

# Strategic Improvement Plan 2021-2024

## Rappville Public School 2937



# School vision and context

## School vision statement

***Rappville Public School in partnership with our community, develops and nurtures students to be confident, capable learners with a growth mindset. Students are supported and encouraged to be prepared for any learning challenge. The values of Respect, Responsibility, Safe and a Role Model are supported by our guiding principles of Honour, Courage, Challenge and Participation are embedded in our school's practices to promote high expectations, engagement and lifelong learning. Preparing young people for rewarding lives as engaged and thoughtful citizens.***

## School context

*Rappville Public School, is a small rural school in the Northern Rivers of NSW, surrounded by a small community. Approximately 32 kilometres from Casino. Enrolments for the school are drawn from the village of Rappville and surrounding rural areas.*

*We acknowledge the Birihn people of the Bundjalung Nation as the traditional custodians of the land on which our school is situated.*

*Rappville Public School comprises of modern buildings, Homework Club two afternoons a week, a Play Group "Play to Learn" providing opportunities for our younger community members to develop important skills while being creative and building relationships with the school early. Our Transition to Kindergarten Program is a key focus for our school community as it offers many opportunities to build positive relationships early while also linking supports if needed.*

*The school has dedicated and committed teaching staff who strive to cater for all the learning needs of all students. As a small school, all staff have a great understanding of all the students as individuals and cater for their complex and diverse needs.*

*Rappville Public School has strong relationships in the community and is involved in a very active Community of Schools (CLASS). Opportunities are regularly given to engage the students with their peers across this wider area and support the development of strong social networks/relationships to assist in the transitions from year 6 to year 7.*

*Developing and building on our students' knowledge and individual skills across literacy, numeracy and technology are key areas targeted. As highlighted through the Situational Analysis and consultation process, areas for improvement are staff use of data to inform practice, a whole-school approach to well-being practices and attendance improvement process to maximise student learning outcomes. Areas of continued development are transition to Kindergarten, transition to high school for year 6 and community connections.*

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around quality implementation of formative assessment practices to differentiate the curriculum to cater for the full range of abilities.

The development of the School Improvement Plan has been a collaboration of working closely with many key stakeholders. This includes our school community, the school P&C, parents and carers and the local AECG in Casino. We have consulted through meetings and a number of surveys that have received positive support for our focussed areas.

# Strategic Direction 1: Student growth and attainment

## Purpose

To further develop and refine data driven teaching practices that are responsive to the learning needs of individual students

## Improvement measures

### Target year: 2022

#### NAPLAN top two bands:

- Achieve an uplift of 6% across our collective network group. of years 3 and 5 students achieving in the top two bands in NAPLAN numeracy from our baseline data.
- Achieve an uplift of 5% across our collective network group. of years 3 and 5 students achieving in the top two bands in NAPLAN reading from our baseline data.

### Target year: 2023

#### NAPLAN value add:

- The proportion of students achieving expected growth in NAPLAN reading meets the system negotiated lower bound target.
- The proportion of students achieving expected growth in NAPLAN numeracy meets the system negotiated lower bound target.

### Target year: 2024

#### Progressions:

- 60% of all students achieve or exceed expected growth in Literacy and Numeracy using the Literacy and Numeracy progressions, PLAN 2 and syllabus indicators.

## Initiatives

### Effective Classroom Practice

***Across our whole school student assessment data is regularly used to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions***

- Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Staff collaboratively review and refine school data collation planning and teaching practice to maximise learning outcomes.

### Researched Informed Practice

**Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated and reviewed for impact and best practice. There are systems for collaboration and feedback to sustain quality teaching practice.**

- High impact professional learning in literacy and numeracy, progressions and the High Potential and Gifted Education policy to personalise learning and understanding.
- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice.

## Success criteria for this strategic direction

- All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.
- Individual student Goal setting occurs each term and at 5 week intervals a regular check in occurs. Tracked carefully through PLAN2 and PLPs.
- Data collected in Reading and Numeracy on a regular and planned basis and used responsively as an integral part of classroom practice.
- 90% of students articulate, understand and achieve their literacy and numeracy learning goals.
- Valid teacher judgement is evident across the school.
- data and feedback inform teaching practice and directs learning and learners.

