

# Strategic Improvement Plan 2021-2024

## Quaama Public School 2917



# School vision and context

## School vision statement

Quaama Public School fosters a community of respect where people feel connected and safe. A strong sense of wellbeing is promoted through a positive practices tailored to meet each individual's needs to support academic attainment and development of the whole child.

## School context

Quaama Public School is a small, community focused school with a current enrolment of 41 students from K-6, situated between Cobargo and Bega on the Far South Coast. School numbers have fluctuated over the past seven years with student numbers ranging from 40 to 70 students. Our FOEI has increased 20 points over the last 3 years indicating a demographic change in the area. The school has 4 classrooms, a library and additional learning space. The school has a variety of areas for students to play and engage in outdoor activities ranging from a football oval, playground equipment, large shaded areas and a covered basketball court. Students also have access to a school bike track and a large orchard resulting from projects initiated by the school P&C.

The whole school approach to learning and wellbeing focuses on the values of Respect, Responsibility and being a great Learner. Teachers reinforce school wide expectations through positively acknowledging student behaviour and explicitly teaching expected behaviours.

Quaama PS is committed to improving the quality of teaching across all classes through targeted ongoing professional development. Teachers are dedicated to quality classroom practise and the training and reflection needed to for continuous improvement. There is a significant focus on improving the quality of numeracy teaching and improving student growth from year 3 to year 5. All students experience high quality music lessons each week with selected students taking part in a large music event at the Sydney Opera House each year. Quaama PS offers Japanese lessons once a week where all students are given the opportunity to learn the language and about the culture.

Quaama Public School is a proud member of the Sapphire Coast Learning Community (SCLC) working collaboratively to strengthen productive partnerships with Bega and Eden Community of Schools and Far South Coast Principals' Network. Together the schools serve a student population of over 3500 students from diverse and complex backgrounds. The schools have strong cultures of excellence in the arts and sporting pursuits and take great pride in the provision of a broad-based curriculum to ensure that all students have the opportunity to excel in areas of individual interest and talent.

Our situational analysis concluded that a strong emphasis on embedding effective classroom practices is a foundation to everything that occurs in the classroom. With a solid understanding of "what works best" in highly effective classrooms, teachers can reflect and coach each other to make the ongoing progress needed into the future. Embedding these quality practices will help build sustainability for any incoming teaching staff and avoid the issues that can pose challenges for small schools.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise the learning outcomes for every student, all staff will develop a deeper understanding of the concepts that underpin numeracy and literacy and how to effectively teach and assess these concepts. Staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

## Improvement measures

### Target year: 2022

Improvement in the proportion of students achieving in the Top 2 bands NAPLAN numeracy by 12.1%.

### Target year: 2022

Improvement in the proportion of students achieving in the Top 2 bands NAPLAN reading by 10.8%.

## Initiatives

### Evidence Based Data Driven Numeracy Practices and Interventions

In order to maximise the learning outcomes for every student, all staff will develop their deep knowledge and understanding of evidenced-based practices in support of improved student numeracy outcomes. Teachers will intentionally focus on improving data collection practices to analyse student progress and evaluate growth to meet their immediate needs in numeracy.

- Engage *staff* in high impact numeracy training and professional development
- Embed sustainable planning and assessment cycle practices across whole school
- Review and improve how differentiation is implemented for all students

### Embedding Evidence Based Best Practice in Teaching Early Years Reading

Develop an early years focus to embed the skills and strategies students need to become literate. Successful readers need teachers with high impact evidence based strategies. Teachers need to be purposeful and explicit with their teaching and also understand the importance of how to differentiate for the needs of specific students.

- Develop and refine high impact teaching strategies through professional development, team teaching and targeted observations
- Purposeful and explicit targeting teaching driven by accurate assessment
- Review current knowledge of learning progressions to support and align with assessment and teaching cycle
- Implement target differentiated learning plans for specific students needing adjustments

## Success criteria for this strategic direction

- 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. Teachers involve students and parents in planning to support learning, and share expected outcomes.
- All lessons are systematically planned as part of a coherent program. Accommodations and adjustments are made to suit needs as they arise.
- 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.
- The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.
- 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.
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.
- Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.
- Students are aware of - and most are showing - expected growth on internal school progress and achievement data
- School data shows that student progress and achievement on external measures is consistent with

