

Strategic Improvement Plan 2021-2024

Whian Whian Public School 2980



School vision and context

School vision statement

The vision of Whian Whian Public school is to have high expectations. Our school community promotes a positive learning culture in a supportive environment. Our vision is for students to be committed to achieving individual success through a feeling of ownership in a wide range of learning opportunities. We create an environment where students are excited to participate in their own learning.

School context

Whian Whian is a small school with a current enrolment of 12 students. It is situated in a rural area, in the hills near Rocky creek dam, 24 kilometres to the north of Lismore.

There is a stable and committed staff.

Members of the community are very diverse in their background, lifestyle, beliefs and needs. One aspect the community members share is positive support of the school and enthusiasm to participate.

Students experience a wide range of learning experiences in all areas of the curriculum. While a focus on literacy and numeracy is evident, the students enjoy varied art and music opportunities and weekly tennis coaching. Quality programs in Science and Personal Development are implemented. The school is well resourced for the STEM (Science Technology Engineering and Mathematics) program which is in the relatively early stages of implementation.

Participation and inclusivity are proud parts of the school culture. All students are included in all activities. The school band is a whole school band. All students participate in all events and visits.

Students from Kinder to Year 6 have a wide range of educational needs. This requires differentiated learning activities. We consistently provide levels of support to ensure success for the learning of each individual.

Our school has completed a comprehensive situational analysis leading to the formation of this plan. Areas identified as having a high focus in the plan were the continued improvement in classroom practice. While our teachers are dedicated and skilled, they believe there are areas where improvement could result in even higher student and parent engagement, resulting in learning growth. Assessment, data collection and documentation resulting in the use of this information, features heavily in this Strategic Improvement Plan, as it was identified by staff as an area we would like to improve in.

Parent communication identified a desire for improved opportunities and an increase in the community's ability to engage in student learning.

Our school prides itself on celebrating diversity, high levels of participation and student, staff and community achievement.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes in reading and numeracy for every student, all staff will use data to understand the learning needs and inform differentiated teaching for each student.

Improvement measures

Target year: 2024

The School Excellence Framework Learning Domain - Assessment - Whole school monitoring of student learning, demonstrates "Excelling".

Target year: 2024

The School Excellence Framework Learning Domain - element Curriculum - Differentiation, demonstrates "Excelling".

Target year: 2023

A minimum of 60% of students achieving at or above expected growth in reading.

Target year: 2023

A minimum of 60% of students achieving at or above expected growth in numeracy.

Target year: 2024

The School Excellence Framework Teaching Domain - element Data skills and use - Data analysis, demonstrates "Excelling".

Initiatives

Reading

Effectively collect and analyse relevant data and use this data in planning for individual learning needs through collaboratively planned quality, differentiated programs.

Enable staff through high impact professional learning to be more proficient in data use in teaching reading. This will drive planning, differentiation and allocation of staff.

Develop data driven, dynamic reading programs, including PLSPs (Personalised Learning Support Plans) collaboratively with all stakeholders.

Numeracy

Effectively collect and analyse relevant data and use this data in planning for individual learning needs through collaboratively planned quality, differentiated programs.

Enable staff through high impact professional learning to be more proficient in data use in teaching numeracy. This will drive planning, differentiation and allocation of staff.

Develop data driven, dynamic numeracy programs, including PLSPs collaboratively with all stakeholders.

Success criteria for this strategic direction

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments. (SEF element - Assessment - Whole school monitoring).

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. (SEF element - Assessment - Summative).

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (SEF element Assessment - Student performance measures - student growth).

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning and share expected outcomes. (SEF - Learning Domain - element Curriculum - Differentiation).

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (SEF - Teaching Domain - element Data skills and use - Data analysis).

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

(SEF - Teaching Domain - element Professional standards - Literacy and Numeracy focus).

Evaluation plan for this strategic direction

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. Some examples of these are:

- Internal assessment, eg. PLAN 2, PAT, running records
- Observations
- Document analysis - student work samples
- Surveys - student voice
- Recorded visual Interviews/ activities responses
- Photos of collaborative learning of students and staff
- SCOUT data
- SEF SaS- School wide processes for addressing improvement in student performance

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress toward improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures.

Strategic Direction 2: Quality teaching practices

Purpose

The increased knowledge and improved practice of teachers and support staff will improve engagement, leading to individual student learning outcomes being achieved at a higher level.

Improvement measures

Target year: 2024

The School Excellence Framework Teaching Domain - Effective classroom practice - Explicit teaching, demonstrates "Excelling".

Target year: 2024

The School Excellence Framework Teaching Domain - Effective classroom practice - Feedback, demonstrates "Excelling".

