

# Strategic Improvement Plan 2021-2024

## Repton Public School 2955



# School vision and context

## School vision statement

Repton Public School provides a positive learning environment which fosters students' academic achievement and supports every child to become a resilient, respectful and responsible citizen. Our school is collaborative, creative and innovative, and we nurture the wellbeing and continuous progress of students and staff to flourish.

## School context

Repton Public School is a small school located on the Bellinger River in the Mid Coast Valley Network on the Mid North Coast. Our school has a current enrolment of 69 students including 10 Aboriginal students. Our school has a teaching Principal, 3 class teachers, a Learning and Support Teacher, a Librarian and Relief From Face to Face Teacher for each class teacher for 2 hrs per week. We have a Family Occupation and Education Index (FOEI) of 85 and the school supports students from low socio-economic backgrounds, those with additional needs and students with Aboriginal backgrounds. Repton Public School continues to focus on the quality of student outcomes in literacy and numeracy, environmental education through the implementation of Stephanie Alexander Kitchen Garden program, creative arts, music, sport and Gumbayngirr cultural programs. High expectations will be explicitly targeted by students, staff and families that support growth and achievement for all.

Repton Public School works in partnership with the community and other small schools in the area to deepen academic opportunities and social support for staff and students.

We reflect the needs of our school community through our Strategic Improvement Plan in alliance with the Department of Education's strategic plan and Premiers priorities. It reflects our commitment to excellence and equity through strategic resourcing and promotes high impact professional learning to build capacity across the school and improve student performance.

# Strategic Direction 1: Student growth and attainment

## Purpose

Repton Public school students are supported to achieve growth in learning outcomes in reading and numeracy. We will develop and sustain whole-school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed teaching strategies and reflective practices.

## Improvement measures

### Target year: 2022

- The number of students that will achieve in the top 2 bands in Numeracy will increase from the baseline by 6.2% (7 students).
- The number of students that will achieve in the top 2 bands in Reading will increase from the baseline by 3.9% (11 students).
- At least 55% of students will achieve expected growth in Numeracy (10 students)
- At least 70% of students will achieve expected growth in Reading (13 students)

### Target year: 2023

- The number of students that will achieve in the top 2 bands in Numeracy will increase from the baseline by at least 12% (8 students).
- The number of students that will achieve in the top 2 bands in Reading will be maintained from the baseline by 3% (11 students).
- At least 60% of students will achieve expected growth in Numeracy (11 students)
- At least 75% of students will achieve expected growth in Reading (14 students)

### Target year: 2024

- The number of students that will achieve in the top 2 bands in Numeracy will increase from the baseline by at least 17.6% (9 students).

## Initiatives

### Teacher Capacity

*Explicit teaching- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students. Teachers employ evidence-based teaching strategies in literacy and numeracy.*

- data walls for all individuals in reading, writing and numeracy - Assessment and data collection will be used to plan for and implement individualised learning.
- targeted literacy groups K-6 - Uninterrupted, differentiated, literacy sessions four times a week with experienced teaching staff using evidence based practices.
- Professional learning to support staff develop knowledge and best practice using evidence-based research.
- Teachers will collaborate and reflect on current teaching strategies.

### Collaborative data use for teaching

*Data use in teaching- Teachers 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.*

- Quality teaching programs with assessments and resources will be implemented to enhance student outcomes.
- Allocation of time for teachers to analyse ongoing assessment data, plan and apply adjustments in programs.
- Regular observations, reflection and feedback processes embedded K-6 within and across school.

## Success criteria for this strategic direction

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.

Students perform at high levels on external and internal school performance measures with closing of equity gaps.

All staff select from an effective range of strategies to provide targeted feedback based on informed and timely assessment of each students current needs. (Standard 5.2.3)

The school uses embedded and explicit systems that facilitate professional dialogue, collaborations, classroom observation, and the modelling of effective practice. This drives ongoing, school wide improvement in teaching practice and student results.

## Evaluation plan for this strategic direction

**Question:** How has our whole school process for explicit teaching using evidence based teaching methods improved learning outcomes for students in literacy and numeracy?

Were teachers able to use assessment data effectively to monitor and reflect on teaching directions using this information?

**Data:** NAPLAN data, data walls . K-6 tracking and monitoring (Progression data PLAN2), observation and feedback notes, PDPs

**Analysis:** analysis will take place at regularly scheduled staff meetings to refine data and determine next steps.

**Implications:** Implications and adjustments determined through data analysis will be represented through Implementation and Progress Monitoring.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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- The number of students that will achieve in the top 2 bands in Reading will be maintained from the baseline by 8.7% (12 students).
- At least 80% of students attending school at least 90% of time.
- At least 65% of students will achieve expected growth in Numeracy (12 students)
- At least 80% of students will achieve expected growth in Reading (15 students)

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### Target year: 2024

In the *Teaching* domain of the *School Excellence Framework* under *Learning and Development*, we will achieve excelling in the theme of *Collaborative Practice* and *Feedback*.

In the *Teaching* domain of the *School Excellence Framework* under *Data Skills and Use* we will achieve excelling in the theme of *Data use in teaching* and *Data use in planning*.

## Strategic Direction 2: Wellbeing

### Purpose

Repton Public school creates teaching and learning environments that are focused on building individual and collective well-being through a climate of care and positivity. Staff nurture professional relationships with students which are safe, respectful and supportive so that students are healthy, happy, engaged and successful individuals.

### Improvement measures

#### Target year: 2022

- At least 93% of students will be making positive wellbeing reports.
- The number of students that will attend at least 90% of the time will increase from the baseline by 6.6%.

#### Target year: 2023

- 95% of students report a positive sense of wellbeing.
- Every classroom will have a common language and consistent approach to goal setting and the recognition of achievement with PBL expectations.

#### Target year: 2024

- 95% of students demonstrate positive growth in social- emotional outcomes including sense of belonging and interest/motivation.
- Participation in extra curricula activities will show 2% increased engagement and effort
- The number of students who are attending school at least 90% of the time will increase from the baseline by 8%.

#### Target year: 2024

- In the domain of learning in the themes school culture and a planned approach to wellbeing, our school will be deemed excelling.

### Initiatives

#### Wellbeing

A planned approach to wellbeing: *the school has 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.*

- PBL will be fully implemented through a targeted approach across the whole school. Lessons will be implemented during a set time each fortnight, during assemblies. The focus for each lesson will be initiated during the prior weeks staff meeting to remain relevant, targeted and data driven.
- Create student representative council to conduct meetings with students. Discussion will be analysed to ensure all student opinions are considered and school programs are reflective of current values.
- Acknowledgement of success and achievement of individuals including those with disability, ATSI and cultural diversity.
- Students will demonstrate value laden behaviours including inclusivity, tolerance, and celebrating diversity.

#### Engagement

High Expectations: *The school culture is strongly focused on learning with the whole school community demonstrating aspirational expectations of learning progress for all students who are motivated to do their best and continually improve.*

- Student interest groups will be further developed to improve student engagement, strengths and success. Students and families will be asked to share their interests and skills so that programs support students in their learning. A range of programs will be implemented to support belonging, advocacy and expectations of success. eg. Stephanie Alexander Kitchen garden, Riverwatch, Debating group, chess club.
- Students will be supported in understanding and

### Success criteria for this strategic direction

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

Teachers will establish and implement inclusive and positive interactions to engage and support all students in classroom activities. (Standard 4.1.2)

Students have regular opportunities to meet with staff members who can provide advice, support and assistance to help students fulfil their potential.

### Evaluation plan for this strategic direction

**Question:** Has the student wellbeing at Repton Public school improved and as a result, have learning outcomes improved?

Has student attendance increased as a result of improved learning culture and engagement?

**Data:** Student surveys, Parent emails/messaging, TTFM, feedback forms, SRC meeting minutes, behaviour/Attendance/performance data

**Analysis:** analysis will take place at regularly scheduled staff meetings to refine data and determine next steps.

**Implications:** Implications and adjustments determined through data analysis will be represented through Implementation and Progress Monitoring.

## Strategic Direction 2: Wellbeing

### Initiatives

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developing educational aspirations. Teachers will provide opportunities to develop strategies using Smiling Minds and Peer Support programs.

- High attendance rates will be further enhanced through students attending more than 90% of time with positive engagement at school.
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# Strategic Direction 3: A Collaborative approach

## Purpose

Repton Public School recognises the importance of working together to ensure all students make a strong start in life and learning. Every student is known, valued and cared for, and challenged to continue to learn. Teachers use evidence-informed practices and work together to share expertise, building their capacity resulting in improved learning outcomes for students.

## Improvement measures

### Target year: 2022

- Authentic community engagement will show increased parent communication school and participation in activities.
- 100% of students have learning goals K-6 identified in literacy and numeracy.

### Target year: 2023

- feedback forms are used for staff development and improvement with collaborative coaching meetings at least 4 times per year.
- Increased response to parent communication via social media and website visits.

### Target year: 2024

- Identification and record of achievement of student learning goals are shared with students, staff and families each term 4 times per year.
- all staff complete teaching observation and feedback practices twice a year.
- teacher improvement is evident through self assessment practices.

### Target year: 2024

- In the domain of Learning in Reporting theme of Parent engagement, we will be deemed excelling.
- In Teaching domain for learning and development our school will be deemed excelling in coaching and

## Initiatives

### Quality teaching

*Coaching and Mentoring- Whole school mentoring and coaching support will ensure the ongoing development and improvement of all teachers within and across schools.*

- sharing and observing teaching practices with our school and within the ROC community and identify evidenced-informed practice from QTF in teaching observations.
- teachers support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
- We will share current data, trends, teaching and assessment strategies with ROC schools in regular meetings.

### Community Engagement

*Reporting- Parent engagement means that Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.*

- Text messages, social media and emails used to share success stories and communicate with families.
- ILPs/PLPs created with families to set literacy and numeracy or social wellbeing goals.
- Newsletters will highlight student goals and achievements.
- P&C meetings will be available to share information with the community about school goals.
- Opportunities will be considered for families to come into classrooms to discuss learning with teachers and students.

## Success criteria for this strategic direction

Whole school and interschool relationships provide mentoring and coaching support, share and embed good practice and demonstrate their expertise in deploying effective teaching strategies within and across school .

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

A range of teaching strategies are used to implement effective teaching and learning. (Standard 3.4.3)

## Evaluation plan for this strategic direction

**Question:** How will we know that quality teaching and increased community engagement has improved learning outcomes for all students?

**Data:** Staff and student surveys including TTFM, Teacher self assessment tool, Lesson observations forms, ILP/PLPs and student goals and records of goal setting, P&C meeting minutes, Invitations to parent meetings

**Analysis:** analysis will take place at regularly scheduled staff meetings to refine data and determine next steps.

**Implications:** Implications and adjustments determined through data analysis will be represented through Implementation and Progress Monitoring.

# Strategic Direction 3: A Collaborative approach

## Improvement measures

mentoring.

## Initiatives

- Student learning goals will be reflected in all learning spaces for all students in literacy and numeracy.