

# Strategic Improvement Plan 2021-2024

## Zig Zag Public School 3566



# School vision and context

## School vision statement

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**"Learning for all; Learning for Life":** We aim for excellence in learning and teaching through continuous improvement, that is future focused and individual; ensuring every child is engaged and motivated to learn.

## School context

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Zig Zag Public School (ZZPS) is located in Oakey Park, Lithgow. The enrolment of the school is currently at 101 students, which is the result of a steady population growth over the past nine years.

All school programs have a high emphasis in upholding the vision statement of "Learning for all; Learning for Life". Highlighting our aim to ensure that as a school we provide the opportunities for every child to be engaged and motivated learners.

Quality teaching practices allow students to succeed as learners based on their academic, social and emotional needs.

School programs are aimed to provide opportunities for personal development and growth through a range of school responsibilities and experiences.

We have a strong peer support and student leadership program which targets the qualities and needs of individual students.

The school has an established environmental education program, with involvement in many environmental initiatives, enhanced by the Stephanie Alexander Kitchen Garden program.

The school has a committed approach to the wider school community ensuring an ongoing affiliation with events historic to the school as well as a commitment to strengthening Parent/ Carer school consultation and involvement in student learning.

As a member of the Lithgow School's Network we are committed to strengthening our ties and involvement with the local A.E.C.G. group, in order to support our Aboriginal and Torres Strait Islander students and promote reconciliation with all members of the wider community.

We are also committed to continuing to broaden opportunities for all Lithgow students by increasing our collective efficacy and improving teaching practices that address the social issues of the wider community. We are committed to working together as a network of schools under the agreed practice in "The Oath of Kindness".

Zig Zag Public School's journey towards Improvement in student learning and teaching excellence is on a continual cycle of review, development and progression for all key learning areas, with a specific focus on explicit improvement in Reading and Numeracy skills aligned to English and Mathematics.

We are committed to high expectations for explicit content delivery, scaffolded by clear learning intentions which are linked to an analysis of data to inform teaching. After consideration of all the evidence, our next step for building teaching capacity is to develop a school wide approach to co-constructed success criteria for both Literacy and Numeracy. We will continue with our successful collaborative approach to teaching Mathematics and we will use "The Lithgow Networks" agreed Reading Strategy to Model, Guide, Share, Apply Independently (*Gradual Release of Responsibility Model*) and to provide feedback to

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both students and parents.

We will continue to review our data to identify student gaps in the "BIG 6" to ensure explicit teaching is targeted to school need. The 2020 Data analysis has identified an emphasis on fluency and vocabulary is in order to enhance comprehension. This will be used as an entry point for the Curriculum Leader's role for Curriculum Improvement in 2021.

The 2020 data analysis has identified the need to include ongoing assessments that evaluate the application of each of the big six comprehension skills, as well as a tool to triangulate internal (teacher Judgements) against external (norm or criteria referenced) assessments. We will continue to review the assessments being used and the assessment schedule to ensure that data is being collected and used to inform practice.

Teachers will learn to apply Lyn Sharratt's waterfall of assessment to guide the cycle of learning and build capacity in data analysis ensuring teachers have the ability to regularly check in with progress towards targets using our Faces on Data resource.

In addition we need to develop a school wide system to determine the gaps in learning and use diagnostic tools to identify gaps. Our learning support team will refine the processes we take to keep track of student growth and the use of a case management approach as part of the process will improve the impact of support for identified students.

Teacher professional learning will continue in the Collaborative Learning Culture we have established and as a staff we will undertake the "CLARITY" modules, based on the work of Lyn Sharratt, to deepen our collective efficacy in teaching, learning and leading.

A school culture which promotes POSITIVE EDUCATION and ENGAGEMENT is the aspirational goal for Strategic Direction 2. The school will address the social and emotional learning for all students, as a fundamental aspect for mental health and impacts on students' motivation to cooperate and achieve.

Driven by our vision of "Learning for All; Learning for Life" we can plan deeply for a wide range of rich future focused opportunities that allow for our students to apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

As a school we play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of our students. Teachers will continue to grow in professional knowledge, practice and engagement in the understanding of Student wellbeing, behaviour and specialised programs in order to support and cater for the needs of our diverse student population.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve teacher practice in Literacy and Numeracy by using evidence based pedagogy to improve student learning and to reach school improvement targets in Literacy and Numeracy.

School wide teaching practices will encourage students to be engaged and active learners, having an understanding of what they need to do to continue to improve in their learning.

## Improvement measures

### Target year: 2022

#### *NAPLAN top two bands*

A minimum uplift of 5% of students achieving in the top two bands in NAPLAN Reading from the baseline of 33.7%.

A minimum uplift 7% of students achieving in the top two bands in NAPLAN Numeracy from the baseline of 17.8%.

### Target year: 2022

#### *ATSI STUDENTS NAPLAN top three bands*

60% of ATSI Students to achieve in the top three bands in NAPLAN Reading and Numeracy.

