

# Strategic Improvement Plan 2021-2025

## Spring Terrace Public School 3093



# School vision and context

## School vision statement

Our vision is to work collaboratively to develop resilient, self directed learners who value learning and experience success.

The Spring Terrace Public School community believes that every student deserves to learn in a caring, respectful and inclusive environment with high expectations, where they feel safe and valued as individuals. We strongly believe that every student has the potential to learn and experience success and should be provided with a challenging and engaging educational experience.

## School context

Spring Terrace Public School is located close to the central western city of Orange in a semi-rural setting and has a student enrolment of 45. Aboriginal students make up 7% of the school population. The community is very supportive of the school and works with the staff to foster a culture of inclusion and excellence.

The school is situated on Wiradjuri land and draws students from surrounding properties as well as the city of Orange.

The school's strong connection with local learning communities and entities such as the Orange Small Schools Association, and SPARKE Learning Community allow it to provide the students with a wide variety of extra curricula activities. This ensures students both have the opportunity to participate in a broad range of experiences as well as excelling in those where they have an interest or talent.

The whole school community was consulted during the process of completing a thorough situational analysis that has informed the development of the School Improvement Plan. Our situational analysis identified opportunities for the school to further improve teacher practice and student outcomes by tailoring teaching and learning through the effective use of assessment and data, fostering a culture of high expectations and focusing on the well-being of all students.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise the learning of every student in reading and numeracy and to build a culture of high expectations for success and growth, driven by evidence informed teaching practice.

## Improvement measures

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

- All students demonstrate reading growth and achievement from Term 1 to Term 4 using PAT as a key data point.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

- All students demonstrate numeracy growth and achievement from Term 1 to Term 4 using PAT as a key data point.

## Initiatives

### Data Skills and use

We will ensure that teachers have the knowledge required to use data to effectively guide teaching and learning. *This will include:*

- Ensuring that collecting and using data and engaging in collaborative analysis of data with colleagues is a regular and routine part of teaching practice.
- Providing ongoing professional learning in the effective collection, use and analysis of data in teaching for all staff.
- Developing explicit systems and practices that ensure all teachers are using high quality formative and summative assessment that is used to evaluate growth and report on student achievement.

### Effective Practice

We will challenge all students to learn new things by embedding a culture of high expectations in partnership with the school community to achieve aspirational learning goals for all. *This will include:*

- Preparing for explicit teaching by using assessment data to develop individual, personalised learning goals in literacy and numeracy for every student.
- Embedding explicit systems that facilitate professional dialogue, collaboration, the modelling of effective practice and the provision of specific and timely feedback between teachers that drives ongoing, schoolwide improvement in teaching practice in line with What Works Best.

## Success criteria for this strategic direction

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

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.

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.

## Evaluation plan for this strategic direction

What is the impact we have made on the improvement of student outcomes in Literacy and Numeracy?

The school will use the following data sources to analyse the effectiveness of the initiatives in achieving the proposed and improvement measures of the strategic direction. The school will use this analysis to guide future directions:

- NAPLAN
- Scout
- Student work samples
- PAT
- PLAN 2
- SEF SAS

The evaluation of the plan will involve using the data collected to evaluate our progress towards the relevant

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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measures and to guide reflection of teaching and learning and professional discussions that focus on the School Excellence Framework.

Analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

## Strategic Direction 2: Connect, Succeed, Thrive

### Purpose

To maximise attendance and engagement of every student through strong connections by providing a safe, positive and stimulating learning environment.

### Improvement measures

#### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- The attendance rate for the school is increased from 87.68% in 2023 to 88.8% by 2027.

#### Wellbeing

Achieve by year: 2025

Self-assessment in the School Excellence Framework determines the school excelling in the Wellbeing domain theme level of:

- A Planned Approach to Wellbeing

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

### Initiatives

#### Engagement

Build and create a strong sense of community and belonging where students thrive through being supported to develop curiosity, inclusiveness and where unique identities and cultures are fostered. *This will include:*

- Ensuring the physical learning environment provides optimal engaging conditions and activities.
- Establishing opportunities for the continued development of student voice to encourage students to feel connected to their learning opportunities and direction by communicating changes based on this feedback to show students that their opinions and experiences have been considered and are valued and important.

#### Wellbeing

Build and embed sustainable, positive wellbeing practices across the school to ensure every student is known, valued and cared for. *This will include:*

- Building systematic processes to monitor, analyse and evaluate student wellbeing including behaviour, attendance, learning and engagement.
- Implementing evidence-based approach to mental health and wellbeing based on early intervention
- Implementing evidence-based approach to building positive social-emotional habits for behaviour and learning success.

### Success criteria for this strategic direction

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

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.

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

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.

### Evaluation plan for this strategic direction

What impact have we made on student's wellbeing, feeling of belonging and engagement in the classroom?

The school use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measure of this strategic direction. This analysis will guide the schools future directions:

Tell Them From Me Survey

PAX Spleem Count

The evaluation of the plan will involve using the data collected to evaluate our progress towards the relevant

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### Evaluation plan for this strategic direction

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