

# Strategic Improvement Plan 2021-2025

## Palmers Island Public School 2829



# School vision and context

## School vision statement

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At Palmers Island Public School, we strive for excellence in an inclusive environment where every student maximises their potential, through high expectations and strong community connections. We offer individualised, future focused learning to provide success for all our students.

## School context

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Palmers Island Public School has a current enrolment of 51 students, is a rural school located in the Lower Clarence Valley. School numbers have fluctuated in the past. We anticipate that this transient trend will continue in the future. Our Aboriginal student population fluctuates significantly. In 2022 16% of students identified as Aboriginal, compared to 25% of the current enrolment. We have three EAL/D students. Our FOEI is 135 and ICSEA 934 identifying us as a low socio-economic rural school demographic. Previously, the strategic directions of 'successful learners' and 'quality teaching,' focused on continual whole school improvement.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using visual learning principles we will provide opportunities to improve teacher practice and ensure students can monitor and achieve expected growth and attainment in their learning.

There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing. CESE, research and literature relates sports and physical activity with its relationship to wellbeing. There is a clear positive association between physical activity and wellbeing outcomes for students. Future-focused inclusive environments will promote student engagement in learning activities.

# Strategic Direction 1: Student growth and attainment

## Purpose

Staff will use data to inform evidence-based practices that differentiate teaching and learning experiences of all students at an individual level.

## Improvement measures

### Visible Learning

Achieve by year: 2025

Visible Learning principles are embedded in teaching and learning practices are understood and able to be articulated throughout whole school community.

### School Excellence Framework

Achieve by year: 2025

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\* SEF element 'Data skills and use' to move from delivering to excelling.

\* SEF element 'Learning and Development' to move from delivering to excelling.

### Numeracy growth

Achieve by year: 2023

Year 3 students (49.4) achieve expected, or above expected, growth in Numeracy as measured through the system Check-in Assessment and when compared to Statistically Similar School Groups (51.7) and State Averages (57.6).

### Reading growth

Achieve by year: 2023

Year 3 students (43.2) achieve expected, or above expected, growth in Reading as measured through the system Check-in Assessment and when compared to Statistically Similar School Groups (49.9) and State Averages (55.1).

### Reading growth

Achieve by year: 2023

## Initiatives

### Data Skills and Use for Quality Teaching

All staff will engage in strengthening their understanding and use of data to inform the teaching and learning process through:

- Staff to undertake 'Effective use of data' professional learning, using What Works Best document.
- Establish a Data Leadership Team who collects and analyses data to establish individual learning goals and inform where to next for effective teaching practices.
- Use of COVID ILSP funds to provide targeted assistance to improve reading and numeracy skill gaps as identified by individual assessments in reading and numeracy and measured against the Literacy and Numeracy Progressions.
- Data informed visible learning (learning intentions and success criteria) as an integral part of daily instruction in every classroom.

### A culture of Future Focused, Individual Learning

A pedagogical base for whole school teaching and learning:

- Undertake Visible Learning Professional Learning
- Collaboratively develop Student learning dispositions with school community
- Use Visible Learning principles to establish individual student learning goals, reflecting the Literacy and Numeracy progressions
- Classroom work environment is designed in consideration with individual student learning needs, underpinned by future focused pedagogies.
- Allocate professional learning and collaborative planning times to understand / program for implementation of Visible Learning in Literacy and Numeracy.

### Quality Teaching, Collaboration and Feedback

## Success criteria for this strategic direction

### Initiative 1:

#### Data skills and Use

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.

### Initiative 2:

#### A culture of Future Focused, Individual Learning

Families are actively engaged in their child's learning, working in close partnership with the school to support learning with access to student goals and progress through a variety of sources. All students can articulate their learning goals (as described by visible learning) in literacy and numeracy. Learning Intentions, Success Criteria, and Feedback are an embedded practice in all learning spaces across the school and are observable during formal observations.

### Initiative 3: Quality Teaching, Collaboration and Feedback

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

## Evaluation plan for this strategic direction

Q: To what extent have families engaged with and understood the Visual Learning Principles?

D: Percentage of parents involved with process. Parent feedback on process Visual Learning Principles. Teacher feedback.

A: All families engage collaboratively to set individual

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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Year 5 students (49.4) achieve expected, or above expected, growth in Reading as measured through the system Check-in Assessment and when compared to Statistically Similar School Groups (47.7) and State Averages (53.5).

### **Numeracy growth**

Achieve by year: 2023

Year 5 students (47.2) achieve expected, or above expected, growth in Numeracy as measured through the system Check-in Assessment and when compared to Statistically Similar School Groups (49.2) and State Averages (56.3).