### Target year: 2022

#### *Expected Growth*

60% of students meet expected growth in Reading and Numeracy using the literacy and numeracy progressions PLAN2 data, syllabus indicators and check in assessment data.

## Initiatives

### **Excellence in data use for improvement in Teaching and Learning.**

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

The use of assessment processes will embed reflective practice for all school, teaching and learning practices.

- \* Data to inform teaching
- \* Data to inform learning
- \* Data for planning and impact
- \* Data for individual need to inform Tier 1 Tier 2 and Tier 3 instruction.

### **Collaboration for Excellence in Teaching and Learning**

Whole School Pedagogical collaborative approach towards Effective Classroom Practice for teaching Reading and Numeracy

- \* Whole school Systematic and explicit reading instruction
- \* Whole school Reading and Numeracy teaching and assessment instruction
- embedded in all programs
- visible in classroom practice
- monitored and tracked across the school

Leading to growth and achievement in Reading and Numeracy

## Success criteria for this strategic direction

### Initiative 1:

#### **Excellence in data use for improvement in Teaching and Learning.**

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.

All students can articulate their learning goals in literacy and numeracy. Learning Intentions, Success Criteria, and Feedback are an embedded practice in all learning spaces across the school.

### Initiative 2:

#### **Collaboration for Excellence in Teaching and Learning**

An integrated approach to quality teaching, curriculum planning and delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Families are actively engaged in their child's learning, working in close partnership with the school to support learning

## Evaluation plan for this strategic direction

### Initiative 1:

#### **Excellence in data use for improvement in Teaching and Learning**

Q. Has the school's data use improved teaching and learning.

D. Data used to evaluate:

## Evaluation plan for this strategic direction

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\*Faces on data

\*Weekly Staff data meeting agenda and PI

\* Assessment schedule followed

\* Essential Assessment used in teaching and learning

\* Tier instruction informed from data analysis

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

I: What are the implications for our work? Future directions and next steps.

### Initiative 2:

#### Collaboration for Excellence in Teaching and Learning

Q. Has a whole school teaching and learning cycle for Reading and Numeracy been established and adopted in every classroom

D. Data used to evaluate:

\*Scope and Sequence for Numeracy and English (focus areas)

\* Teacher Programming

\* Collaborative evaluation reflecting new practices

\* Explicit teaching strategies adopted into classrooms

\* faces on data

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

I: What are the implications for our work? Future directions and next steps.

# Strategic Direction 2: A School Culture for Positive Education

## Purpose

To create a quality learning environment whereby student engagement is driven by every child wanting to achieve their best and are equipped to be successful life long learners.

Whole school well being processes will support the development of every child in order for them to connect, succeed, thrive and learn.

## Improvement measures

### Target year: 2022

A minimum Increase of 5% above the target baseline of 60.6% for the percentage of students attending > 90% of the time.

### Target year: 2022

TTFM Wellbeing data (advocacy, belonging, expectations) maintains at or above the schools baseline data of 90.6%.

## Initiatives

### Positive Engagement for All

Embed a whole-school approach to student engagement where there is a collective responsibility for students connecting, succeeding and thriving in future focused learning.

This will be achieved through the implementation of the Future Focused Learning in order to lift student engagement and subsequently school attendance and wellbeing practices; ultimately providing skills for life in complex and changing circumstances.

Embedding the Wellbeing Framework into school culture through ongoing staff professional learning and school wide effective wellbeing strategies (policies, signage, strategies, systems, parent involvement) documenting it so it is seamless and sustainable.

Teachers will engage in professional learning in order to learn strategies to confidently embed Aboriginal perspectives and content in their learning and teaching programs. This will in turn support our Aboriginal and Torres Strait Islander students and promote reconciliation with the wider community.

### A Positive School Culture

Embedding a whole school approach to student wellbeing where there is a collective responsibility for student learning and success.

This will be achieved through the implementation of the PAX Good Behaviour strategy in conjunction with a whole school self assessment, review and school documentation in line with the Wellbeing Framework.

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 PLSPs.

## Success criteria for this strategic direction

### Initiative 1:

#### Positive engagement for All

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

There is a school wide, collective responsibility for student learning and success, which is shared by parents and students.

### Initiative 2:

#### A Positive School Culture

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.

Planning for learning is informed by sound holistic information about each students well being and learning needs in consultation with parents/carers.

## Evaluation plan for this strategic direction

Q. Has the school's Engagement Initiatives and the establishment of PAX Behaviour system changed school culture and does school systems support the monitoring of success of student wellbeing and engagement.

D. Data used to evaluate:

\* Wellbeing Framework Self assessment pre and post data.

\* Professional Development Plans.

\* Attendance Data and Plans

\* Behaviour Faces on Data. Incident reports, Suspension data.

## Strategic Direction 2: A School Culture for Positive Education

### **Evaluation plan for this strategic direction**

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\* TTFM - Student wellbeing, family satisfaction.

\* Teacher Professional Learning data

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

I: What are the implications for our work? Future directions and next steps.