

Strategic Improvement Plan 2021-2024

Stuarts Point Public School 3643



School vision and context

School vision statement

Stuarts Point Public School is committed to working in partnership to nurture confident life-long learners who are known, valued and cared for. Students are empowered to embrace learning, develop perseverance and build resilience, which in turn fosters responsible, dedicated, capable future citizens.

In a culture of high expectations, staff work collaboratively to understand, plan, and cater for the needs of every student. Evidence based practices are deeply embedded to amplify the learning progress of each and every student. An endless pursuit for excellence ensures students are engaged, challenged and inspired to reach their maximum potential.

School context

Stuarts Point Public School is located on the Mid North Coast of NSW, nestled between the majestic Yarrahapinni Mountain and the mighty Macleay River. We draw an average enrolment of 60 students from our local village and surrounding area, which supports three multistage classes comprising students from a diverse range of backgrounds. On average in the past 3 year period our enrolment supported 32% Aboriginal and Torres Strait Islander (ATSI) students and 7% with Language Background other than English (LBOTE). The Family Occupation and Education Index (FOEI) for the school community is currently 153. The school is supported by SBAR equity loadings: Socio-economic and Aboriginal background.

Our school motto "To Greater Heights" illustrates our high expectations culture where students, families, staff and community are committed to building 'Strong and Smart' learners for life. High quality staff provide learning opportunities that engage and challenge students to continue to learn. Evidence-based pedagogy, effective classroom practice and assessment is used to drive strong foundations in literacy and numeracy. The learning, teaching and work environments are nurtured and honoured so that students and staff can be healthy, happy, engaged and successful.

All students are encouraged to be self-directed lifelong learners, where every child is supported and empowered. We provide several extra curricula opportunities for our students through leadership, Arts and PSSA.

Stuarts Point Public School is a proud member of both the Macleay Public Schools (MPS) and Nambucca Valley Community of Public Schools (V10) delivering excellence, opportunity, innovation and success.

As an Early Action for Success (EAfS) school we combine high quality leadership, collaborative mentoring, a focus on individual students and early intervention to ensure all students achieve expected outcomes. A continued focus on evidence based programs and high impact professional learning for staff are a priority. Planning, programming, assessment and rigorous data practices drive teaching and learning with the use of tools such as PLAN and Area of Focus.

Following rigorous data analysis and collaborative processes that informed our Situation Analysis we were able to use evaluative based decision making to inform the priorities for our new school plan which will build upon the work undertaken in the previous school planning cycle. We have determined the necessity for a continued emphasis on high impact innovative collaborative practices using current evidence based research and instructional leadership to ensure students achieve expected growth and attainment in their learning. As staff move towards deeper reflective practice based on quality data analysis and pursue opportunities for community engagement, students will become self-directed learners who are aware of their own progress and feel confident in working with staff to help direct future learning to succeed and thrive thus building a strong connected community.

Strategic Direction 1: Student growth and attainment

Purpose

Every student experiences growth and academic success and the school culture is focused on learning, building educational aspiration and ongoing performance improvement. Student agency and metacognition will be actively nurtured and supported. Every staff member will further develop and refine the most effective, explicit teaching methods so that all learning opportunities are maximised.

Improvement measures

Target year: 2022

System Negotiated Target - Top 2 Bands

Reading

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN uplifts (increases) by 6% from the baseline.

Numeracy

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN uplifts (increases) by 9% from the baseline.

Target year: 2023

Expected Growth in NAPLAN

Reading

At least 60% of students will be achieving expected growth in reading in Year 5.

Numeracy

At least 60% of students will be achieving expected growth in numeracy in Year 5.

Target year: 2024

School Level Target

Initiatives

Personalised Learning

Embed a learning culture so that students can identify what they have learnt, why they have learnt it and where to next through goal setting to build deep, personalised learning for each and every student.

- All stakeholders can articulate their learning goals in terms of its intention, success criteria and are provided with timely, clear feedback;
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities;
- High impact professional learning on the use of literacy and numeracy progressions and the High Potential and Gifted Education policy to personalise learning and understanding;
- Use high impact professional learning to build teacher capabilities and embed collective pedagogical practice.

