

# Strategic Improvement Plan 2021-2024

## Rylstone Public School 3025



# School vision and context

## School vision statement

Rylstone Public School is a school of academic excellence that creates world-ready empathetic, motivated learners through innovative, authentic and engaging education.

## School context

Rylstone Public School was established in 1857. It is located by the Cudgegong River, 60 km from Mudgee. It provides high quality education to the small rural town of Rylstone (population approx 700) and its outlying farms and localities.

The town of Rylstone currently relies heavily on tourism and farming. In the past, numerous mining ventures had supported the town, however most are now closed. The last several years saw the town ravaged by drought and then bush fires. Many families were forced to move from the area to find work and as a result our enrolment numbers dropped.

Our school is highly regarded within our community, with 91% of parents indicating their satisfaction with Rylstone PS was high to extremely high. 86% indicated they would actively recommend Rylstone Public School to others.

We have a small percentage of students who identify as Aboriginal. Our school has 4 classrooms with students in stages. Kindergarten is known as Southern Ocean, Stage 1 is Indian Ocean, Stage 2 is Atlantic Ocean and Stage 3 is Pacific Ocean.

We are technologically rich and future focused, with technology firmly embedded in every class with adaptable and flexible learning spaces. Most staff live in Rylstone town or on surrounding farms, and the average teaching experience is 23 years.

We provide extra-curricula activities in music, have a vigorous sporting program, run numerous learning support programs such as MiniLit, MacqLit and Quicksmart and a gifted and talented program (Tournament of the Minds). Every class is currently supported with a Student learning Support Officer (S.L.S.O.).

We maintain a strong focus on student wellbeing and support. We are highly inclusive and by implementing Spirals of Inquiry, we have created conditions in our school where curiosity is encouraged, developed and sustained. We endeavour to open up thinking, change practice and create innovative approaches to teaching and learning.

By embedding Lyn Sharratt's 'Clarity' as a focus, our goal is to build teacher and leader capacity to increase student achievement and growth in an ongoing and sustainable way. We participate in Peer Support and the Bounce Back resilience program, encouraging student voice.

Rylstone Public School has very strong representations with parent volunteers who support the school and various P and C fundraising activities. We provide various parent information meetings throughout the year, and maintain strong communication links with homes through online forums such as ZOOM, Facebook, Class Dojo and Sentral, as well as more traditional methods like our newsletter.

Through our situational analysis, we have identified the need for continued emphasis on embedding quality teaching practices in literacy and numeracy. Using Visible Learning strategies and high impact teaching, we will provide opportunities to improve teacher practice and ensure students achieve maximum growth and attainment in their learning.

# School vision and context

## School vision statement

---

## School context

---

This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning.

There will be a strong focus on whole school community knowledge and a culture of high expectations.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning , but in all teaching and learning practices. This will be achieved by a deeper use of data to inform all processes and practice across the school.

# Strategic Direction 1: Student growth and attainment

## Purpose

Explicit and systematic instruction in Reading and Numeracy. In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of our individual students.

Our purpose is to ensure students grow in their learning through explicit, consistent and research informed teaching.

## Improvement measures

### Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in reading of 40.8%.

Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in numeracy of 44.7%.

### Target year: 2024

All Kindergarten students will achieve within the expected end of year progression for Understanding Texts (4) in Literacy and Quantifying Numbers (4) and Additive Strategies (2) in Numeracy.

All students achieve or exceed expected growth in Literacy and Numeracy using the Learning Progressions, PLAN 2 Data and syllabus indicators.

### Target year: 2024

In the Learning Domain: School Performance Measures improvement from Sustaining and Growing to Excelling as measured against the School Excellence Framework

In the Teaching Domain: Data Skills and Use improvement from Delivering to Excelling as measured against the School Excellence Framework

## Initiatives

### Data skills and use

Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

- Reading and Numeracy instruction is explicit and systematic- all teachers understanding the components of reading and aspects of numeracy.
- Assessment for, of and as learning to improve student learning.
- School excellence Framework data informs literacy and numeracy development
- 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.
- Goal setting for all students occurs at 5 weekly intervals and is tracked through PLAN2 Literacy and Numeracy progressions and ILPs, closely aligned to the school's scope and sequences.
- Build on teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students. regular and meaningful data collection.
- Expert use of authentic self assessment processes to embed reflective practice for all school, teaching and learning practices.
- Authentic formative assessment tools and strategies reflect proficiency and teachers can report on improvement in their practice.

### Personalised Self-Directed Learning

### A culture of Personalised Self -Directed Learning

## Success criteria for this strategic direction

### DATA SKILLS AND USE

- 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.
- Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.
- Learning goals are informed by analysis of data.
- Data analysis for all students occurs at 5 weekly intervals and is tracked through PLAN2 and Individual Learning Plans and data walls, closely aligned to the schools scope and sequences.

