

Strategic Improvement Plan 2021-2025

Quandialla Public School 2920



School vision and context

School vision statement

At Quandialla Public School we are committed to empowering students to be confident, self motivated learners who are challenged to deliver their best and continually improve. They learn in a culture of high expectations developing resilient independent learners for future success. A strong commitment to student wellbeing is a focus within the school's inclusive community through fostering positive relationships.

School context

Quandialla Public School is a small K-6 school which is located in central NSW and the hub of a small farming community. In 2016 the school transitioned from a central school to a primary school. Since that time numbers have remained reasonably steady, ranging from 19 to 26 with the current enrolment in 2022 of 19 students. Aboriginal and Torres Strait Islander student numbers have fluctuated greatly with a peak of 5 students (19%) in 2017 to this year with no Aboriginal enrolments. Despite the effect of the drought on families, at this time it hasn't affected enrolment numbers. Based on children in the community aged 0-5 our enrolments should remain steady without any significant increase due to minimal employment opportunities in the area.

Our socio-economic ratings rank is above average with a FOEI of 97 in 2022 (school average is around 110) and an ICSEA of 1010 in 2021 (school average is 1000). We are resourced accordingly and use funding and resourcing to support students and build community engagement.

The school is staffed by committed and caring teaching staff who, together with our School Learning Support Officers, non-teaching staff and external professionals, provide high quality educational programs and support to cater for the varied learning needs of all students. Our school has a strong commitment to the development of the whole child, with a balance between reaching expected individualised academic achievement and a positive and supportive school environment where student wellbeing is supported resulting in increased academic success.

Building on from the findings of the Situational Analysis, the major focus included a commitment to a well-planned whole school approach to continuous school improvement and student performance, high expectation of relationships and a focus on the individual learner. Our focus will include

- School wide consistent assessment schedule and use of the Literacy and Numeracy Progressions.
- School wide consistent procedure for creating learning goals and learning intentions and informing parents of learning goals
- Adopt a cycle of identifying a focus, planning, implementing and reviewing
- Regular classroom observations.

Consultation has been conducted throughout the strategic improvement plan development through regular and ongoing discussion with P&C, parents and staff.

Strategic Direction 1: Student growth and attainment

Purpose

In order to provide continuous improvement for all students in Reading and Numeracy there is a whole school strategic and planned approach to implementing the most effective explicit teaching methods. The teaching will be supported by regular, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Improvement measures

Achieve by year: 2025

To excel in the theme of 'Student Growth' within the element of Student Performance Measures (Learning Domain).

Numeracy growth

Achieve by year: 2023

Increase the percentage of students achieving or exceeding expected growth in the sub-element of Multiplicative Strategies in the National Literacy Learning Progressions'

Reading growth

Achieve by year: 2023

Increase the percentage of students achieving or exceeding expected growth in the sub-element of Understanding Text in the National Literacy Learning Progressions.

Initiatives

Whole School Reading Strategy

Every student in our school will display at or above expected growth in Reading. This will be done through implementing a whole school reading strategy and will involve:

- Teacher high impact professional learning in evidence based teaching practices focusing on the effective practices in the teaching of Literacy.
- Expert use of student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Whole school systems of student feedback about learning and learning goals.
- 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.
- Ensure the individual learning needs of Aboriginal students are met through an integrated approach to quality teaching, curriculum and assessment.

Whole School Numeracy Strategy

Every student in our school will display at or above expected growth in numeracy. This will be done through implementing a whole school numeracy strategy involving:

- Teacher high impact professional learning in evidence based teaching practices focusing on the effective practices in the teaching of numeracy

(Neumans Error Analysis, number talks, teaching sprints)

- Expert use of student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Whole school systems of student feedback about learning and developing future learning goals.

Success criteria for this strategic direction

Whole school strategies for Literacy and numeracy incorporate a collaborative approach to quality teaching, curriculum planning, delivery and assessment which promotes learning excellence and responsiveness in meeting the targeted, individual needs of all students.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through the whole school collection of quality, valid and reliable data.

Lesson observations and teaching programs have a focus on explicit teaching practices.

The impact of Professional learning on the quality of teaching and student learning outcomes is evaluated for impact. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Assessment data and feedback is collected in both Literacy and numeracy on a regular and planned basis and used to inform teaching practice and direct learners and learning. As a result every student makes a years growth.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate impact and improvement of student growth?

