

Strategic Improvement Plan 2021-2024

Stokers Siding Public School 3112



School vision and context

School vision statement

To develop a strong team working collaboratively to ensure excellence and equity in learning and leadership. To expand pedagogical opportunities for staff, students and community members by laying the foundations for future learning success. To nurture engaged global learners to become confident, creative citizens who champion Future Focused Learning, strengthening our community for the future.

School context

Stokers Siding Public School, which is situated 8kms south of Murwillumbah, forms part of the Stokers Siding village. Our core purpose is to facilitate learning in a positive teaching and learning environment, catering for the needs of all students. We have well-resourced learning centres, which are open and modern enhancing future focused learning practices. Stokers Siding School provides outstanding professional and caring teachers who embrace the opportunities to further develop their skills and knowledge through research and professional learning. All members of our school are supportive of each other working collaboratively, enabling them to develop the skills and values to interact and contribute as effective members in any community. Our reading, writing and mathematics programs provide a sound basis for lifelong learning. We focus on healthy lifestyles and environmental awareness. We have a supportive, active whole school community who willingly involve themselves in school life. Our Motto: Strive to Achieve.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated learning for all students. Students will become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Improvement measures

Target year: 2022

Improvement in the percentage of students achieving in the two NAPLAN reading bands contributing to the achievement of the network negotiate target.

Target year: 2022

Improvement in the percentage of students achieving in the two NAPLAN numeracy bands contributing to the achievement of the network negotiate target.

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system negotiated target of 60%.

School internal and external diagnostic assessments reflect average individual student growth in reading above the lower bound targets.

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system negotiated target of 60%.

The percentage of students achieving expected growth in numeracy meets or exceeds the negotiated target for 2023.

Initiatives

Effective Classroom Practice in Literacy and Numeracy

Improving student growth and attainment in English and Mathematics by developing a deeper understanding of quality literacy teaching through:

- High impact professional learning in the domains of reading and numeracy on the use and implementation of the Literacy and Numeracy Progressions, PLAN2 and High Potential Gifted Education policy to personalise learning and understanding.
- Consistent school-wide practices for assessment are used to monitor, plan, reflect and report on student learning across the curriculum.
- Efficient and effective school resourcing supporting teaching and learning and teaching programs.
- High Impact Professional Learning in data literacy, data analysis and data use in teaching for all staff
- Build a deep understanding of the English and Mathematics Syllabus outcomes and use this to inform the development of quality teaching practice.

Effective Collaborative Practice

Create a culture of authentic collaboration which is aligned to the school plan with explicit systems for collaboration and feedback.

- Strengthen collaborative support programs across S6 Community of Schools that explicitly aim to improve teacher practices and student outcomes.
- Continued development and embedding of learning culture that enables students to create, receive feedback and achieve their learning goals.
- Teachers will engage in professional collaboration that explicitly aims to improve teacher practices and student outcomes.

Success criteria for this strategic direction

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, schoolwide improvement in teaching practice and student results.

All staff implement the most effect explicit teaching methods with the highest priority given to evidence based-teaching strategies.

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.

Teachers collaborate, within and across schools, to share curriculum knowledge, data, feedback and other information about student progress and achievement to meet the learning needs of all students.

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.

Data and feedback inform teaching practice and direct learners and learning. Teachers expertly apply a range of informative and summative assessment strategies to inform teaching and learning that lead to measurable improvements.

The school demonstrates a high-performance culture and high-quality service delivery through explicit teaching and differentiation to highly engage students with a clear focus on student progress and achievement.

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?

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

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. This analysis will guide the school's future directions:

NAPLAN data, Scout data, student work samples, literacy and numeracy PLAN2 data, student Personalised Learning Plans (PLPs), learning intentions and success criteria, student focus groups, School Excellence Framework Self-assessment Survey (SEF S-aS) and professional development evaluations.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring twice a term.

Annually the school will review progress towards the improvement measures.

Implications: The findings of the analysis will inform: Differentiated teaching and learning. Annual reporting on school progress measures are published in the Annual Report, newsletter and School Website.

Strategic Direction 2: Student Engagement and Wellbeing

Purpose

To ensure that all students are engaged in the teaching and learning cycle. There will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

Improvement measures

Target year: 2022

Increase the percentage of students attending > 90% of the time to be at or above the lower bound system-negotiated target of 70%.

Target year: 2023

Wellbeing data (advocacy, belonging, expectations) increases to be between the lower and upper bound negotiated school target.

Initiatives

Wellbeing and engagement

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform
- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated PLPs
- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies used to adjust and improve practice
- Embedding differentiated targeted support for wellbeing and engagement (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed
- Recalibrating and adjusting the plan to ensure improvement measures are achieved
- Extended community engagement to improve attendance and learning outcomes
- Building on student interconnection between sport, physical activity and wellbeing, staff will engage in a professional learning package that will support the school to reach or exceed wellbeing targets, through a whole-school approach to sport and physical activity

Improving Attendance

A strategic approach to improved attendance means looking at the data, investigating the causation and taking effective action to address the issues found.

Success criteria for this strategic direction

Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.

High functioning learning and support processes guide and assist teachers and parents in actively supporting students.

Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of the school's values and expectations.

Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.

Evaluation plan for this strategic direction

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

Data: Wellbeing framework self-assessment pre and post data, professional development plans, personal attendance plans, incident reports, suspension data, extra-curricular group data and Tell Them From Me (TTFM) surveys - student wellbeing, family satisfaction.

Analysis: Analyse the data to determine the extent to which students have been engaged in the teaching and learning cycle.

Implications: What are the implications for our work? Through the analysis of the above data further planning will occur around systems and processes to enhance student wellbeing, learning and engagement.

Strategic Direction 2: Student Engagement and Wellbeing

Initiatives

The school and its community work together to generate as many ideas as possible, in response to the defined problems. This might include exploring solutions or strategies used for other initiatives, with different cohorts, or in the wider community.