### PERSONALISED SELF DIRECTED LEARNING

- 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.
- Classroom implementation of pedagogy embedding formative assessment and student self-regulation.
- Assessment is integrated into teaching practice in every classroom and is used to monitor, plan and report on student learning across all key learning areas..
- All teachers are high performing as measured against the Australian Professional Standards for Teachers.
- Professional Learning is aligned with school improvement and evaluative practice is aligned to quality teaching and student learning.
- Teachers use collaboration and feedback to share and embed quality practice.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

In the Learning Domain: Assessment improvement from Sustaining and Growing to Excelling as measured against the School Excellence Framework

### Target year: 2023

Increase by 3.8% the number of students achieving expected growth in reading to achieve the lower bound target of 68.4%

Increase by 11.7% the number of students achieving expected growth in numeracy to achieve the lower bound target of 52.2%

### Target year: 2024

Value-Add Data K-3 is Excelling

Value-add Data 3-5 is Excelling

### Target year: 2022

Increase the % of students attending school more than 90% of the time to achieve the lower bound target of 77.2%

## Initiatives

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. Families are actively engaged in their child's learning, working in close partnership with the school to support learning with access to student goals and progress through a variety of sources.

- All teachers use formative assessment data to accurately track and monitor student achievement across the Literacy and Numeracy progressions.
- Components of reading and Numeracy instruction are closely analysed.
- All students can articulate their learning goals in literacy and numeracy. Learning Intentions, Success Criteria, and Feedback are an embedded practice in all learning spaces across the school. Use of Lyn Sharratt's 'Third Teacher' and '14 Parameters' will be used successfully in every classroom.
- Systematic analysis and use of Literacy and numeracy progressions to personalise and differentiate teaching for all students as well as track progress and growth.
- Student Voice-students articulate their learning goals and discuss 'where to next' and navigate steps and processes to get there.
- Teachers implement the Gradual Release of Responsibility Model encouraging student independence as they acquire and master skills, concepts and deep content knowledge.
- Engage students in the development of capabilities to integrate skills and learning experiences to foster self-learning, self reflection to articulate their role in the learning process. Will develop an understanding of the strategies they can utilise to become engaged and active learners. Continue to engage in independent learning activities across K-6

## Success criteria for this strategic direction

### Evaluation plan for this strategic direction

#### DATA SKILLS AND USE

##### 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.

**Questions:** Have we achieved our purpose and to what extent have they been achieved?

The extent to which data directing future learning, would be determined by using the following data sources to analyse the effectiveness of initiatives:

**Data:** 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.

\*Student progress checked and monitored against progressions and syllabus standards using PLAN2. Staff given time to address and analyse data every 5 weeks.

\* Network NAPLAN / CHECK-IN Assessment data.

\* Teaching programs show evidence of data informing classroom practice with ongoing adjustments.

\* Student work samples demonstrate personalised success criteria and build on prior learning.

\* Individual Learning Plans to give evidence that student learning goals are updated regularly (5 weekly intervals).

\* Family/community focus group feedback on the

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

effectiveness of the partnerships in learning.

**Analysis** of data sources with a focus on what the data is telling us and where to next will inform future direction and practices.

Analysis will be embedded within the initiatives through progress and implementation monitoring

We will review progress towards the improvement measures annually.

**Implications:**

The findings of the analysis will inform:

- Future actions and strategies
- Annual reporting on the school progress measures - published in the Annual School Report and regularly reported throughout the school year on varied social media platforms including Facebook, newsletter and website.

## PERSONALISED SELF DIRECTED LEARNING

### 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.

### Questions: Have we achieved our purpose and to what extent have they been achieved?

The extent to which 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 wellbeing and learning needs in consultation with parents/carers. Provides a culture focused on learning with a consistent school-wide practice where students take on the responsibility to monitor their own

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

---

learning through a strategic and planned approach that supports the well-being of all students so that they can connect, succeed, thrive and learn.

**Data:** 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.

\* Student voice evidenced in goal setting, knowledge and understanding of learning intentions and success criteria.

\* Exit slips

\* Student feedback

\* Parent feedback

\*Teacher Performance and Development Plans

\* Lesson observations and feedback

**Analysis** of data sources with a focus on what the data is telling us and where to next will inform future direction and practices.

Analysis will be embedded within the initiatives through progress and implementation monitoring

We will review progress towards the improvement measures annually.

**Implications:**

The findings of the analysis will inform:

- Future actions and strategies
- Annual reporting on the school progress measures - published in the Annual School Report and regularly reported throughout the school year on varied social media platforms including Facebook, newsletter and website.