High Impact Strategies for Learning

Embed a collaborative culture where staff build knowledge of the most effective, evidence-based practices to support student achievement.

- Instructional Leadership model supports teachers to use data to monitor and assess student progress and design future learning on a whole class, group and individual level;
- Review and adapt practice to ensure various forms of feedback and assessment strategies are being employed across all classrooms;
- High impact professional learning is prioritised for staff to ensure curriculum currency;
- All teachers engage in collaborative practice to explore high impact strategies to optimise student learning;
- Embedded systems for evaluative practice is

Success criteria for this strategic direction

Teachers expertly apply a range of informative and summative assessment strategies to inform teaching and learning that lead to measurable improvement in reading and numeracy.

Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy.

All teachers have an excellent understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.

Data and feedback inform teaching practice and directs learners and learning.

All students articulate, understand and achieve their literacy and numeracy learning goals.

The Learning Support Team is collaborative and an integral component of whole school approaches to language, literacy and numeracy programs.

Evaluation plan for this strategic direction

Question: Have high impact strategies for learning improved student outcomes in reading and numeracy?

Data: Data sources will include:

- PLAN 2 data including Area of Focus goals
- Running Records and Instructional reading levels
- HARS and Vocabulary scores
- NAPLAN, Check-in assessment and PLAN 2 on demand assessments (eg Year 1 Phonics and IfSR)
- SCOUT data
- Work samples
- Student learning goals
- Observation

Strategic Direction 1: Student growth and attainment

Improvement measures

At least 90% of students completing Kindergarten will have achieved Level 4 of the Understanding Texts sub-element of the Literacy Progressions.

At least 90% of students completing Year 2 will have achieved Level 6 in the Additive Strategies sub-element of the Numeracy Progressions.

Target year: 2024

School Excellence Framework

School self-assessment of the Teaching Domain elements Effective Classroom Practice and Data Skills and Use and the Learning Domain element of Learning Culture has an overall uplift to the level of Sustaining and Growing.

Initiatives

consistent throughout the school.

Evaluation plan for this strategic direction

- Teaching and learning programs

Analysis: The evaluation plan will involve:

- Five-week collection and analysis of student data which will provide regular information regarding teacher impact on student progress.
- Regular collection and professional conversation about teacher practices analysed against the SEF elements.
- Triangulation of data between internal sources (SBSR), PLAN 2 and external sources (NAPLAN and Check-in)

Implications: The findings of the analysis will inform our future directions and budget allocation

Strategic Direction 2: Innovative, collaborative staff

Purpose

In order to maximise learning outcomes and to build strong foundations for academic success for every student, all staff are committed to collaborating to identify, understand and implement the most effective, evidence-based teaching strategies. The school culture recognises and invests in leadership and developing staff capabilities which will improve the quality of student learning.

Improvement measures

Target year: 2022

School Level Target

Phonics

By the end of Term 3 there will be an uplift (increase) by 20% of Year 1 students considered on track for their phonic knowledge using the Year 1 Phonics screening check.

Target year: 2024

School Level Target

Numeracy

At least 90% of students completing Year 6 will be working at level 11 or above in the Quantifying Number sub-element of the Numeracy Progression.

Target year: 2024

SEF Target

School Excellence Framework self-assessment in the Learning Domain element of Student Performance Measures has an overall lift to the level of Sustaining and Growing.

School Excellence Framework self-assessment in the Teaching Domain element of Learning and Development has an overall lift to Excelling.

Initiatives

High Impact Professional Learning

Staff will build knowledge and understanding of effective teaching methods to support student achievement through high impact professional learning (HIPL), resulting in professional growth and student achievement. This will be achieved through:

- Professional learning that is driven by identified student needs;
- School leadership teams collaboratively drive professional learning that is reflective of school priorities and staff Professional Development Plan (PDP) goals;
- Underpinned by effective evidence informed approaches that strengthen teaching practice and collaboration;
- Engaging staff in professional dialogue focused on quality global research and school data;
- Teachers and school leaders who are responsible for the impact of professional learning on student progress and achievement.

