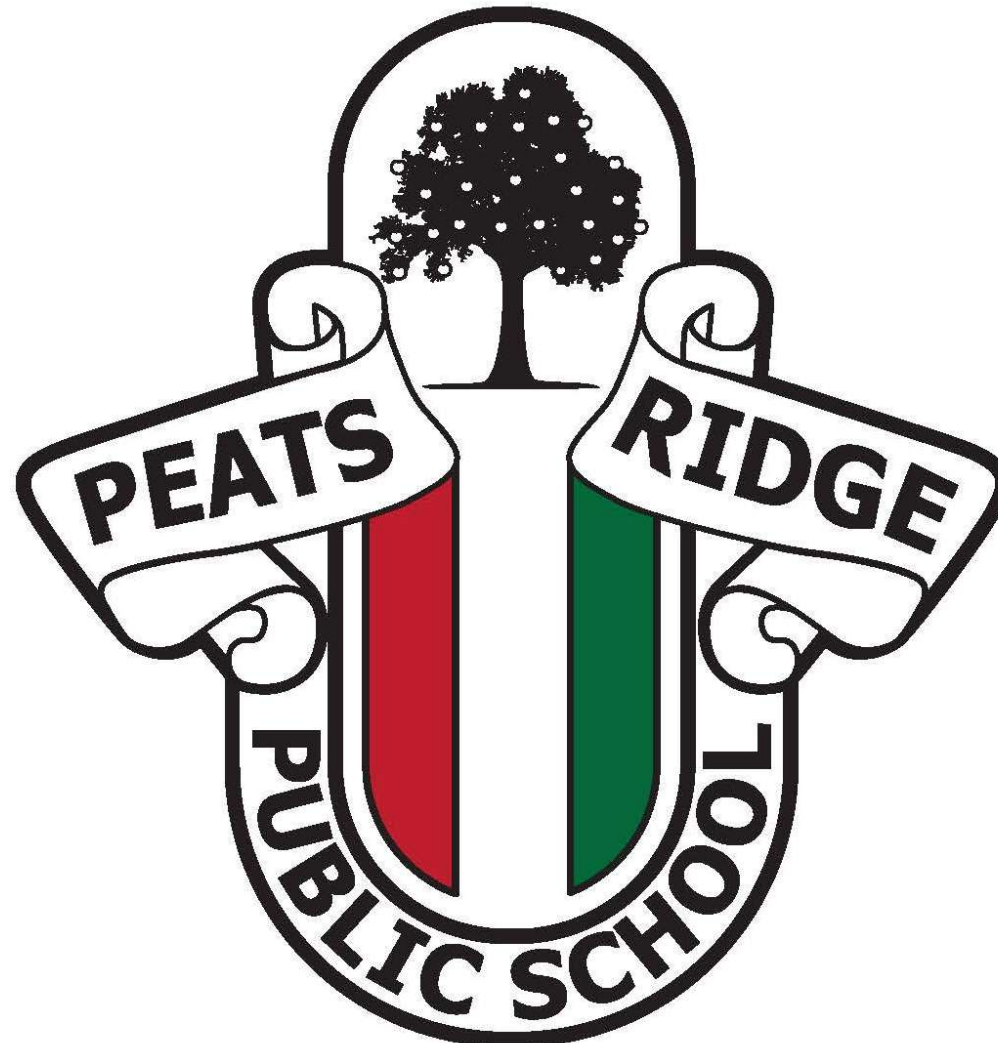


# Strategic Improvement Plan 2021-2024

## Peats Ridge Public School 2852



# School vision and context

## School vision statement

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At Peats Ridge Public School we strive for a positive learning culture where every student is engaged and motivated to deliver their best and continually improve. Strong learning partnerships are valued by all members of the broader school community and are seen as essential to helping students reach their full potential. All school staff share a collective responsibility for knowing and caring for every student's learning and well-being needs and uses genuinely collaborative systems and strategies to ensure that learning is maximised for all. We prepare our students to be engaged citizens in a complex and dynamic society.

