

Strategic Improvement Plan 2021-2025

Raglan Public School 2927



School vision and context

School vision statement

Our motto "Striving Higher" reflects our understanding and belief that all children can be confident and responsible individuals who aspire to achieve their full potential. We will support this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is known, valued and all achievements are celebrated.

We aim to ensure that the children at our school are provided with high-quality learning experiences based on a balanced curriculum with a focus on the core subjects of English and Mathematics. We foster our students' love of learning, encourage them to try new things, and give them a solid foundation to build on.

School context

Raglan Public School is located in the village of Raglan, 6km from Bathurst. The school is over 150 years old and has been located on the current site for 30 years. Raglan Public School has an enrolment of 213 students including 9% Aboriginal students and 6% ESL. The school has 9 classes and a staff of 26. The school covers an entire residential block, has large tree lined playgrounds and a forest garden learning area. The classrooms are modern, well-resourced and connected to large open plan learning areas. We have a well-resourced library and an integrated technology program.

Students come from diverse backgrounds with a wide range of abilities. The students participate in reading and mathematics groups to ensure they are achieving expected growth. To cater for the diversity of learning, support is offered to groups of students by the Reading Interventionist, Learning and Support Teacher and School Learning Support Officers. Intensive programs such as reading, phonemic awareness, fluency and number continue to support individual and small groups of students.

Teachers are committed to working together collaboratively to plan and deliver high quality Teaching and Learning. Systems are in place within the school to support collaboration and analysis of data to inform teaching and learning. Data is also used to set individual learning goals for students.

A review of internal and external assessment data indicates that we will be focusing on improvement in reading, comprehension, phonological awareness, fluency, number and measurement across the school. We will aim to make sure our students are engaged in their schooling and increase the numbers of students attending more than 90% of the time.

This evaluation has highlighted clear areas for improvement into the future and after extensive and authentic consultation with our community and the local AECG we will focus on the following key directions - Student growth and Attainment, High Expectations and Professional Practice.

We will strategically use our resources to achieve high quality service delivery and improved student outcomes. We will align resources to the initiatives in our Strategic Improvement Plan (SIP) and identify school staffing and other resources that are needed to achieve the desired impact. Regular monitor of our resourcing through teams such as the finance and school improvement teams will take place and adjustments to the allocation of resources will occur to ensure effective implementation.

Our school maintains a focus on both quality, explicit teaching and the provision of a broad range of opportunities in the performing arts and sport at local and state levels. Our choir and recorder groups regularly perform at the Opera House and Eisteddfod and our sporting teams participate in the NSW PSSA State Knockouts.

Our school continues to foster strong partnerships with parents, families and the wider community through Facebook, school website, School Stream, Class Dojo and involvement in a range of whole school activities. Our P&C is committed to working with the school to provide resources and foster community engagement.

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Raglan Public School is a member of the Bathurst Alliance and Bathurst Network of schools with the aim being to collaboratively lead and participate in professional learning.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student achievement we will implement and sustain whole school processes for collecting and analysing student assessment data in reading and numeracy to identify student achievements and progress, so that we can reflect on our teaching effectiveness and provide appropriate curriculum provision for every child.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

Data Driven Practice

To ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery in reading and numeracy. We will

- Prioritise professional learning in effective and efficient use of data.
- Regularly dedicate time to collecting and using data as a routine and regular part of teaching practice.
- Engage in collaborative analysis of data led by stage leaders, to use a range of meaningful data from all stages of the learning process to improve individual and collective high impact teaching strategies in the classroom as part of an ongoing improvement cycle.

Explicit Teaching

We are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. We will

- Plan a scope and sequence of lessons from the syllabus to systematically build students understanding of skills, concepts and content knowledge.
- Increase students' familiarity with the vocabulary so they can unpack assessment questions and understand exactly what they are being asked to do.
- Frequently use formative assessment to monitor student levels of understanding and facilitate opportunities for students to self-assess, reflect and monitor their work against the success criteria to meet and revise their learning goals.

Success criteria for this strategic direction

Students have strong skills in literacy and numeracy and consistently perform at high levels compared to like schools. They are making at or above expected growth. Equity groups are performing at the same level as all students in the school.

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

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.

Teaching and learning programs show evidence that they are adjusted to address individual student needs, ensuring that adjustments lead to improved learning. Teachers involve students and parents in planning to support learning and share expected outcomes.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement in students learning outcomes in literacy and numeracy?

Data: The following data sources will be used to regularly analyse the effectiveness of the improvement measures of the strategic direction. This analysis will guide future directions:

- * NAPLAN and check in assessment data
- * Scout - Value added data
- * Learning sprint data analysis
- * Student work samples
- * Literacy and numeracy PLAN 2 data
- * Student PLPs

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- * Student learning goals
- * Work units pre and post tests
- * Reading Benchmarks

Analysis: The evaluation plan will involve-

- * Regular review of these data sources to provide clarity around whether we are on track to achieve the improvement measures.
- * Regular professional discussion around the School Excellence Framework elements and themes.
- * Executive team and whole staff reflective and analysis sessions.
- * Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to validate conclusions.

Implication: After analysing the data a determination will be made as to the future of the four year plan and 'where to next?'

Strategic Direction 2: High Expectations of Success

Purpose

To create a school culture of high expectations that is strongly focused on learning and wellbeing and the building of educational aspiration and ongoing performance improvement throughout the school community so that all students engage, connect, succeed, thrive and learn..

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 90.09% in 2023 to 91.2% by 2027.

Initiatives

High Expectations

Embed a high expectation culture where students are well known, valued and supported in their learning. We will

- Provide increasingly more complex tasks that require deeper thinking and problem solving to ensure students are consistently challenged to learn new things.
- Engage with parents to encourage them to hold high expectations for their children by regularly informing them of their child's learning goals and progress.
- Establish clear and consistent expectations for learning by providing learning intentions and success criteria at the beginning of lessons and units of work.

Wellbeing

Establish clear and consistent expectations for learning and behaviour by fostering positive relationships across the school community. We will

- Select and develop strategies to proactively teach healthy coping strategies, resilience and self-regulation to promote student wellbeing.
- Initiate strategies to build positive learning environments in the classroom including checking in with students regularly.
- Systematically planned whole school attendance improvement strategies are developed and implemented

Success criteria for this strategic direction

Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations.

Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.

Curriculum provisions support increasing challenge and high expectations for student learning.

Consistent and systematic processes ensure absences do not impact on student learning outcomes.

Evaluation plan for this strategic direction

Question: How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

Data: The following data sources will be used to regularly analyse the effectiveness of the improvement measures of the strategic direction. This analysis will guide future directions:

Wellbeing Framework

Self assessment pre and post data.

Personal Attendance Plans.

Incident reports.

Suspension data.

Extra-curricular group data.

TTFM - Student wellbeing, family satisfaction.

Strategic Direction 2: High Expectations of Success

Evaluation plan for this strategic direction

Analysis: The evaluation plan will involve-

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- * Executive team and whole staff reflective and analysis sessions.
- * Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to validate conclusions.

Implication: After analysing the data a determination will be made as to the future of the four year plan and 'where to next'.

Strategic Direction 3: Professional Practice

Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff are collaborating effectively to embed evidence-based explicit teaching practice into their pedagogy. We will continue to develop a shared responsibility for student learning by high quality teaching that is enhanced by observations and sharing each other's practice.

Initiatives

Collaboration

Teachers will engage in effective collaboration to ensure best practice is identified and shared across classrooms. We will

- Work collaboratively to ensure teaching aligns with quality evidence based teaching practices that improve student outcomes.
- Analyse our own and others' teaching through observations and be provided with specific feedback about lessons and act on the feedback to refine and improve teaching and learning.
- Consistently dedicate collaboration time to plan, develop and refine teaching and learning programs and examine work samples.
- Observe lessons of expert teachers to develop an understanding of what works and what can be adopted.
- Demonstrate personal responsibility for maintaining and developing professional standards as our reference point for whole school reflection and improvement.

Professional Partnerships

Professional learning opportunities will be used to share and enhance evidence based teaching practices. We will

- Participate in professional networks and learning communities that focus on continuous student improvement.
- Connect with partner schools so that stages can connect and share ideas, resources and professional learning in reading, numeracy and wellbeing .
- Develop collaborative partnerships and decision making with all stakeholders to ensure a balanced and accurate judgement of the effectiveness of current practices and define further areas for improvement.

Success criteria for this strategic direction

The school uses an embedded and explicit system to facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

Strong collaboration within the school is enhanced by structuring Professional Learning within departments and across stages.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Evaluation plan for this strategic direction

Question: To what extent has the quality of teaching and learning improved as a result of teachers having engaged with collaborative practices?

Data: TTFM teacher and student SCOUT data, evidence of inclusion of QT and WWB in teaching programs, PLAN2 data, teacher professional development plans, Professional Learning evaluations and exit slips

Analysis: The evaluation plan will involve -

* Regular review of these data sources to provide clarity around whether we are on track to achieve the improvement measures.

* Regular professional discussion around the School Excellence Framework elements and themes.

* Executive team and whole staff reflective and analysis sessions.

* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to validate conclusions.

Implication: After analysing the data a determination will be made as to the future of the four year plan and 'where

Strategic Direction 3: Professional Practice

Evaluation plan for this strategic direction

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