

Strategic Improvement Plan 2021-2024

Wee Jasper Public School 3412



School vision and context

School vision statement

Our school will remain the heart of our small rural community. Here, core values will be learned and lived, as every learner is fully engaged and challenged, in preparation to making their contribution to our complex and dynamic society. Every student will be known, valued, and cared for, and experience a secure sense of belonging and connection to this school, community, and land. All students will be literate, numerate, and curious. We will continue to see the diversity of our community as a pedagogical strength and draw upon our diverse human and natural resources to sustain learning. In this way, we will counter the potential disadvantage of living in a small remote community.

School context

Wee Jasper Public School is a small rural school located in the Goodradigbee Valley, 53 kms south of Yass. The school is somewhat isolated and is set in a tranquil and unique natural bush setting. The land is recognised by the Yass Aboriginal Educational Consultative Group as shared country between Wiradjurri, Wolgalu and Ngunnawal. The school is connected to a the Professional Learning Community which also includes Binalong Public School and Bowning Public School. The school participates in sporting events through the 'Burrinjuck' Learning Communities and is also linked to the larger educational community of 'Binit Binit'.

The school is committed to fostering a sense of belonging where students feel safe, cared for and valued. Students are respectful and show empathy as they develop a broad range of flexible personal and collective skills. They support each other in developing a positive self-image and belief that they will all succeed. The smallness of the school enhances quality personalised learning and is underpinned by high expectations for intrinsic motivation and achievement. The school actively connects students to their learning, each other and the community and positive relationships are promoted. The inter-generational relationships build students' ability to relate to others and increase self-confidence.

Based on the outcome of our Situational Analysis, in full consultation with the community, we have determined that we need to continue to develop our formative and summative assessment practices. Personalised Learning Plans (PLPs) will continue to be refined and developed for identified students. Teachers will evaluate the effectiveness of their teaching practices in light of student learning needs through the application of summative and formative assessments. Developing students resilience and perseverance so that they connect, success, thrive and have high expectations of their learning are also key priorities in our Strategic Improvement Plan.

Our staff is a highly professional and dedicated team who encourage all students to achieve their personal best in all that they do through high quality, innovative teaching and learning programs. Their reflective practice, resourcefulness and vigour creates a dynamic and diverse learning environment. The collaborative approach to student learning and well-being values creative and diverse learning opportunities for all students and draws upon a wide pool of community skills and resources.

The school is the heart of the community and has a long history of strong support and camaraderie. The isolated nature of the community results in very intimate yet respectful relationships and the success of the school is cherished and celebrated by all. The school enjoys outstanding levels of support from the community and the provision of a plethora of diverse educational and extra-curricular opportunities.

Strategic Direction 1: Student growth and attainment

Purpose

Student outcomes in reading and numeracy will be improved through a planned approach and shared understanding of consistent use of data, to drive evidence-informed teaching practices across the whole school to meet the needs of every student.

Improvement measures

Target year: 2022

Network Targets

Increase the percentage of students reaching the top two bands in NAPLAN to at least the lower bound of the system negotiated target of 47.3% in reading

Increase the percentage of students reaching the top two bands in NAPLAN to at least the lower bound of the system negotiated 36.4% in numeracy

Reading - Lower bound 47.3%, upper bound 52.3%

Numeracy - Lower bound 36.4%, upper bound 41.4%

Target year: 2023

Department Targets

- Increase the percentage of students achieving expected growth in reading (NAPLAN) to be between 60% (lower bound) and 100% reading expected growth.
- Increase the percentage of students achieving expected growth on numeracy (NAPLAN) to be between 60% (lower bound) and 100% reading expected growth.

Initiatives

Effective Classroom Practice

A whole school approach to ensure effective evidence-informed teaching and learning, which integrates ongoing assessment and feedback with high quality instructional pedagogy.

- Building teacher capacity in literacy and numeracy teaching practice including: explicit teaching, use of the teaching and learning cycle, strategies for differentiation and use of assessment to inform learning.
- Professional learning to support explicit teaching of spelling, grammar and punctuation and writing across all key learning areas.
- Develop collaborative programming and teacher capacity to respond to student need through the use of evidence-informed assessment strategies to respond to student need.

How are we going to achieve this?

- To ensure that reliable formative and summative assessment is used by all staff to analyse student progress and growth, report student achievement and to improve effective teaching practices.
- Develop skills in data literacy, data analysis and data use in teaching for effective classroom delivery, reflecting on teaching effectiveness and to meet the student learning needs.

Data Capacity

Data-informed teaching

Ensure reliable formative and summative assessment is used by all staff to analyse student progress and growth, report student achievement and to improve effective teaching practices.

- Develop skills in data literacy, data analysis and data use in teaching for effective classroom delivery, reflecting on teaching to meet student learning needs.

Success criteria for this strategic direction

What are we going to observe if we are successful?

- Our teachers confidently identify, understand and implement the most effective teaching methods, with the highest priority given to evidence-informed teaching strategies.
- Lessons are systematically planned and collaboratively designed.
- Learning intentions and success criteria are visible in all classes and are used as a basis for planning, teaching and learning.
- Teachers regularly observe classroom practice and reflect on evidence-informed teaching practices.
- Differentiation and adjustments are made in response to student needs.
- Teachers use consistent and ongoing assessment of reading K-2, and 3-6.
- Whole school systems and processes are in place to support teachers to regularly collect and reflect on data to inform point-of-need teaching.
- Staff engage in regular and ongoing analysis of student and school progress with a focus on reading and numeracy.

Evaluation plan for this strategic direction

Question

Is there evidence of a planned approach and shared understanding of consistent use of data?

To what extent has evidence-informed teaching improved student outcomes in reading and numeracy?

Data

- NAPLAN data
- Check-In Assessment Data
- Best Start
- DoE Assessments

Strategic Direction 1: Student growth and attainment

Initiatives

- Shared understanding of assessment practices and frameworks.
- A whole school approach to ensure effective evidence informed teaching and learning, which integrates ongoing assessment, feedback with high quality instructional pedagogy
- Building teacher capacity in literacy and numeracy teaching practice including explicit teaching, use of the teaching and learning cycle, strategies for differentiation and use of assessment through visible learning, collaborative planning to meet individual learning needs.

Evaluation plan for this strategic direction

- CoST and CoSTEY Assessment
- Scout data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Student feedback
- SEF SaS

Analysis

Analyse the data to determine the extent to which the purpose has been achieved.

Implications

What are the implications for our work, future directions and next steps?

Strategic Direction 2: Whole-school well-being

Purpose

To implement a planned, whole school approach to well-being, connecting students, staff and communities . Building local and global connections that empower the individual to become responsible global citizens who care for themselves and others.

Improvement measures

Target year: 2024

To increase the % of students attending school 90% of the time to a minimum of 75% (lower bound of the system negotiated target).

Target year: 2024

100% of students reporting that there are high expectations for their success, there is an adult in the school they can connect to (advocacy) and a there is a strong sense of belonging at school.

Initiatives

Social and Emotional Learning

There is a strategic and planned whole school approach to well-being so that students connect, succeed and thrive. Individuals are empowered to develop their strengths and grow their talents, in order to thrive as global citizens and future caretakers in a connected world.

- Develop resilience through the BounceBack program
- Develop perseverance, high expectations, risk taking and initiating challenging tasks through CASEL philosophy.
- Strengthen kitchen, garden and sustainable practices,
- Working in partnership with the University of Canberra to contribute to the United Nations goals of sustainability using project-based learning across the PLC and with experts in the field.
- Maintain high expectation of regular school attendance.

Staff are involved in professional learning to continually improve their understanding and skills, to better support students' social and emotional well-being.

- Engage in professional learning to understand personal character strengths and how to apply their strengths within the school setting to support themselves, others and students.
- Embed a culture of mindfulness and positive well-being practices.

Connecting Students to their Local and Global Communities.

Leonardo Da Vinci said: *"Study the science of art. Study the art of science. Develop your senses - especially learn how to see. Realise that everything connects to everything else."*

Develop a strategic approach to nurture students respect for themselves, for each other and for their environment,

Success criteria for this strategic direction

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

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 well-being and learning needs in consultation with parents/carers.

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

Students have strong connections to their local environment and apply their knowledge to the global context which supports sustainable and respectable practices.

