

# Strategic Improvement Plan 2021-2025

## Stroud Public School 3125



# School vision and context

## School vision statement

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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

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Stroud Public School is located on Worimi Country. Stroud is 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 beautiful 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 74 students, 37 boys and 37 girls, attending the school. Aboriginal students make up 13% 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 able to access different forms of technology. All classrooms are fitted with Multi Learning Displays (MLD) 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 focusing 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 use a formal peer feedback observation schedule to guide our work to ensure student improvement in both reading and numeracy is a focus for all teachers.

Stroud Public School is an inclusive, caring and innovative school. There is a dedicated team of teaching and support staff, an enthusiastic and committed P & C and an emerging Student Representative Council.

# 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

### Attendance (>90%)

Achieve by year: 2023

#### Attendance

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

### Reading growth

Achieve by year: 2023

The number of students achieving growth on internal Reading data improves from the previous year.

### Numeracy growth

Achieve by year: 2023

All students K-6 are able to demonstrate growth and achievement in Number and Place Value over the year using the National Numeracy Progressions.

## Initiatives

### Reading

To improve student outcomes in reading we will 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 and processes such as Quality Teaching Rounds (QTR), reflective conversations, high impact professional learning, teacher collaboration, observation, reflection and feedback to sustain quality teaching practices K-6.

### Numeracy

To improve student outcomes in numeracy we will embed explicit teaching practices with a focus on number and place value, additive and multiplicative strategies.

- Facilitate professional learning and collaboration in evidence based teaching pedagogy.
- Use of evidence-based teaching strategies (WWB) Explicit Teaching Practices and Effective Feedback that support numeracy development, specifically number and place value and additive strategies, evident in teaching practice and classroom programming.
- Embed explicit systems such as QTR, reflective conversations, SDD, 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.

After High Impact Professional Learning (HIPL) 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 Number and Place Value and Additive Strategies by embedding Number Talks/open ended questions as part of 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 and reasoning used to solve mathematical problems, both word and number based.

## 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:

- Student progress checked and monitored against progressions and syllabus standards using PLAN2.
- Check-in Assessments
- DoE Short Assessments

## Evaluation plan for this strategic direction

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- Student work samples
- Teacher observations
- Focus group interviews of student and teachers
- Lesson observations

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 and networking and evaluation with neighbouring small schools as part of the Successful Small Schools network. (SSS Schools)
- 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?'

# 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

Achieve by year: 2025

Improvement as measured by the School Excellence Framework

### Teaching Domain

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

Achieve by year: 2025

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**.

Achieve by year: 2025

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 effectively guides adaptive teaching practices.

## 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:

- Scout data
- Literacy and numeracy PLAN2 data
- Focus group interviews/surveys of student and teachers
- School Excellence Framework (SEF)
- Check in data
- DoE Assessments such as the Interview for Student Reasoning

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

### Evaluation plan for this strategic direction

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Excellence Framework elements and themes.

- Whole staff reflective sessions on what is working and what needs review.
- 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.