## 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:

NAPLAN data

Scout data

Student work samples

Literacy and numeracy

PLAN2 data

Student PLPs

Student focus groups.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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- 70% of students K-6 will achieve within the expected end of year progression for Understanding Texts in literacy and Quantifying Numbers in Numeracy.

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### Target year: 2022

#### Self Directed Learning: Researched Based Practice:

- Embedded Practice of Learning Intentions exhibited in all classrooms with students engaging in self-assessment using success criteria for their literacy and numeracy goals.

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### Target year: 2022

- 80% of students in years two to six achieve annual expected growth as measured through PAT-R Comprehension.
- 80% of students in years two to six achieve annual expected growth as measured through PAT-M Numeracy.

## Evaluation plan for this strategic direction

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SEF SaS

PAT Assessments

### 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.
- Staff will analyse the data collected to determine how effective initiatives have been.
- All students will have PLPs to support their individual needs and progress.

# Strategic Direction 2: Connect, Thrive, Engage, Learn and Succeed: Well-being

## Purpose

To empower all students and staff through the development of practices that will support all to connect, thrive, engage, learn and succeed.

## Improvement measures

### Target year: 2022

The proportion of students attending school more than 90% of the time meets system generated lower bound target.

### Target year: 2024

TTFM student data survey reflects increased student responses around expectations for success, advocacy, sense of belonging and emotional resilience against 2020/21 internal school data.

### Target year: 2024

All students from Kindergarten to year 6 will be able to identify what their learning goals are for each targeted area.

### Target year: 2022

Well-being, behaviour and attendance plans are embedded practice and achieved for all students.

### Target year: 2024

Students engaged in learning outside of the classroom, connecting with environmental education, Aboriginal Education and physical education. The development of an outdoor learning space completed and utilised.

## Initiatives

### Well-being and Engagement

**There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.**

- Reviewing current well-being processes and their levels of alignment with the data from the Well-being Framework Self Assessment findings to establish focus areas around whole school well-being reform.
- Updating whole school approach to well-being processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, well-being, learning and engagement data is evidenced through updated PLPs.
- Embedding the well-being framework into school culture through ongoing staff professional learning in effective well-being strategies. Every student will be known, valued and cared for.

### Positive Learning Behaviours

**The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.**

- Implement a whole school systematic and sustained approach to the implementation of PBL. Core values are clearly defined and consistently embedded across all aspects of the school. Students are frequently recognised and rewarded, encouraging self-regulatory behaviours.
- Visible Learning will continue to be an integral part of the learning culture at the school. Effective methods of teaching are identified, promoted and modelled, and students' learning is monitored to demonstrate growth. Teachers are able to recognise and make adjustments to have the greatest possible impact on student learning outcomes.

## Success criteria for this strategic direction

- Positive, respectful relationships are evident and widespread among students and staff to promote student well-being to ensure optimum conditions for student engagement, learning and attendance across whole school.
- 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 well-being and learning needs in consultation with parents and carers.
- Teachers, parents and the community work together to support consistent and systemic processes that ensure student absences do not impact on student learning outcomes.
- A whole school approach to developing positive behaviour is in place to support student wellbeing and leads to improved student outcome as evidenced in TTFM survey and student engagement.
- Clear expectations and recognition of positive behaviours are embedded in school practice and acknowledged by the school community at a class, stage and school level. Staff implement classroom management plans stating expectations for learning and engagement.
- Students contribute to school wellbeing initiatives through student involvement and decision making.
- Ensure a positive, respectful and collaborative culture for learning and working together is established to enable professional learning and dialogue supportive of students and school learning programs.
- Staff undertake professional learning on proactive behaviour management practices and utilise learning in the learning environment as witnessed in lesson observations and IEP and individual behaviour management plans.

### **Evaluation plan for this strategic direction**

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Q: In what ways and to what extent do students and staff demonstrate skills to connect, thrive, succeed and learning within our school environment?

D: Attendance data, TTFM (4,5,6), informal student survey, PAT-social emotional.

A: Staff will analyse the data collected to determine how effectively the initiatives are being met.

I: Staff will determine future functions.