# Strategic Direction 2: Excellence and Equity

## Purpose

Students, staff and community will maintain a continuous focus on improvement. A joint understanding of high expectations will be shared among all stakeholders. Students become self directed learners who are aware of their own progress, can set goals and self assess. Students will develop resilience and demonstrate student voice through choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development and wellbeing. School community will be encouraged to support academic high expectations and a sense of belonging.

## Improvement measures

### Target year: 2024

In the Learning Domain: Learning Culture-Excelling

In the Learning Domain: Wellbeing- Excelling

In the Learning Domain: Assessment- Excelling

In the Leading Domain: Educational Leadership - Excelling

In the Leading Domain: Management Practices and Processes- Excelling

### Target year: 2022

TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at 85%

In the area of Advocacy at School (50%) and Sense of Belonging (75%) to be at or above Expectations for Success (90%).

## Initiatives

### High Expectations

High Expectations

There is demonstrated commitment within the school community that all students make learning progress.

- Partnerships with parents and students support clear improvement aims and planning for learning. Families are actively engaged in their child's learning, working in close partnership with the school to support learning with access to student goals and progress through a variety of sources.
- All teachers use formative assessment data to accurately track and monitor student achievement across the Literacy and Numeracy progressions.
- All students can articulate their learning goals in literacy and numeracy. Learning Intentions, Success Criteria, and Feedback are an embedded practice in all learning spaces across the school.
- Use of Lyn Sharratt's 'Third Teacher' and '14 Parameters' will be used successfully in every classroom.
- Encourage a sense of urgency 'EVERY MINUTE MATTERS'.

### Quality Engaging Curriculum

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.

- effective classroom practice
- learning lockdown, third teacher, 14 parameters
- explicit teaching
- lesson obs

## Success criteria for this strategic direction

### HIGH EXPECTATIONS

- 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. Teachers explicitly outline learning intentions, or goals and expectations for students.
- Goals are articulated to students and embedded in instructional activities so that students understand these goals and their position on the trajectory to achieve them.
- The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

### QUALITY ENGAGING CURRICULUM

- The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally to ensure continued challenge and maximum learning. An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.
- Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of school values and expectations.
- Planning and provision for learning is informed by holistic information about each students wellbeing and learning needs in consultation with families

## Evaluation plan for this strategic direction



## Strategic Direction 2: Excellence and Equity

### Initiatives

- PDP process and focus on Teaching Standards 2.5.2

The evidence strongly supports teachers' use of explicit teaching practices, including:

- Telling students what they will be learning, and being clear about the purpose of tasks
- Demonstrating or explaining new ideas, and checking that students understand
- Giving time for asking and answering questions
- Systematically delivering basic skills, and teaching skills in the right sequence so that students master the building blocks of skills like literacy and numeracy. Learning is sequential and becomes more complex requiring Higher Order Thinking.
- Asking students challenging questions with rigor.
- Assessing and confirming whether students understand what they are learning before progressing
- Reviewing learning and explaining how it contributes to related, and more complex, skills.

### Evaluation plan for this strategic direction

#### HIGH EXPECTATIONS

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning.

#### 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.

**Questions:** How will the school know high expectations are being encouraged in class and the school community?

#### Data:

- Evidence of community engagement
- Parent workshops
- Learning and support processes
- Individualised transition plans for target students
- Learning lockdown student voice, student feedback to peers and teachers
- Collaborative practice, parent workshops TTFM data
- Classroom observation records and documentation
- Staff professional development
- Exit slips
- Student feedback
- Teacher feedback
- Teaching and Learning programs

## Strategic Direction 2: Excellence and Equity

### Evaluation plan for this strategic direction

#### Analysis

of data sources with a focus on what the data is telling us and where to next will inform future direction and practices. Analysis will be embedded within the initiatives through progress and implementation monitoring

We will review progress towards the improvement measures annually.

#### Implications:

The findings of the analysis will inform:

- Future actions and strategies
- Annual reporting on the school progress measures - published in the Annual School Report and regularly reported throughout the school year on varied social media platforms including Facebook, newsletter and website.

### QUALITY CURRICULUM

Student Voice. Student feedback to peers and teachers

#### 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.

**Question:** How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

#### Data:

- feedback
- visible learning
- student voice via focus groups
- peer support
- wellbeing / TTFM

## Strategic Direction 2: Excellence and Equity

### Evaluation plan for this strategic direction

---

- co construct success criteria
- classroom observations

**Analysis** of data sources with a focus on what the data is telling us and where to next will inform future direction and practices.

Analysis will be embedded within the initiatives through progress and implementation monitoring

We will review progress towards the improvement measures annually.

**Implications:**

The findings of the analysis will inform:

- Future actions and strategies
- Annual reporting on the school progress measures - published in the Annual School Report and regularly reported throughout the school year on varied social media platforms including Facebook, newsletter and website.