## Initiatives

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All staff at Palmers Island Public School engage in opportunities for effective collaboration and feedback supporting quality teaching through the following:

- Staff to undertake 'collaboration' professional learning, using What Works Best document.
- Establish whole school and inter-school relationships that provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.
- Embedded systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.
- Staff share expertise within their school and with other schools. Teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school uses visible learning practices and has processes in place to evaluate, refine and scale success.

## Evaluation plan for this strategic direction

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student goals in semester one and two. Feedback indicates greater understanding of what students are working towards.

I: School will continue with ongoing co-developed individual learning goals for all students, resulting in increased levels of student attainment and community engagement.

# Strategic Direction 2: Wellbeing, Engagement and Attendance

## Purpose

A planned approach to developing whole school wellbeing processes using evidence-based research in the area of Physical Activity and Inclusive Future-Focused Learning environments to increase student wellbeing and engagement.

## Improvement measures

### Whole School Sporting Challenge

Achieve by year: 2022

Increase the number of teachers implementing 150 minutes of moderate to vigorous physical activity each week from 50 to a minimum of 150 minutes by 2022.

### Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending >90% of the time.

### Wellbeing

Achieve by year: 2023

Increase to 85% of students reporting expectations for success, advocacy and sense of belonging at school.

### Clubs Connect

Achieve by year: 2023

Increase the number of students participating in community or organised sport / recreation outside of school 55% by 2023.

### Individual Physical Activity Goal

Achieve by year: 2025

Increase the number of students reporting high levels of competence in sport and physical activity from 33% to 60% by 2024.

## Initiatives

### Gather baseline evidence from the school community (students, parents, carers and staff) in relation to wellbeing, sport and physical activity based on the health check.

Initiative 1:

- Perform 'School Health Check'
- Engage all students into 'Race Around Australia', a virtual physical activity challenge
- Encourage student participation in external team sport and physical activity programs

### Embed systems gathering processes for sport and physical activity and wellbeing based on the health check

Initiative 2:

- Teachers include 150 mins of vigorous exercise into planning
- Establish a sport and physical activity leadership team
- Regular self evaluation against the sport and physical activity; School Health Check

### Involve the whole school community in sport and physical activity programs.

Initiative 3:

- Involve the whole school community in sport and physical activity programs.
- Invite sporting bodies from the community to run programs, come and try days
- Upgrade of school facilities to promote community engagement in sport and physical activities
- The school regularly communicates positive messages about the benefits of being physically active

### Attendance - Every Day Counts

## Success criteria for this strategic direction

### Initiative 1:

The school has a whole-school approach to sport and physical activity and it is supported by the staff, students, families and the whole school community.

### Initiative 2

There are high quality opportunities for all students to participate in physical activity across the school day.

### Initiative 3

The school is seen as a hub for sport and physical activity and the facilities are utilised by the whole-community. Sport and physical activity is highly valued by those who associate with the school. Students have high levels of well-being in relation to academic and psychosocial outcomes.

### Initiative 4

The school has a whole-school approach to improved attendance which is supported by staff, students, families and the whole school community

### Initiative 5

Students have high levels of well-being in relation to academic and psychosocial outcomes.

## Evaluation plan for this strategic direction

Progress will be monitored through the self-evaluation against the Sport and Physical Activity: School Health Check, staff, student, family surveys, observations, focus groups and attendance. This will be conducted using the QDAI process.

Q. How can the school determine that its systems and process for enhancing student wellbeing through a whole-school approach to sport and physical activity have been achieved?

## Strategic Direction 2: Wellbeing, Engagement and Attendance

### Initiatives

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#### Initiative 4:

- Community engagement with attendance targets
- Targeted support for identified students
- Collaborative planning with staff, students, families, network specialists and wider school community to achieve targets.

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### Wellbeing - Success and Belonging

#### Initiative 5:

- Students have high levels of well-being in relation to academic and psychosocial outcomes
- Students and community participate in Tell Them From Me Surveys
- Got It Program initiated
- Second Step Program initiated
- Students can articulate links between the benefits of Physical activity to Wellbeing and reflect on their own positive experiences.
- River of Learning - in conjunction with Maclean High Schools River of Learning, Primary students would attend workshops with local AECG and elders to learn and stories of the Clarence River whilst creating a picture book.

### Evaluation plan for this strategic direction

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D. Self-assessment against Sport and Physical Activity: School Health Check.

Staff survey/observation data

Student and community voice surveys.

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

I. What are the implications for our work? Future directions and next steps.