Strategic Improvement Plan 2021-2024

Stroud Public School 3125

School vision and context

School vision statement

In a strong collaborative environment, we are committed to empowering all learners to achieve their personal best, through the delivery of quality teaching that is driven by evidence based pedagogy and informed by data. to ensure every student improves every year. Our core values of care, respect, responsibility and fairness will continue to build empathetic and caring citizens to enable them to participate fully in their community and the global world.

School context

Stroud Public School is located in a small rural town, with strong ties to the local community.

The school has a rich history being established in 1882 and is currently set on ten acres of beautifully manicured grounds with picturesque gardens and trees. There are sporting fields, equipment and outdoor learning areas providing opportunities for a variety of learning experiences. There are currently 59 students, 26 boys and 33 girls, attending the school. Aboriginal students make up 10% of the school population. There are five teaching staff, three administration staff and one teaching principal.

There are high levels of technology for student learning with every child every day being able to access different forms of technology. All classrooms are fitted with Smart Televisions to enhance their learning.

The school works in close, professional and strategic partnership with a small schools collegial group (CLN) and The Bucketts Way Community of Schools. These partnerships have built strong cohesive professional learning links which will continue to drive teacher learning and student improvement.

As a result of the school's situational analysis, there will be a strong emphasis on reading and numeracy focussing on the implementation of an evidenced based strategy for both reading and numeracy, integrating high impact teaching strategies with the use of evidence and data to monitor student progress and inform teaching practice. We will also continue to use Quality Teaching Rounds to guide our work to ensure feedback to teachers leads to student improvement in both reading and numeracy.

Our school is known for its inclusive, caring and collaborative learning culture.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy through explicit, consistent and research-informed teaching.

Improvement measures

Target year: 2022

Meet lower bound target of 40% of students in year 3 and year 5 achieve in the top two bands in NAPLAN reading.

Meet lower bound target of 38% of students in year 3 and year 5 achieve in the top two bands in NAPLAN numeracy.

Target year: 2023

Meet lower bound target of 65% of students in year 5 achieve in expected growth in NAPLAN reading.

Meet lower bound target of 75% of students in year 5 achieve expected growth in NAPLAN numeracy.

Target year: 2024

School self-assessment of the Teaching domain element **Effective Classroom Practice** indicates the school is excelling at the delivery of **explicit teaching** and **feedback.**

Target year: 2022

Attendance

Increase proportion of students attending greater than 90% of the time to 83%.

Initiatives

Reading

To improve student outcomes in reading we will work across our Collegial Leadership Network (CLN) to embed explicit teaching practices with a focus on comprehension.

- Facilitate professional learning and collaboration in evidence based teaching pedagogy (close reading), explicit teaching practices (success criteria and learning intentions) and effective feedback.

- Use of evidence-based teaching strategies from What Works Best (WWB), explicit teaching practices and effective feedback that support literacy development, specifically comprehension skills, evident in teaching practice and classroom programming.

- Embed explicit systems such as Quality Teaching Rounds (QTR), reflective conversations, Staff Development Day (SDD), Google Meets for teacher collaboration, observation, reflection and feedback to sustain quality teaching practices K-6.

Numeracy

To improve student outcomes in numeracy we will work across our Collegial Network to embed explicit teaching practices with a focus on additive and multiplicative strategies.

- Facilitate professional learning and collaboration in evidence based teaching pedagogy (additive and multiplicative strategies)

- Use of evidence-based teaching strategies (WWB) Explicit Teaching Practices and Effective Feedback that support numeracy development, specifically additive strategies, evident in teaching practice and classroom programming.

- Embed explicit systems such as QTR, reflective conversations, SDD, Google Meets for teacher collaboration, observation, reflection and feedback for teacher collaboration, observation, reflection and feedback to sustain quality teaching practices K-6.

Success criteria for this strategic direction

All teachers regularly engage in embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback. E.g QTR, Google Meets, SDD etc

After Professional Learning (PL) all teachers successfully implement and explicitly teach comprehension using evidence based teaching pedagogy e.g. Close Reading as part of the literacy teaching and learning program with success that can be measured by improved student engagement, progress and achievement data.

After PL all teachers will implement and explicitly teach additive and multiplicative strategies by embedding Number Talks/open ended questions as part the numeracy program with success that can be measured by improved student engagement, progress and achievement data.

After PL teachers provide explicit, specific and timely feedback related to defined success criteria and students can articulate the We Are Learning To (WALT) and What am I Looking For (WILF) of each lesson.

Students can articulate the mental strategies used to solve mathematical equations when solving word problems (Newman's Analysis)

Evaluation plan for this strategic direction

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

- Student progress checked and monitored against progressions and syllabus standards using PLAN2.

- PAT

- Check-in Assessments

Strategic Direction 1: Student growth and attainment

Initiatives

Evaluation plan for this strategic direction

- Essential Assessment
- DoE Short Assessments
- Student work samples
- Teacher observations
- Focus group interviews of student and teachers
- Lesson observations (QTR)

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.
- CLN principals and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

- Internal school monitoring and tracking via PLAN2 on a 5 weekly basis

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

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Strategic Direction 2: Effective Data Practice

Purpose

Through collaborative and consistent assessment practices teachers will analyse and interpret data to inform and modify practice to maximise student outcomes.

Improvement measures

Target year: 2024

Improvement as measured by the School Excellence Framework

Teaching Domain

Element: Data Skills and Use currently assessed at Delivering to be validated at **Excelling.**

Target year: 2024

Improvement as measured by the School Excellence Framework

Learning Domain

Element: Assessment

Focus theme: Whole School Monitoring of Student Learning currently assessed at Delivering to be validated at **Excelling.**

Target year: 2024

Improvement as measured by the School Excellence Framework

Learning Domain

Element: Student Performance Measures

Focus Theme: Internal and External Measures Against Syllabus Standards currently assessed at Delivering to be validated at **Sustaining and Growing.**

Initiatives

Effective Data Practice

Embed sustainable whole school processes for collecting and analysing data and build teacher capabilities to ensure data is used to; inform planning, identify interventions and modify teaching practice in order to improve student outcomes.

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.

- Facilitate collaborative Consistent Teacher Judgement opportunities for the purpose of analysing reading and numeracy data (Strategic Direction 1)

- Collaborative planning sessions to modify/develop lessons/units (comprehension/numeracy) based on gap analysis data.

- Embed sustainable whole school processes for collecting and analysing data that is aligned across the Collegial Leadership Network.

Success criteria for this strategic direction

The school uses systematic processes for collecting and analysing reliable assessment data to evaluate student learning.

All teachers use assessment data on a regular and planned basis to accurately track and monitor student achievement across the literacy (understanding texts) and numeracy (additive and multiplicative strategies) progressions and reflect on teaching effectiveness.

All teaching programs are responsive to the needs of all learners, showing evidence of revisions based on student assessment and continuous tracking of student progress and achievement.

The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

Evaluation plan for this strategic direction

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

- Literacy and numeracy PLAN2 data

- Focus group interviews/surveys of student and teachers

- School Excellence Framework (SEF Sas)

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.

Strategic Direction 2: Effective Data Practice

Evaluation plan for this strategic direction

- CLN principals and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

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

Stroud Public School (3125) -2021-2024

Strategic Direction 3: SD 3

Purpose

Improvement measures

Target year: 2024

Target year: 2024

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction