

Strategic Improvement Plan 2021-2024

The Pocket Public School 2890



School vision and context

School vision statement

At The Pocket Public School we stand proudly on Bundjalung land, we are passionate about creating lifelong future focused visible learners in an engaging, quality learning environment supported by nurturing relationships

We promote a culture of excellence and high expectations for all. At The Pocket Public School nurture the whole child, their individuality and cultural diversity by collaboratively building emotional and academic resilience and a love of life long learning. We pride ourselves in tailoring our dynamic teaching and learning to the individual needs of our students, including the whole community.

We work collaboratively with our Valley of Small Schools and are committed to empowering our students to grow holistically as "learners for life" through creativity, critical thinking skills, communication, collaboration and compassion. VOSS schools are vibrant and creative which feature strong leadership of staff and students within a diverse, environmentally aware and active community of schools

School context

The Pocket Public School, with a current enrolment of 96 children, is a rural school located in the Brunswick Valley, 10 km west of Ocean Shores. Our school has steadily grown over the past 4 years from 52 children to 96. Our Aboriginal student population is currently 3% of our student population. Our average FOEI from the previous two years is 88.

The previous school plan laid strong foundations in the areas of collaboration, Visible Learning and data literacy. This enabled the school to be successful in meeting the selected improvement measures.

Through our situational analysis we have identified the need for two areas of focus. We will continue to delve deeper, refine and reengage the practices, approaches and pedagogy linked to Visible Learning undertaken in the last planning cycle. We will continue to build our data literacy skills through applying our previous knowledge acquired in writing to reading the numeracy in this planning cycle. We have also identified a need to focus on a strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. We will also continue to cement our links across the Valley of Small Schools through collaborating in an Inquiry Based Learning Project.

Our Strategic Directions:

Strategic Direction 1: Student Growth and Attainment

Strategic Direction 2: Collaborative Pedagogical Practices

Continual monitoring of student performance data will determine areas of need and success at a class and school level. An essential part of this process will be involving the whole school community.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all children. Students will be aware of their own progress linked to individual learning goals.

Improvement measures

Target year: 2022

Reading

Improvement in the percentage of students achieving in the top 2 bands to be above the lower bound system-negotiated target in reading of 60%

Target year: 2022

Numeracy

Improvement in the percentage of students achieving in the top 2 bands to be at or above the lower bound system-negotiated target in numeracy of 50%

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be at or above the lower bound system-negotiated target of 60%

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be at or above the lower bound system-negotiated target of 60%

Initiatives

Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff.
- Develop and refine formative and summative assessment data practices to identify student learning needs in reading and numeracy.
- Student summative and formative assessment data is regularly used school-wide to identify student achievements and progress in reading and numeracy, in order to reflect on teaching effectiveness and inform future school directions..
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Teaching and Learning

Embed a learning culture that enables students to create, receive feedback and achieve their clear and transparent learning goals.

- Continue to delve deeper, reengage and refine Visible Learning practices' across the school and utilising individual learning goals to drive continued improvement of all learners and teacher practice.
- Effectively use school assessment data to evaluate the impact / teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities utilising the high performance and gifted education policy.
- Develop, refine and embed systematic whole school models to build teacher capacity and collective pedagogical practice through high impact professional learning.

Success criteria for this strategic direction

Data Skills and Use

- Reading and numeracy learning goals for students are informed by internal and external student progress and achievement data. Progress towards student learning goals are monitored on 5 weekly cycles through the analysis of quality, valid and reliable data.
- All staff clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness.
- All 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 through PLAN2 and syllabus documents.

Curriculum

- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- Learning intentions, success criteria and feedback are an embedded practice in all learning spaces across the school.
- Staff evaluate, review and embed high impact reading and numeracy professional learning into their practice.

Evaluation plan for this strategic direction

The 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:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- NAPLAN data
- PAT Comprehension and Mathematics data
- Scout- Value added data
- Student work samples
- Literacy PLAN2 data in Phonological Awareness, Phonic knowledge and word recognition, Fluency and Understanding texts.
- Numeracy PLAN2 data.
- Student PLPs

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to maintain focus and meet school vision.

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

Strategic Direction 2: Collaborative Pedagogical Practices

Purpose

Professional discussion and collaboration will underpin the development of successful and innovative evidence based practices in order to improve teaching and learning and student engagement.

SEF-Learning and Development "Teachers collaborate with staff in other schools to share and embed good practice" p11

Improvement measures

Target year: 2024

All Pocket School Staff will identify themselves as proficient or expert in all IBL practices as measured by Kath Murdoch's self assessment tool.

Target year: 2023

Increased percentage of students attending school more than 90% of the time by 31% or above.

Target year: 2024

100% of children identifying themselves as proficient in school based dispositions.

Initiatives

Collaboration through Inquiry Based Learning

- An integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and is responsiveness in meeting the needs of all students across the VoSS.
- 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 (and mentors). This drives ongoing , school wide improvement in teaching practice and student results.
- Teaching staff demonstrate and share their expertise within their schools and within and between VoSS schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Collaboration Through Wellbeing

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

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Success criteria for this strategic direction

Collaborative Practice and Feedback

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice and the provision of specific and timely feedback between teachers.

Expertise and Innovation

Teaching staff demonstrate and share their expertise within their school and with other schools.

Wellbeing

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

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purposes and improvement measures of the strategic direction. This analysis will guide the school's future directions:

Complete and integrated Scope and sequence including KLA outcomes for assessment and reporting,

- peer observations
- coaching and mentoring minutes
- teacher involvement and attendance data
- Agile leadership meetings
- shared online platforms
- survey data (teacher and student)
- attendance data
- TTFM student, staff and parent survey

Strategic Direction 2: Collaborative Pedagogical Practices

Evaluation plan for this strategic direction

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the SEF framework's elements and themes
- Staff reflective sessions

Strategic Direction 3: SD 3

Purpose

Improvement measures

Target year: 2024

Target year: 2024

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction