

Strategic Improvement Plan 2021-2024

Ross Hill Public School 2997



School vision and context

School vision statement

Ross Hill Public School is committed to facilitating quality, research-based pedagogy to develop creative and critical thinkers to be successful in an ever-changing society. Our staff and students will work together to create a collaborative learning environment. The diverse academic, social, emotional, and cultural needs of all our students will be met through learning experiences that develop positive learning dispositions.

School context

Ross Hill Public School is an inclusive school that encourages every student from Kindergarten to Year 6 to reach their full potential. The school is a recognised leader in the pursuit of excellence, innovation, and community partnerships and is a proud You Can Do It! school. The school is a proactive member of the Sapphire Community of Schools working with other schools across the community to provide quality public education.

Located in Inverell, Ross Hill Public School has a school population of approximately 550 students. 25% of the student population identify as Aboriginal and/or Torres Strait and 2% are students from language backgrounds other than English.

In 2020 there were 28 classes across the school. Twenty-five classes were year-based mainstream classes and three classes were for students with additional needs. Of the special education classes, one class is for students with moderate and severe intellectual disabilities and autism, and two classes are Multi-Categorical for students with moderate to high support needs.

The school has excellent facilities, which include well-maintained classrooms surrounded by landscaped gardens and outdoor play spaces. The school has a comprehensive library and very high levels of technology for student learning. In addition to the academic pursuits, the school provides a broad range of activities including the performing arts, cultural, leadership, and sporting experiences.

The school has been involved in the Early Action for Success (EAFS) strategy since 2014. This strategy is led by Instructional Leaders and includes interventionist teachers.

Students at Ross Hill benefit from strong connections with their community and are well-supported by an active P&C association.

As a result of consultation with the staff, students and the community, the situational analysis identified the areas of focus for this Strategic Improvement Plan. To have a positive impact upon improved student growth and attainment, the themes of curriculum, assessment, feedback, and collaboration were highlighted. With the impending release of the new curriculum, extensive work will need to be undertaken by staff on developing assessment tasks and collecting and analysing achievement data. The instructional leader will be a valuable resource in supporting this work. Further professional learning for staff leading to changed practice will also be undertaken on the use of feedback to students.

From the analysis of attendance data, students' absence may be able to be improved through strengthened wellbeing practices. The need to develop enhanced transition practices for Kindergarten was also highlighted through the COVID period, where successful video communication was instigated and a more personal approach to starting school was implemented. The 'What Works Best' update and strategies on improving wellbeing and engagement will be a support in improving student attendance.

The Situational Analysis also showed that building a learning community and improving communication would be practices that would have a positive impact on all areas of the new

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school plan.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data-informed teaching practices through high-impact professional learning.

Improvement measures

Target year: 2024

Reading Target: The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases from 19.9% to at least 32.6% (upper bound system-negotiated target).

Target year: 2024

Numeracy Target: The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases from 13.5% to at least 25.8% (upper bound system-negotiated target).

Target year: 2024

Reading Growth Target: The proportion of Year 3 and 5 students achieving expected growth in reading increases from 47.8% to 62% (upper bound system-negotiated target).

Target year: 2024

Numeracy Growth Target: The proportion of Year 3 and 5 students achieving expected growth in numeracy increases from 38.9% to 56.4% (upper bound system-negotiated target).

Target year: 2024

SEF Elements: School self-assessment of the elements "Data skills and use" and 'Assessment' indicates improvement from Delivering to Excelling.

Initiatives

Data Informed Practices

Consistent school-wide practices for assessment and feedback are developed and used to monitor, plan and report on student learning across the curriculum. A culture of mentoring and instructional leadership focuses on curriculum delivery and the knowledgeable use of system tools and resources.

Teachers expertly use student assessment data and feedback to reflect on teaching effectiveness and provide differentiated learning. They have a sound understanding of data concepts and analysis and work collaboratively to plan quality teaching and learning opportunities.

High Impact Professional Learning

There is a school culture of personalised, self-directed, high-impact learning for all staff. Teachers are active in developing and maintaining a culture of curiosity, regular reflection and inquiry, building trust and collaborative practice.

The leadership team plan and action high-impact professional learning models (internal and external) that build teacher capabilities and collective pedagogical practice that leads to improved student growth and attainment. PDPs reflect the culture of high-impact professional learning.

Success criteria for this strategic direction

- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively to inform classroom instruction (SEF - Assessment, Data skills and Use)
- 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. (SEF - Effective classroom practice)
- Teachers collaborate within and across stages and key learning areas to share student data, curriculum knowledge and effective teaching and classroom management strategies. (SEF - Differentiation)
- The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership)
- All teachers are committed to professional learning to increase their capacity in identifying, understanding, and applying effective strategies.
- Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development)

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. These will include:

- NAPLAN data
- Scout data
- PLAN2 data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Student work samples
- Student PLPs
- Student focus groups
- SEF SaS

Analysis: Analysis will be embedded within the initiatives through 5-weekly progress and implementation monitoring undertaken by Learning Support Team and Leadership team.

Implications: The findings of the analysis will inform:

- Future actions
- Effective resourcing
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the school website)
- Ongoing implementation and progress monitoring of the school plan

Strategic Direction 2: Known, valued and cared for

Purpose

To ensure that our students are known, valued and cared for, whole-school processes that support high levels of engagement and wellbeing will be developed and monitored.

Improvement measures

Target year: 2024

Attendance Target: To increase the percentage of students attending 90% or more of the time from 71.3% (baseline data) to 80.9% (upper bound system negotiated target).

Target year: 2024

Transition plans are individualised and embedded as part of the enrolment process for all students moving to and from the school.

Initiatives

Attendance

An embedded whole-school approach to student wellbeing and engagement is underpinned by collective responsibility for student attendance, and learning success.

The provision of quality learning environments and a range of opportunities for students to find success builds a sense of belonging to school and community. Social-emotional learning will ensure that all students are connected to positive mental health, relationships and wellbeing. Attendance at school is valued as a priority and actively supported by the community.

Transitions

Key staff members and members of the wider community plan collaboratively for effective student transitions during the year and communicate transition activities to the school community. There is an effective enrolment process that includes the sharing of students' achievement and progress information. Families are confident their children are known, valued, and cared for.

Success criteria for this strategic direction

- Students attend school regularly and well-known attendance processes and practices are evident across the school (SEF - Attendance)
- Widespread positive and respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimum learning conditions (SEF - Behaviour)
- You Can Do It! is taught within a school scope and sequence and a shared language of learning is evident (SEF - A planned approach to wellbeing)
- A wide variety of opportunities is available to students, with success celebrated to the wider community through communication channels
- The Learning Support Team is active and responsive to meeting a wide variety of student need (SEF - A planned approach to wellbeing)
- Students coming to school, and starting at local high schools are well-supported through effective enrolment and transition processes (SEF - Transitions and continuity of learning)

Evaluation plan for this strategic direction

Question: How can the school determine that its systems and processes for ensuring students are known, valued and cared for, have been successful?

Data: We will use a variety of data from sources such as:

- Wellbeing Framework Self-assessment
- Student attendance data
- Incident reports
- Suspension data
- Extra-curricular group data
- Student plans
- Surveys and exit slips
- TTFM - Student wellbeing, family satisfaction

Strategic Direction 2: Known, valued and cared for

Evaluation plan for this strategic direction

Analysis: Analysis will be embedded within the initiatives and through 5-weekly progress and implementation monitoring undertaken by the Leadership team.

Implications: The findings of the analysis will inform:

- Future actions
- Effective resourcing
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the school website)
- Ongoing implementation and progress monitoring of the school plan

Strategic Direction 3: Community Partnerships

Purpose

To build a learning community with key school personnel, the school community and the wider community so that there is a shared vision for student achievement underpinned by professional learning and open lines of communication.

Improvement measures

Target year: 2024

Survey data from Tell Them From Me Surveys and school satisfaction surveys indicate that the school is recognised as excellent and responsive by 95% of its community.

Target year: 2024

There is a communication strategy evident and shared through the enrolment process and regular parent contact such as the newsletter. The school newsletter actively promotes learning with a minimum of 25% of articles dedicated to this focus.

Initiatives

Community Engagement

To build the school as a cohesive educational community, parents and community members have the opportunity to engage in a range of school-related activities and professional learning to improve understanding of student learning. The whole school community is committed to the pursuit of excellence.

Communication

To build a communication strategy that is effective and actively responsive. Families are able to receive school information in a timely manner and able to contact the school through known communication channels. Through clear communication lines, meaningful collaboration and relationship building are enhanced with students the beneficiaries of the partnership.

Success criteria for this strategic direction

- Staff directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes (SEF - Parent engagement)
- Effective partnerships are evident with parents are able to access staff-led learning sessions in a variety of forms (SEF - High Expectations, Student Engagement)
- A Communication strategy is developed and shared
- Parents are able to access school news and information utilising digital and social platforms
- The school is recognised as excellent and responsive by its community (SEF- Community Engagement, Community Satisfaction)

Evaluation plan for this strategic direction

Question: How can the school determine that it has community partnerships committed to the joint pursuit of excellence and effective communication processes?

Data: We will use a variety of data from sources such as:

- Surveys and exit slips
- TTFM - Student wellbeing, family satisfaction
- participation in workshops
- communication engagement data
- Sentral data - parent contacts

Analysis: Analysis will be embedded within the initiatives and through 5-weekly progress and implementation monitoring undertaken by the Leadership team.

Implications: The findings of the analysis will inform:

- Future actions
- Effective resourcing
- Annual reporting on school progress measures

Strategic Direction 3: Community Partnerships

Evaluation plan for this strategic direction

(published in the Annual Report each year and in the newsletter and on the school website)

- Ongoing implementation and progress monitoring of the school plan