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. *SEF - Data Skills and Use*

Professional learning is differentiated and impacting on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. *SEF - Learning and Development*

The Principal and Instructional Leader with staff support a culture of high expectations, resulting in sustained and measurable whole school improvement. *SEF - Educational Leadership*

Jumpstart captures all potential local enrolments meeting the needs and aspirations of the local community.

Attendance will be continuously monitored and an improvement of attendance rate to be at 94% or above.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

Strategic Direction 1: Student growth and attainment

Improvement measures

improvement of attendance rate will be at 94%

Target year: 2024

Improvement as measured by the School Excellence Framework:

- **Learning**
- Curriculum - Excelling
- Assessment - Excelling
- **Teaching**
- Effective Classroom Practice - Excelling
- Data Skills and Use - Excelling
- Learning and Development - Excelling
- **Leading**
- Educational Leadership - Excelling

Initiatives

- teacher professional learning and school resourcing

Teaching strategies: The 4cs -Communication, Collaboration, Critical Thinking and Creativity; Number Talks; Number Moves;(Stepping Stones and activities

Teachers will use IL student assessment data and PAT data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.

PL in data Numeracy, data analysis and data use in teaching of all staff.

Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Embedded data will inform formative assessment practices as an integral part of daily instruction in every classroom.

Attendance will be continuously monitored with an improvement of attendance rate to be at 94% or above.

Attendance

Attendance will be continuously monitored with an improvement of attendance rate to be at 94% or above.

Evaluation plan for this strategic direction

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

- Internal Assessment, eg. PLAN 2, Progressions, PAT, Running Records
- External Assessment, eg. NAPLAN
- Observations
- Document Analysis - student work samples
- Surveys - student voice
- Recorded visual Interviews/ activities responses
- Photos of collaborative learning of students and staff
- SCOUT data
- SEF SaS- School wide processes for addressing improvement in student performance

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress toward improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures

Regular review of the research and data sources during staff meetings, to ascertain effectiveness.

After analysing the data a determination will be made as to the implications of the four years' work and 'Where to Next?'

Strategic Direction 2: Excellence in Learning, Leading and Teaching

Purpose

To enable our teachers and school leaders to demonstrate a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.

Improvement measures

Target year: 2024

100 %of staff are collegially working together on successful completion of PDP goals, building capacity through Accreditation pathways and leading whole school initiatives to ensure they have advanced evidenced based practices in delivering a learning platform that is future focused.

Target year: 2024

All teachers demonstrate improvement in all eight elements of the 'What Works Best' toolkit reflection as a strong focused negoiated learning program.

Target year: 2024

Improvement is measured by School Excellence Framework:

Teaching

- Effective Classroom Practice- Excelling
- Data Skills and Use - Excelling
- Professional Standards - Excelling

Leading

- Educational Leadership, Professional Learning- Excelling

Initiatives

Evidence based teaching and Leadership

The school leadership team and teachers collaborate to define the professional learning priorities for the school using research, deep engagement and evidence based strategies to deliver sustained and measurable advances in student learning.

PDP processes- Leadership team will support all teachers to develop Professional Learning goals and collate evidence of their achievement through the Performance and Development Plan Framework in target areas that align to school priorities, effective performance and develop practices and DoE accountabilities. Barwon Network PDP embedded.

High Impact Professional Learning and evaluative processes that support the impact of student progress and achievement.

Leaders will implement systems, processes and practices that enhance the capacity of all staff to develop a culture of high expectations and community engagement which results in sustained and measurable whole school improvement by:

- Supporting teachers in targeted professional learning that focuses on effective pedagogy that directly aligns with future focused direction of the school, using the 'What Works Best' document.
- Collaborating with staff, leading the planning and assessment for each stage. Planned observations of teaching occurs and reflection and feedback to guide teachers in meeting the Professional Standards for Teaching to ensure in high performing teachers.
- Holding regular stage meetings and planning days will provide opportunities to engage collaboratively.
- Supporting beginning teachers.

Staff will be compliant with the NSW Education Standards accreditation process and maintenance.

Leaders will utilise school funding for Principal/

Success criteria for this strategic direction

The leadership team participates in capacity development programs and implements principles of evaluative thinking, continually monitoring the impact of programs and approaches used by all teachers resulting in improved practice as required. *SEF- Educational Leadership: Instructional Leadership*

A whole school approach ensures the most effective evidenced-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 student's learning improvement is monitored, demonstrating growth. *SEF- Effective Classroom Practice: Explicit Teaching*

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. *SEF- Data Skills and Use: Data Analysis.*

All teaching staff are high performing and are measured against Highly accomplished and LEAD teacher standards. *SEF- Professional Standards*

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes by strong Leading and Professional commitment?

Data:

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

- Professional Development Plans
- Lesson Observation feedback
- What Works Best Reflection guide

Initiatives

Instructional Leader PL to lead the development of professional learning and implement and support teaching and learning practices.

The SEF will be used to guide and support Professional Learning. QDAI will be used as an assessment tool to gauge effectiveness and impact.

Evaluation plan for this strategic direction

- Participation in the TTFM survey- additional questions.
- Charting and self-assessment against the SEF and High Impact Professional Learning (HIPL) School self-assessment tool
- School Plan milestones
- Regular Benchmarking- observable achievements entered into PLAN @ data and Progressions.
- Observations
- Achievement and maintenance of all staff at proficient.

Analysis:

Using QDAI, analysis will be embedded within the initiatives through implementing and monitoring progress. Review progress toward the improvement measures will be a semester process.

Implications:

Findings from the analysis will inform the school of:

- Future actions
- Regular review of the research and data sources during staff meetings to evaluate how effective they were.
- Annual reporting on school progress measures

Strategic Direction 3: Informed, Involved and Supportive Community

Purpose

To work collaboratively with the wider community to ensure the continued growth and development of the school.

Improvement measures

Target year: 2024

Community and Parent participation and engagement is tracked and data collected and analysed each term to evaluate school, home, community relationships, engagement and effectiveness.

Target year: 2024

Interschool shared systems for lesson observations, programming evaluations and performance development are embedded and used consistently and collectively to inform school/network practices. This is supported by the Quality Teaching Rounds model (QTR) and professional learning using 'Timperley's Conversations'.

Target year: 2024

Improvement as measured by the School Excellence Framework:

- **Teaching**
- Effective Classroom Practice - Excelling
- Learning and Development - Excelling
- **Leading**
- Educational Leadership - Excelling

Initiatives

Effective Community Partnerships and Communication

Promotion of school within the community with information sessions, booklets and flyers, social media pages at school and community settings.

Parent and community participation in: community garden, parent workshops, parent meetings, meet and greet evenings, open classroom days where parents and community will support students in STEAM activities.

Develop a strong sense of community mindedness and demonstrate the values taught to students the YCDI program. Community members are receptive to change and participate in school life following our PBL values of respect, responsibility and learning. Community can access information about the school through communication pathways.

Schools trial innovative practices and have shared processes in place to evaluate, refine and improve across the network. Inter-school professional learning communities focus on continuous improvement in learning, teaching and leading using shared planning and expertise.

- Barwon Network PDP process embedded with inter-school PDP goal setting established in targeted areas. with ongoing active participation to build network capacity.
- Inter-school scope & sequence document established for Science, Technology, Engineering, Arts and Mathematics (STEAM).
- Inter-school lesson observations, programming evaluations and professional feedback conducted to build shared capacity.
- Active participation in the Moree STEM Network, building capacity of all staff and students in the Barwon Network, in the areas of Project-based Learning, Technology integration and STEM implementations in schools.

Success criteria for this strategic direction

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations. *SEF- Educational Leadership- Community engagement*

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 that drives ongoing, school-wide improvement in teaching practice and student results. *SEF - Effective Classroom Practice*

Whole school and inter-school relationships provide mentoring and coaching support to ensure ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. *SEF- Learning and Development*

Teachers collaborate with staff in other schools to share and embed good practice. *SEF- Learning and Development*

Teaching staff demonstrate and share their expertise within their school and with other schools. The school trials innovative practices and has processes in place to evaluate, refine and scale success. *SEF- Learning and Development*

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose of inter-school relationships and explicit teaching practices that facilitate and demonstrate impact and improvement of school outcomes?

Data:

The following data sources will be used to analyse the initiatives for achieving the purpose and improvement measures of the strategic directions.

Initiatives

- PL for all staff in Project-based Learning and whole school implementation.

Learning alliances with other schools are established and focus on professional learning, evidence-based teaching and learning practices and collaborative planning and programming. Inter-school relationships are embedded and growing in targeted aspects of school planning (STEAM, Technology, Sports etc.). All teaching staff completed PL in Project-based learning (ProBL), Science syllabus and Design and Technology, 3D printing, Film making, Minecraft and STEAM. Project based learning is embedded across the school and integrates all other KLA's other than Literacy and Numeracy. Whole school explicit teaching programs are in place to support inquiry based learning across the biannual projects.

Evaluation plan for this strategic direction

- Informal observations
- Surveys- Tell Them From Me, parent, student, community
- Meetings- teaching and learning programming, P&C, inter-school, Facebook data
- Scout data
- Photos of collaborative learning for staff and students.
- PDP document analysis.

Analysis:

Using QDAI, analysis will be embedded within the initiatives through implementing and monitoring progress. Review progress toward the improvement measures will be a term process.

Implications:

Findings from the analysis will inform the school of:

- Future actions
- Regular review of the research and data sources during staff meetings to evaluate how effective they were.
- Annual reporting on school progress measures (published in the Annual Report each year, in the newsletter and on school website.

After analysing the data a determination will be made as to the future of the four years' work and "Where To Next?"