# Strategic Direction 1: Student growth and attainment

## Success criteria for this strategic direction

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- progress and achievement on internal assessments.
- The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.
- Teachers collaborate with staff in other schools to share and embed good practice.
- Teachers use data effectively to evaluate student understanding of lesson content.
- Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.
- Teachers employ evidence-based effective teaching strategies.
- Progressions used before, during and after teaching .
- PLAN2 being updated systematically to develop an accurate record of progress.
- Essential assessment (maths) being used to drive teaching focus due to accurate and comprehensive data.
- Students explaining their specific learning goals to confirm understanding and increase self-regulation.
- Formative assessment impacting student learning and the actions they take from explicit and timely feedback.

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- To what extent has the quality of teaching practice improved as a result of training and professional development and are they being implemented with fidelity?
- How sustainable are the teaching and planning practices and what needs to be done to maintain or improve sustainability?
- To what extent has PLAN2 data been updated and how accurate is it?
- To what extent are IEP being implemented with fidelity? and impacting on student growth?

D.

- NAPLAN data
- Check-In assessment
- SCOUT - expected growth data
- Learning Progressions data
- Essential Assessment data
- Lesson observations and feedback
- Teacher 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.

## Strategic Direction 2: High quality, high impact evidence informed teaching practice

### Purpose

In order to maximise the learning outcomes for every student, all staff will investigate the evidence that supports high impact evidence informed teaching practice. To ensure teachers become highly effective practitioners they need to understand and implement practices that have the most impact on student learning and wellbeing.

### Improvement measures

#### Target year: 2022

Increase the proportion of students attending more than 90% of the time by 4.0%.

#### Target year: 2022

Increase the proportion of students reporting a positive sense of wellbeing through Tell Them From Me by 3.6%.

#### Target year: 2024

Improve SEF-SaS in all elements of the Teaching domain from Delivering to Sustaining and Growing.

### Initiatives

#### Explicit Teaching and Targeted Purposeful Feedback

**A whole school approach to ensure the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.**

- Professional learning and collaboration on using learning intentions
- Professional learning and collaboration on co-constructing success criteria
- Connecting with syllabus/progression and collaborative practice in data skills and use
- Professional learning and collaboration to embed effective formative assessment strategies

#### Whole School Wellbeing and Effective Classroom Management

**Embed a whole-school sustainable approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. To increase students ability to connect, succeed and thrive at school.**

- Build staff capacity to implement effective classroom practices through systematic training and support
- Embed whole school expectations through explicit teaching and feedback
- Teachers and students use restorative practices to build and maintain healthy relationships

### Success criteria for this strategic direction

- A whole school approach ensures the most effective evidence-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 students' learning improvement is monitored, demonstrating growth.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
- There is demonstrated commitment within the school community that all students make learning progress.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes
- The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve 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.
- 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.
- Assessment is used flexibly and responsively as an

## Strategic Direction 2: High quality, high impact evidence informed teaching practice

### Success criteria for this strategic direction

integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

- Peer Coaching model checklists from ECP modules
- All classrooms are well managed with a consistent, school wide approach. Minimal disruption (class and school-wide).
- Teachers share a flexible repertoire of strategies for classroom management and student engagement.
- Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.
- 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. Reporting on school performance is based on valid and reliable data and analysis.
- The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.
- Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.
- Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.
- Teachers share criteria for student assessment with students.
- Can students explain what they are learning? Why? How they will know if learned? How to improve?
- Every student can identify a member of staff who they can confidently turn for advice.

## Strategic Direction 2: High quality, high impact evidence informed teaching practice

### Success criteria for this strategic direction

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- Reduction in ODR (behaviour referrals).
- Increase in FishTales and healthy conversation to restore and maintain relationships.
- Reduction in suspensions and part day attendance plans.
- Increase in student TTFM responses and staff surveys.

### Evaluation plan for this strategic direction

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Q: To what extent has the training and coaching supported teachers to become highly effective classroom practitioners?

D: How much more time has been reclaimed (anecdotal accounts)

- PBL Self-Assessment survey (classrooms)
- TTFM surveys (Teacher, student and parents)
- PDP reflections
- SCOUT school dashboard student performance data
- PLAN2 data

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.