Strategic Improvement Plan 2021-2024

The Risk Public School 2968

School vision and context

School vision statement

The Risk Public School community believe that every student should be known, valued and cared for. Our vision is to be a school where high expectations are set and nurtured as part of the daily practice by high quality staff. Student achievements are celebrated, academically and socially, to enhance student wellbeing which lead to an inclusive school culture. Genuine collaboration between all stakeholders is facilitated to ensure each individual child maximises their learning journey.

School context

The Risk Public School is a K-6 primary school providing an attractive and stimulating learning environment for local community families. The school is located 20km north from Kyogle in a peaceful rural setting surrounded by farmland. The Risk PS is known for promoting individualised learning programs to support student growth. The Risk PS is known for its sporting excellence. The parents, P&C and local community are strong supporters of the school with regular fundraising and social activities assisting the school to stay connected to the community.

Through our situational analysis, we have identified a need to build teacher capacity to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised by all. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided when identified.

We will support the continuous improvement of teaching practices across the school and we will continue to strengthen the wellbeing and school community involvement of all of our stakeholders.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure every student in our school improves in reading and numeracy every year through high expectations and quality teaching practices with a strong focus on explicit instruction that caters to individual leaning needs, while recognising that each student comes to school with a different set of experiences, knowledge and skills.

Improvement measures

Target year: 2022

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

Target year: 2023

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

Target year: 2024

80% or above of students in Years 1-6 achieve 1 + years growth in reading and numeracy through internal formal assessments

Initiatives

Reading and Numeracy

- provide targeted intervention and extension in reading and numeracy for identified students;

- embed whole school effective classroom practices in reading and numeracy instruction that are explicit, sequential and systematic. These will be based on the evidence based practices of effective reading instruction (oral language development, phonemic awareness, phonics, fluency, vocabulary and comprehension);

- ensure consistent, school wide assessment practices are in place to monitor, plan, teach and report on student reading progress;

- invest in high quality, high impact reading resources;

Learning Culture

- ensure students receive targeted and differentiated support within our school environment in accordance with the Wellbeing Framework to maximise their own learning journey;

- support students to be the leaders and build partnerships with community to demonstrate aspiration expectations of learning growth;

- ensure our attendance policy and its implementation supports our teachers, parents and the community; and

- build all students knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people to foster student cultural connectedness.

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.

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

The school's value-add trend is positive and 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 progress and achievement on internal assessments

Teachers, parents and the community work together to support consistent and systematic processes that ensure student needs are addressed to best maximise student learning outcomes.

Evaluation plan for this strategic direction

At our school, we will use the QDAI evaluative thinking process to evaluate the effectiveness of our school plan.

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data: We will use a combination of data sources.

These will include:

Internal assessment, PLAN2, Reading Levels External, NAPLAN, SCOUT data, student work samples, School Excellence Framework (SEF S-aS),Teaching and Learning Program, Individual Learning Plans, attendance data, surveys, Administrative practices - processes,

Evaluation plan for this strategic direction

Wellbeing Framework,

Analysis: Ongoing analysis will measure the success of initiatives through the 'progress and implementation monitoring' process.

Areas for improvement or modification will be identified and enacted. The school will review progress towards the improvement measures as part of the 'Annual Reflection' process.

Implications: The findings of the analysis will inform:

* Future actions

* Annual reporting on school progress measures

Strategic Direction 2: Building staff capacity

Purpose

The school has an agreed evidence based system for the collection and use of data within our school to drive effective teaching practice. There is school-wide, collective responsibility for every staff member to continually improve on their practice every year.

Improvement measures

Target year: 2024

The school validates itself through School Excellence Framework at the excelling level of the 'Learning and Development' element within the teaching domain.

Target year: 2024

The school validates itself through School Excellence Framework at the excelling level of the 'Data Skills and Use' element within the teaching domain.

Target year: 2024

The school validates itself through School Excellence Framework at the excelling level of the 'Management Practices and Processes' element within the leading domain.

Initiatives

Data skills and use

- use systematic and reliable assessment strategies to determine teaching directions, monitoring and assessing student progress and achievement, and reflect on teaching effectiveness and adjust future teaching and learning as required;

- build the capacity of staff to use data as both formative and summative assessment tool and regularly adjust learning to suit need;

- plan and develop highly effective teaching and learning programs with ongoing monitoring for success based off formative and summative assessments of students knowledge; and

- teachers deliver skilled and explicit learning experiences that best support students identified individual needs.

Professional Practice

- engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals;

- ensure teaching and non-teaching staff proactively seek to improve their performance through feedback, observation, goal setting and regular check ins and record professional goals through the annual accreditation cycle;

- implement streamlined, flexible processes to provide parents and community members are supported to engage in a range of school-related activities which help build the school as a cohesive educational community;

- and; contribute to our Community of Schools (COLOURSS) and build productive links with the wider community to improve teaching and learning.

Success criteria for this strategic direction

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

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.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff to improve whole school practice.

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.

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

Evaluation plan for this strategic direction

At our school, we will use the QDAI evaluative thinking process to evaluate the effectiveness of our school plan.

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement on staff capacity towards improved student outcomes?

Data: We will use a combination of data sources.

Strategic Direction 2: Building staff capacity

Evaluation plan for this strategic direction

These will include:

Internal assessment, PLAN2, NAPLAN, SCOUT data, observations, meetings, PDP's/Accreditation, School Excellence Framework (SEF S-aS), Teaching and Learning Program

Analysis: Ongoing analysis will measure the success of initiatives through the 'progress and implementation monitoring' process.

Areas for improvement or modification will be identified and enacted. The school will review progress towards the improvement measures as part of the 'Annual Reflection' process.

Implications: The findings of the analysis will inform:

* Future actions

* Annual reporting on school progress measures