## School context

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Peats Ridge PS, with a current enrolment of 15 students, is a rural and remote school located in the hinterland of the Central Coast, about 30 km from Gosford. The school site has beautiful native gardens, fruit trees and three lush playing fields. We currently employ a Wellbeing Chaplain for two days each week. She is responsible for some social and emotional programs within the school and she is active in the playground to support students. School numbers have fluctuated over the past five to ten years, with student numbers shifting from 50+ to the current 15. We anticipate that this trend will continue in the future. We currently have 0% of students identified as Aboriginal. We have two English as an Additional Language or Dialect (EAL/D) students of Chinese heritage. Our FOEI has dropped from 126 in 2019 to 72 this year.

Recent reflection has shown us that there is the need for a continued emphasis on explicit teaching and differentiated classroom practices in literacy and numeracy. Consistent practices of formative assessment along with improved school based data collection and management will address the needs identified in the situational analysis. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through effective data collection and use in planning engaging learning opportunities for all students. Through staff collaboration and feedback, strategies will be developed to deeply reflect on teaching and learning.

The situational analysis revealed the need for a strong focus on building relational trust with the whole school community, to make a planned approach to community connections, wellbeing, attendance and effective feedback to students about their learning. Community satisfaction and a positive learning culture will be achieved through the development and implementation of targeted social and emotional learning programs. Along with a commitment from all staff to nurture professional relationships with students and effective partnerships with parents and the broader community.

Our school plan was developed in consultation through a written parent survey, a parent focus group, teacher collaboration and student surveys.

We will build cultural awareness across the whole school community to build appreciation of current themes and priorities in Aboriginal Education. This will include using departmental documents such as Turning Policy into Action and the Walking Together, Working Together Partnership Agreement. We have consulted with members of the AECG and we will ensure that every student at Peats Ridge PS understands the heritage and culture of the Aboriginal Peoples on whose land they live. Future Aboriginal students at our school will be taught with high expectations for success in all Key Learning Areas and will engage with planned opportunities to learn about their heritage, culture and language.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise the reading and numeracy outcomes for every student, all staff will collaboratively utilise data to create a shared understanding of and collective responsibility for the learning needs of individual students. This will inform quality differentiation and point of need teaching for all students.

## Improvement measures

### Target year: 2022

Improvement in the percentage of students in the Small Schools Network achieving in the top 2 bands to be above the Small Schools Network lower bound system-negotiated target in Reading of 42%.

Increase the percentage of students in the Small Schools Network achieving in the top 2 bands, in Numeracy, by 5% or above to reach the Small Schools Network lower bound target of 32%.

### Target year: 2024

#### NAPLAN expected growth targets

- A minimum of 60% (lower bound) of Year 5 students achieve expected growth in Reading with an upper bound of 100%.
- A minimum of 60% (lower bound) of Year 5 students achieve expected growth in Numeracy with an upper bound of 100%.

#### NAPLAN Value-Add

- Value Add data moves from Delivering for K-3, 3-5 to Sustaining and Growing.

#### Progressions

PLAN2 data shows that 100% of students achieve or exceed expected growth in Understanding Texts and Quantifying Number reflecting data from internal school measures.

## Initiatives

### Assessment

Build teacher capabilities to develop and implement high quality assessment tasks in literacy and numeracy, that enable teachers to draw accurate conclusions about student learning.

- Build the capacity of teachers to focus on the attributes of high-quality assessment tasks in reading and numeracy (WWB- Effective Feedback, Use of data to inform practice).
- Design and implement a comprehensive assessment and programming system to meet the needs within the small school context.

### Data

Build teacher capabilities to analyse reading and numeracy data to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

- Create and embed dedicated time to support and record data to inform teaching and learning programs (WWB- Use of data to inform practice).
- Build teacher capacity to effectively use data to inform regular collaborative action towards quality differentiation for all students.

## Success criteria for this strategic direction

### Assessment

The school uses systematic and reliable assessment information to evaluate student learning 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 develop and implement a range of assessment strategies in determining teacher directions, monitoring and assessing student progress and reflecting on teacher effectiveness.

### Data

All teachers have a sound understanding of effective data analysis. They analyse and interpret data and use this to inform planning, identify interventions and modify teaching practice.

Collaborative data analysis identifies individual, group and whole school achievement and there is a systematic approach to the collection and analysis of data.