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:

- NAPLAN data
- Scout - Value added data
- Check-in assessment
- Internal testing
- Student work samples

Strategic Direction 1: Student growth and attainment

Initiatives

- 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.
- Ensure the individual learning needs of Aboriginal students are met through an integrated approach to quality teaching, curriculum and assessment.

Evaluation plan for this strategic direction

- Observations
- Literacy and numeracy PLAN2 data
- Student Personal Learning Pathways
- Student goal setting
- Student and parent feedback

The evaluation plan will involve:

- Teaching staff collaborative five weekly review of data sources (using data wall) to provide clarity around whether we are on track for achieving the intended improvement measures.
- Weekly whole staff case management meetings to identify students at risk and appropriate interventions.
- Determination of where to next after analysis of data for individual students.
- Termly triangulation of data including qualitative and quantitative, internal and external data sources.

Strategic Direction 2: Connect, succeed, thrive and learn

Purpose

In order to support the social, emotional, behavioural and intellectual engagement of all students, a strategic and planned approach will be taken to implement whole school wellbeing evidence-based practices within the school. This will result in measurable improvement in wellbeing and engagement for students to support learning.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students (similar school groups) attending more than 90% of the time by an uplift of 23% or above.

Achieve by year: 2025

Increase the school attendance rate to be above 93%.

Wellbeing

Achieve by year: 2023

Proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) to be at or above 80%.

Initiatives

Whole school planned approach to wellbeing

Our school will implement whole school evidence based practices to promote student wellbeing to ensure optimum conditions for student learning.

- High impact professional learning in and proactively teaching healthy coping strategies, resilience and self-regulation.
- Teacher high impact professional learning in trauma informed practices and managing complex behaviours.
- Develop collaborative practices across the school and school community to support student wellbeing
- Develop robust internal systems and procedures to support meeting the individual learning and wellbeing needs of students.
- Use data to measure effectiveness of changed practices and to inform future direction.

Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, as a result of high impact professional learning resulting in measurable improvements in wellbeing and engagement to support learning.

Students, parents and teachers have a collective responsibility for student learning and have input into planning, so each student's wellbeing and learning needs are met through three way interviews and planning meetings.

The school is recognised as excellent and responsive by its community because it effectively caters for the range of equity issues in the school.

Wellbeing, behaviour and attendance plans are embedded practice and achieved for all students as required. Student learning and successes are shared with the parents.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate impact and improvement of student learning?

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:

- Student and parent surveys
- Behaviour incident records
- Attendance data
- Student Personal Learning Pathways
- Observations
- PLAN2 data

The evaluation plan will involve:

Strategic Direction 2: Connect, succeed, thrive and learn

Evaluation plan for this strategic direction

- regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Strategic Direction 3: High Expectations Leadership

Purpose

The school builds educational aspirations and continuous whole school improvement through a culture of instructional leadership and high expectations of learning and engagement resulting in sustained and measurable growth.

Improvement measures

Achieve by year: 2025

100% of teachers have embedded Professional Learning into their teaching practices and there is a clear impact on student learning.

Achieve by year: 2025

To excel in the theme of 'High Expectations Culture' within the element of Educational Leadership (Leading Domain)

Initiatives

High expectations leadership

The school principal leads whole school collaboration to promote continuous improvement supporting high aspirations for students and community.

- Teachers, students and parents will create and regularly monitor personal learning pathways for each student.
- Develop dedicated time for working with colleagues to plan, develop and refine teaching and learning programs based on the teaching and learning cycle.
- Develop and embed structures and processes for lesson observations, looking at impact of Professional Learning and teaching practices on student learning.
- The Australian Professional Standards for Teachers become embedded as a reference point for whole school reflection and improvement.

Success criteria for this strategic direction

A professional learning community which is focused on continuous improvement of teaching and learning is established.

Teachers have directly and regularly engaged with parents and students to improve the understanding of learning and strengthen student outcomes.

The school has a high performing teaching staff as measured against the Australian Professional Standards.

Teacher's capacities are continually built to ensure every student experiences high quality teaching, with success measured by improved student progress and achievement data.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate impact and improvement of student growth?

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:

- Staff observations
- Student and parent surveys
- PLAN 2 data
- Student Personalised Learning Pathways

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.