Students have a deep knowledge of the local First Nations people's history and demonstrate authentic respect for reconciliation.

Evaluation plan for this strategic direction

Question: To what extent has our whole school approach to well-being and connection to local and global communities enabled students to connect, succeed and thrive?

Data:

- Tell Them from Me Surveys
- School, Community and Student Surveys
- Scout value add data
- Annual School Plan Progress Review
- Lesson Plans incorporating research-based programs and associated assessments
- Student and Community participation rates in organised events

Strategic Direction 2: Whole-school well-being

Initiatives

and to allow the individual to flourish as an active, global citizen of the world who displays the skills, knowledge, understanding, values, attitudes, strengths and commitment to creating a sustainable future for all.

- Students will engage with the wider school community to implement sustainability projects at the school.
- Utilise the outdoor learning spaces for mindfulness and well-being initiatives that facilitate connection to their land within the local community.
- Develop strong connections to the natural world and a sense of responsibility to contribute and care for their local environment.

Acknowledge the success of traditional Aboriginal environmental practices in the local area and understand the importance of connection to land for all Australians today and in the past.

- Develop student's knowledge and understanding of the First Nations people and their connections to land within the local environment.
- Foster respect for the First Nation's history and embrace genuine reconciliation
- Develop knowledge of edible and medicinal native plants to create an indigenous bush tucker garden.
- Appreciate the importance of native animals and soil biodiversity in the local area & the need to increase the insect population to contribute to balanced ecosystem.

Evaluation plan for this strategic direction

- Student led Sustainability Action Processes
- SEMP

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification through:

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

Implications:

- Where do we go from here? The findings of the analysis will inform future directions, next steps and resource allocation.

Strategic Direction 3: Educational leadership

Purpose

The PLC models instructional leadership and supports a culture of high expectations and community engagement which is focused on continuous improvement of teaching and learning, resulting in sustained and measurable whole school improvement.

Improvement measures

Target year: 2024

The PLC will move from *commencing practice* to *expert practice* in the key practices for instructional collaboration.

Target year: 2024

High impact professional learning moves from *elementary* to *excelling* descriptors and delivers embedded, ongoing school improvement in teaching practice and student results aligned to the SIP.

Target year: 2024

The PLC will move from developing practice to expert practice in the key practices for instructional collaboration.

Initiatives

Professional Learning Communities

How are we going to achieve this?

- Provide rigorous professional learning opportunities for all staff across the professional learning community in response to school and PLC identified data
- Facilitate ongoing collaboration across the professional learning community to enhance the use of effective classroom practice using evidence informed professional learning (HIPL)
- Facilitate opportunities for lesson observations, feedback and QTR

Success criteria for this strategic direction

- A strong culture is evident in which high expectations, a shared sense of responsibility, and collaboration is embedded, so that teachers and leaders are supported, support one another and continuously develop their skills and knowledge.
- Sustained, evidence informed professional development in a collaborative learning community is directly linked to changes in classroom practice and in raising student learning outcomes
- Teachers evaluate the effectiveness of their teaching practices, including analysis of data to plan for the ongoing learning of students.
- Members of the PLC share their knowledge and skills and apply new evidence informed practices in their classrooms.

Evaluation plan for this strategic direction

Question

To what extent does the PLC model instructional leadership and support a culture of high expectations and community engagement?

How is the continuous improvement of teaching and learning measured across the PLC?

Data

- HIPL matrix evaluation
- Staff and student surveys within PLC
- Key practices for instructional collaboration matrix
- School excellence framework
- PDP
- What Works Best toolkit

Analysis

Analyse the data to determine the extent that the purpose has been achieved

Evaluation plan for this strategic direction

Implications

What are the implications for our work, future directions and next steps?

Wee Jasper Public School will do the following to evaluate progress by:

- triangulating whole school data to measure the growth of every student in mathematics and reading
- providing guided opportunities for staff, such as on collaboratively planning and shared learning days
- Staff sharing and analysing all data to reflect on their own practice
- Reviewing formative assessment data to drive PL for staff
- Conducting surveys of staff and students to determine - teacher competence in delivering best practice pedagogy, impact of PL and collaborative initiatives on student outcomes.