## Evaluation plan for this strategic direction

To what extent have we achieved the purpose for this strategic direction?

The following data sources will be used to analyse the effectiveness of the initiatives and provide future direction.

- Teacher feedback on professional learning and the impact on their teaching practice.
- School NAPLAN and Small Schools Network NAPLAN data.
- PLAN 2- quantifying number and understanding text
- DoE Check-In Assessments
- Internal school data

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### School Excellence Framework

Improvement as measured by the School Excellence Framework (SEF):

#### Learning:

- Assessment- Excelling

#### Teaching:

- Effective classroom practice- Excelling
- Data skills and use- Sustaining and Growing

#### Leading:

- Educational leadership- Sustaining and Growing

## Evaluation plan for this strategic direction

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- Teacher programs show evidence of differentiation.
- Parent Surveys
- Student focus groups
- Class walk throughs
- PDP Analysis
- Teaching Program reflection checklists
- Scope and Sequence documents
- Assessment Schedule

# Strategic Direction 2: Wellbeing and learning partnerships

## Purpose

We strive to embed a positive learning culture that enhances connections with the broader school community. Staff will engage in a planned approach to community connections, wellbeing and student engagement. High expectations, explicit teaching and targeted social and emotional learning programs will drive this direction. Relational trust with the wider community will support connectedness to school, and effective wellbeing initiatives where every student is known, valued and cared for.

## Improvement measures

### Target year: 2022

#### Attendance Data

Between 70% and 100% of students will attend school for greater than 90% of the time from a baseline of 91%.

#### Tell Them From Me Data

The percentage of students with positive wellbeing, in the areas of *sense of belonging* and *advocacy at school*, will increase to be equal to or above SSSG and State, from a baseline of 43% and 50%, respectively.

### Target year: 2024

#### Collaboration

A minimum of 90% of students can articulate their learning goals from a baseline of 10%.

#### School Excellence Framework

Improvement as measured by the School Excellence Framework (SEF):

#### Learning:

- Learning Culture, Attendance- Sustaining and Growing
- Wellbeing, A planned approach to wellbeing-

## Initiatives

### Collaboration for engagement

Build the capabilities of teachers to have an increased focus on student wellbeing through targeted social and emotional learning programs.

- Design implement and embed quality systems to support the wellbeing of all students (WWB-Wellbeing).
- A whole school, planned approach to implementing learning intentions, success criteria and goal setting with *understanding texts* and *quantifying number*, to ensure that students engage with the learning process and receive clear feedback.

### Positive Learning Culture

Promoting a culture of high expectations for all.

- To build relational trust with parents and the wider school community to support connectedness to the school.
- Building the capacity of staff to confidently engage and sustain quality educational based relationships.
- Quality differentiation and the implementation of the High Potential Gifted Education Policy will create a sustainable culture of high expectations for student learning and achievement by all school staff (WWB-High Expectations).

## Success criteria for this strategic direction

### Collaboration for engagement

There is a 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.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

### Positive Learning Culture

The whole school community demonstrates high, aspirational expectations of learning progress and achievement for all students. Effective partnerships with parents include active participation in the school, helping students to develop positive connections and motivation to deliver their best and continually improve.

Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.

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

## Evaluation plan for this strategic direction

To what extent have we achieved the purpose for this strategic direction?

The following data sources will be used to analyse the effectiveness of the initiatives and provide future direction.

- PLAN2 Data
- DoE Check in Assessment
- Student work samples demonstrate personalised success criteria and build on prior learning.

## Strategic Direction 2: Wellbeing and learning partnerships

### Improvement measures

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Sustaining and Growing

#### Teaching:

- Learning and development- Excelling

#### Leading:

- Educational leadership, Community engagement- Sustaining and Growing
  - Management practices and processes, Community satisfaction- Excelling
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### Evaluation plan for this strategic direction

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- Student voice evidenced in goal setting along with knowledge and understanding of Learning Intentions/ Success Criteria.
- Family/ Community focus group feedback on the effectiveness of the learning partnerships.
- Tell Them From Me data for Positive Wellbeing.
- Internal school data
- Teacher programs show evidence of differentiation.
- Parent Surveys
- Student focus groups
- Class walk throughs