Target year: 2024

The School Excellence Framework Teaching Domain - Effective classroom practice - Classroom Management, demonstrates "Excelling".

Target year: 2024

The School Excellence Framework Teaching Domain - Professional standards - Improvement of practice, demonstrates "Excelling".

Initiatives

Effective classroom practice

Improve learning outcomes for each student, through enhanced classroom practice and well planned professional teaching and learning programs linked to the teaching standards.

Embed a positive school culture through consistent and well planned approaches to classroom management, providing a learning environment that is positive, safe and conducive to each individual student's learning.

A whole school approach will support the collaborative development of teaching programs that will be clear, data driven, innovative and collaborative. They will be well documented in all Key Learning Areas.

High Impact Professional Learning will be linked to the Strategic Improvement Plan and Australian professional standards for Teachers. Professional Development Plans will be developed in identified areas and the impact assessed and recorded.

Success criteria for this strategic direction

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. (SEF element - Teaching domain - Effective classroom practice- Lesson planning).

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF element - Teaching domain - Effective Classroom Practice - Feedback).

Teachers clearly understand, develop and apply a full range of assessment strategies- assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (SEF element - Teaching domain - Data use in teaching).

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers and improve practice as required.

(SEF element - Teaching domain - Professional standards - Improvement of teaching).

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

Strategic Direction 2: Quality teaching practices

Success criteria for this strategic direction

strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

(SEF element - Teaching domain - Effective classroom practice - Explicit teaching).

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

(SEF element - Teaching domain - Effective classroom practice - Classroom management).

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate that increased knowledge and improved practice of teachers and support staff have improved engagement and lead to improvement of student outcomes?

Data:

We will use a combination of data sources. These will include:

- Internal assessment, eg. PLAN 2, PAT, running records
- External assessment, eg. NAPLAN
- Observations
- Document analysis - student work samples
- Surveys - student voice
- Recorded visual Interviews/ activities responses
- Photos of collaborative learning of students and staff

Strategic Direction 2: Quality teaching practices

Evaluation plan for this strategic direction

- SCOUT data
- SEF SaS- School wide processes for addressing improvement in student performance

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress toward improvement measures.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures.

Strategic Direction 3: Leading the school and community.

Purpose

In order to continue to build strong community engagement, we will focus on quality service as a school.

Improvement measures

Target year: 2024

The School Excellence Framework Learning Domain - Learning Culture - High Expectations, demonstrates "Excelling".

Target year: 2024

The School Excellence Framework Teaching Domain - Learning and Development - Collaborative practice and feedback, demonstrates "Excelling".

Target year: 2024

The School Excellence Framework Leading Domain - Management Practices and Processes - Administrative systems and processes, demonstrates "Excelling".

Target year: 2024

The School Excellence Framework Leading Domain - School Resources - Financial management, demonstrates "Excelling".

Target year: 2022

Attendance meets the lower bound target of system negotiated targets, >70% of students are attending >90%.

The School Excellence Framework Learning Domain - Learning Culture - Attendance, demonstrates "Excelling".

Initiatives

Community, an essential part of our school.

Consolidate and enhance community and parent engagement and participation in school life, with the continued development of our positive learning culture a priority.

Consistently promote a culture of high expectations for all stake holders.

Develop and regularly evaluate an improved communication system, which is collaborative, co-operative and effective.

Ensure robust admin systems are in place with processes to monitor their effectiveness.

Consistently encourage all staff members to interact effectively in all communication methods.

Improve transparency and monitoring of budgeting practices, including the use of Enterprise Financial Planning Tool.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF Learning Domain - Learning culture - High expectations).

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. (SEF- Leading Domain - Educational Leadership - Community engagement).

Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals. (SEF - Leading Domain - School Resources - Financial management).

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness. (SEF - Leading Domain - Management Practices and Processes - Administrative systems and processes).

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. This drives ongoing, school wide improvement in teaching practice and student results. (SEF - Teaching Domain - Learning and Development - Collaborative practice and feedback).

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (SEF - Learning Domain - Learning Culture - Transitions and continuity of learning).

Strategic Direction 3: Leading the school and community.

Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

(SEF - Learning Domain - Learning Culture - Attendance).

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate improved community engagement and quality service?

Data:

We will use a combination of data sources. These will include:

- Internal assessment, eg. PLAN 2, PAT, running records
- External assessment, eg. NAPLAN
- Observations
- Document analysis - student work samples
- Surveys - student voice
- Recorded visual Interviews/ activities responses
- Photos of collaborative learning of students and staff
- SCOUT data
- SEF SaS- School wide processes for addressing improvement in student performance

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress toward improvement measures.

Implications:

Strategic Direction 3: Leading the school and community.

Evaluation plan for this strategic direction

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures.