

Strategic Improvement Plan 2021-2025

Stroud Road Public School 3126



School vision and context

School vision statement

At Stroud Road Public School we provide a quality, inclusive learning environment where staff are committed to developing confident, independent and creative learners. Staff work in partnership with parents and carers to maintain ongoing academic growth and an environment where all students are known, valued and cared for.

Through highly effective research-based teaching practices teachers provide quality, differentiated learning programs informed by data analysis to ensure that every student improves every year.

Stroud Road students, staff and community work together to 'Participate, Learn and Succeed'.

School context

Stroud Road Public School is a small rural school on the traditional land of the Worimi people. Stroud Road is situated 8 kilometres north of Stroud and 40 kilometres south of Gloucester on 'The Bucketts Way'. Students come to school from homes based in the township of Stroud Road and from rural holdings in the surrounding area.

Stroud Road Public School is set on well-maintained grounds and caters for students from Kindergarten to Year 6. The school has one full-time Teaching Principal and a current enrolment of 9 students, including three Aboriginal students. We pride ourselves on working with each student to develop individualised learning goals supported by personalised teaching programs. These programs take into account the academic, physical, social and emotional needs of each child. The school is well-resourced with students having 1:1 access to a wide variety of technologies.

Stroud Road Public School enjoys strong, positive relationships with parents, carers and the wider community. The community works together to provide a safe, happy and supportive environment where quality education builds a solid foundation for future growth and success. Students develop confidence, co-operation, resilience, responsibility and a desire for lifelong, future focused learning.

Staff, students and the community were consulted in a thorough situational analysis prior to the development of our 2021-2024 Strategic Improvement Plan. Through this process it was identified that we need to move towards quality data-driven practices that result in all students accessing learning at their level. There will be a strong continued focus on embedding quality teaching practices, specifically explicit teaching and feedback, in literacy and numeracy programs. Through professional learning opportunities we will continue to build teacher capacity in using high impact teaching strategies that lead to students achieving expected growth and attainment in their learning. Student progress will be monitored through progression tracking and students identified as needing additional support will be given individualised intensive intervention.

Students will also be supported in developing a growth mindset that allows them to be leaders of their own learning through goal setting processes.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students show strong growth and attainment in reading and numeracy through explicit, research-informed teaching practices and the delivery of feedback. Teachers will improve their effectiveness through high-impact professional learning.

Improvement measures

Reading growth

Achieve by year: 2023

All students 3-6 are able to demonstrate growth and achievement in Understanding Text over the year using the Literacy Progressions.

NAPLAN expected growth - Numeracy

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 Numeracy Progressions

Achieve by year: 2025

Initiatives

Quality Teaching of Reading

To improve student outcomes in reading we will work across our collegial network to improve effective classroom practice through a focus on explicit teaching practice, formative assessment and the literacy progressions.

- Facilitate professional learning and collaboration in evidence based teaching pedagogy (close reading), explicit teaching practices and use of effective feedback.
- Use of evidence-based high impact teaching strategies (What Works Best - explicit teaching and effective feedback) that support literacy development, specifically comprehension skills, evident in teaching practice and classroom programming.
- Embed explicit systems (Quality Teaching Rounds, reflective conversations, Google Meets) for teacher collaboration, observation, reflection and feedback to improve quality teaching practices K-6.

Quality Teaching of 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 high impact teaching strategies (What Works Best - explicit teaching and effective feedback) that support numeracy development, specifically additive and multiplicative strategies, evident in teaching practice and classroom programming.
- Use of learning progressions as a tracking tool (additive and multiplicative strategies) so students and teachers can clearly identify where to next.

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 Quality Teaching Rounds, Google Meets, Staff Development Days etc.

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.

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

All teachers provide explicit, specific and timely feedback related to defined success criteria and students can articulate the WALT (We Are Learning To - learning intention) and WILF (What I'm Looking For - success criteria) 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.
- Progressive Achievement Tests (Reading and Maths)

Strategic Direction 1: Student growth and attainment

Initiatives

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

Evaluation plan for this strategic direction

- Check-in Assessments
- Essential Assessment
- DoE Short Assessments
- Student work samples
- Teacher observations
- Focus group interviews of student and teachers
- Lesson observations (QTR)
- Schools Excellence Framework - school assessment (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.
- Collegial learning network - 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?'

Strategic Direction 2: Data Driven Practices

Purpose

To maximise student learning outcomes for every student and provide opportunities for students to achieve their potential growth, teachers will collaboratively develop, analyse and use assessment data to inform and modify their teaching programs in order to cater for the individual learning needs of all students. Students will utilise teacher feedback as an effective way of determining and monitoring their own learning goals.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance: Increase proportion of students attending >90% of the time to 80%.

Achieve by year: 2025

School self-assessment of the elements Data Skills and Use and Assessment indicates improvement from Sustaining and Growing to Excelling.

Achieve by year: 2025

All students establish appropriate literacy and numeracy learning goals based on teacher feedback and their progress against the progressions.

All students can clearly articulate their literacy and numeracy learning goals, how they will go about achieving them and how they will demonstrate their success.

Achieve by year: 2025

The school uses systematic and reliable assessment information to identify students with high potential across the four domains and implements effective talent development programs that lead to high performance.

Initiatives

Personalised Learning and Engagement

Develop a learning culture that enables students to actively connect to their learning by identifying their strengths and confidently developing and articulating their own learning goals.

- Professional learning and implementation in an evidence-based approach to student wellbeing - Smiling Mind - in order for students to develop a growth mindset.
- Professional learning in the use of formative assessment to monitor student learning and modify teaching programs. according to student identified needs.
- Professional learning and staff collaboration on the implementation of the High Potential and Gifted Education (HPGE) policy.
- Staff to work collaboratively with each student to develop individual learning goals in reading and numeracy (aligning with Strategic Direction 1) and a personal goal.

Data Analysis and Use

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 (CTJ) opportunities for the purpose of analysing data in order to monitor student progress and design future learning opportunities on a whole class, group or individual level.
- Professional learning on the use of literacy and numeracy progressions and PLAN2 in order to track

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 and analyse a full range of assessments on a regular basis to accurately inform and/or modify planning, track and monitor student progress, provide feedback to students and reflect on teaching effectiveness.

Students actively engage in their learning by collaboratively establishing learning goals based on teacher feedback. They will be able to articulate their learning goals, how they will go about achieving them and how they will demonstrate success.

Student progress is tracked across the literacy (understanding texts) and numeracy (additive and multiplicative strategies) progressions PLAN2 and monitored in order to identify skill gaps for improvement and areas for extension.

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

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.

All teachers apply evidence-based approaches that extend and challenge high potential and gifted students beyond their current level of mastery across all domains of potential.

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:

Strategic Direction 2: Data Driven Practices

Initiatives

- student progress, evaluate growth over time and report on student achievement.
 - Embed sustainable whole school processes for collecting and analysing data that is aligned across the collegial network.
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Evaluation plan for this strategic direction

- NAPLAN data
- Scout data
- Student work samples with attached rubrics
- Literacy and numeracy PLAN2 data
- Student Learning Goals
- Student surveys/focus group
- Schools Excellence Framework - School Assessment (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.
- Whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implications: Deep analysis of the data will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students' individual needs are catered for.