

# Strategic Improvement Plan 2021-2024

## Spring Ridge Public School 3091



# School vision and context

## School vision statement

Our school is a place where all students regardless of background or ability, can be successful learners and the best that they can be.

Our vision for education aligns with the Melbourne Declaration. Our goals at Spring Ridge Public School focus on promoting equity and excellence. Students becoming successful learners, confident and creative individuals and active informed citizens.

Our vision requires teachers and leaders who:

- know their students and how they individually learn
- know the syllabus contents for each key learning area and how to effectively teach it.
- create a school where students feel safe and supported.
- implement and use effective quality teaching and learning practices.
- provide useful assessment strategies in providing accurate reporting feedback to parents and the students themselves.
- are continually seeking new ways to learn and strive to teach lessons which are thought provoking, interesting and engaging.
- engage professionally with other staff members, parents, carers and wider community.

## School context

Spring Ridge Public School, with an enrolment of 32 students, is situated southwest of Tamworth on the fertile Liverpool Plains. The school services a supportive rural community which is proud of its school and the achievements of its children. The school enjoys the support of an active P&C and School Council. Parents are very supportive of the school and are very active, helping out regularly in classrooms with literacy activities, sporting carnivals, travel to and from external activities and the school canteen.

At present the school has two full time teachers and a part time teacher who is employed four days per week to support our infant's students. Student participation in sport is enthusiastic and they regularly participate in the Premier's Sporting Challenge. The student Representative Council meet each term. Students provide input into purchasing equipment and learning activities.

Spring Ridge Public Schools is part of the WARRAMA - LI Alliance, consisting of Blackville Public School, Walhallow Public School, Willow Tree Public School, Werris Creek Public School and Wallabadah Public School. Each term all schools in the alliance meet to participate in extracurricular learning experiences based around STEM, cultural, academic and sporting activities.

The school undertakes a wide variety of teaching and learning programs including Best Start, L3 Literacy, Cars and Stars Comprehension Reading program and Stepping Stones.

Through our situational analysis, we have identified a need to use data driven practice to improve students outcomes and develop a whole-school learning approach to explicit teaching. This will ensure the most effective evidence based learning practices are used throughout the school. Further work to support the successful planning for and delivery of quality differentiated instruction to students with additional needs will take place.

# Strategic Direction 1: Student growth and attainment

## Purpose

Assessment is integral to the teaching and learning cycle. School wide practices for assessment are used to monitor, plan, and report on student learning across the curriculum.

Student assessment data needs to be collected regularly to identify student achievements, student growth and progress, as well as reflect on teaching effectiveness so that teaching and learning can be adapted to meet individual learning needs that lead to improved student outcomes.

## Improvement measures

### Target year: 2023

NAPLAN

- All students in years 3 and 5 show improvement towards our lower bound 60% in expected growth in NAPLAN reading.

### Target year: 2022

NAPLAN

- All students in Years 3 and 5 show improvement towards our lower bound of 60% in the top two bands in NAPLAN for reading.

### Target year: 2023

NAPLAN

- All students in years 3 and 5 show improvement towards our lower bound 60% in expected growth in NAPLAN numeracy.

### Target year: 2022

NAPLAN

## Initiatives

### Reading/Numeracy

Reading/Numeracy : Data Literacy and Assessment

In reading, we will embed sustainable whole school processes for collecting and analyzing data. The evaluation of this data will regularly be used to inform:

- the selection of teaching strategies in relation to students learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing

## Success criteria for this strategic direction

Reading and Numeracy: Data Literacy/Assessment

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students ( School Excellence Framework (SEF) : Curriculum, assessment)

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)

Student assessment data is regularly used school wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future teaching directions. (SEF : Data Skills and Use)

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 practices. (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

- Internal Assessment: PAT test, Progressions, CARS AND STARS, SENA
- External Assessment: NAPLAN, check ins, Best Start

Analysis

- Analysis will be embedded within the initiatives

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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- All students in Years 3 and 5 show improvement towards our lower bound of 60% in the top two bands in NAPLAN numeracy.

## Evaluation plan for this strategic direction

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through progress and implementation monitoring.  
The school will regularly review progress towards the improvement measures.

### Implications

- The findings of the analysis will inform future directions in teaching, learning and school resourcing.

## Strategic Direction 2: Quality Learning through Evidence- Based Practices

### Purpose

Spring Ridge Public School has an integrated approach to quality teaching and learning, quality curriculum planning and delivery and quality assessment practices. This promotes learning excellence and responsiveness in meeting the needs of all students.

All teachers are committed to identifying, understanding and implementing the most effective teaching methods, with the highest priority given to evidence-based teaching strategies.

### Improvement measures

#### Target year: 2024

- All teaching and learning programs include adjustments for learning. This is evidenced by ILP's written for students with additional needs and gifted and talented programs

#### Target year: 2024

- Teaching sprints have become common practice and used regularly twice a term.

### Initiatives

#### CURRICULUM

##### DIFFERENTIATION

Ensure all teaching and learning processes 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 continuous improvement and improved learning.

#### EFFECTIVE CLASSROOM PRACTICE

##### EXPLICIT TEACHING

Develop a whole-school learning approach to explicit teaching to ensure the most effective evidence based methods are used to optimise learning progress for all students across the full range of abilities, using teaching sprints across the whole school.

### Success criteria for this strategic direction

Personalised Learning Plans written for all students with particular identified needs.

Progressions used to plot students and use teaching sprints to track growth and progress of individual students.

Teaching and learning programs are data based and differentiated for individualised student learning needs.

Staff capacity built to differentiate, accommodate, plan and cater for individual needs.

### 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 differentiation in learning?

#### Data

- Internal Assessment : PAT test, Progressions, CARS AND STARS, SENA
- External Assessment: NAPLAN, check ins, Best Start

#### Analysis

- Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will regularly review progress towards the improvement measures.

#### Implications

- The findings of the analysis will inform future directions in teaching, in learning and school resourcing