Effective and Reflective Practices

Embed whole school approaches to professional collaboration that strengthen teaching, learning and leadership.

- School staff have clarity around data collation, analysis and use in order to build student growth;
- Staff will use and incorporate assessment and feedback strategies that will be refined and implemented in all classrooms;
- Embed the use of authentic self-assessment processes that strengthen reflective practice for all staff;
- School staff rigorously plan specific strategies for differentiated learning, working collaboratively to formulate content to maximise curriculum delivery

Success criteria for this strategic direction

Evidence-based teaching strategies are developed and implemented consistently across the school. Teaching methods optimise learning for all student abilities.

Staff regularly reflect on methods of teaching literacy and numeracy, promoting and modelling effective strategies across the school.

Students' reading abilities are deepened and broadened to include a range of text styles.

Students' learning improvement in literacy and numeracy is monitored through PLAN data and growth is evident.

Regular Teaching Sprints focus on specific reading and numeracy skill development.

Teaching staff PDPs are developed with explicit literacy and numeracy goals with the 'progress to the next step' understood by all stakeholders.

Evaluation plan for this strategic direction

Question: Has high impact professional learning resulted in improved teaching practice and has this positively impacted on student learning outcomes?

Data: We will use a variety of data sources, including:

- PLAN Area of Focus
- Internal assessment
- Reading levels
- Year 1 Phonics Screening
- Teaching Sprint data
- External assessment (NAPLAN)
- Survey, observation, interview- Student Voice

Analysis: Analysis will be embedded within the initiatives through the monitoring of progress and implementation processes. Annually the school will review progress

Strategic Direction 2: Innovative, collaborative staff

Initiatives

and improve outcomes.

Evaluation plan for this strategic direction

towards our improvement measures.

Implications: The findings of the analysis will inform our future actions.

Strategic Direction 3: Connecting, succeeding and thriving

Purpose

To ensure that every student connects, succeeds, thrives and learns, there will be a planned approach to strengthen effective partnerships and develop a culture of high expectations that supports wellbeing, attendance, engagement and learning. Students are well supported holistically, becoming self-motivated learners, confident and creative individuals, with the personal resources for future success and wellbeing.

Improvement measures

Target year: 2022

System Negotiated Targets

Attendance

At least 85% of students will be attending school at least 90% of the time.

Target year: 2022

School Level Target

Wellbeing

The proportion of students that report positive wellbeing will be above 90% (baseline).

Target year: 2024

School Excellence Framework

School Excellence Framework self-assessment in the Learning Domain element of Wellbeing and Learning Culture has an overall uplift to the level of Sustaining and Growing.

Initiatives

Wellbeing

Creating a teaching and learning environment that enables students to be healthy, happy, engaged and successful.

- Explore the Wellbeing Framework as a school community and adapt it to meet our school context;
- Rigorous and intentional approach to developing the personal, academic, physical and mental wellbeing of all students;
- Self-regulation, behaviour and wellbeing goals are established and achieved by every student.

Partnerships for Engagement

Developing a culture of collaboration to build the social resources that will support our learning community.

- Promote high expectations relationships that support aspirational expectations;
- Strengthen effective partnerships and create strong collaborations so students are motivated to continually improve;
- Focus on attributes and strengths that maximise student potential to grow and flourish in all aspects, as they strive towards achieving meaningful goals.

Success criteria for this strategic direction

Whole-school wellbeing processes have been developed and implemented.

Positive and respectful relationships are evident throughout the school through explicit teaching and reflection of our school values.

Planning and provision for learning is informed by holistic information about each students' wellbeing and learning needs.

Regular and ongoing planning and monitoring of the whole school approach occurs in relation to student wellbeing and engagement.

Students report a positive sense of advocacy, belonging and expectations for success.

Parent satisfaction is evident.

Evaluation plan for this strategic direction

Question: Have effective partnerships and wellbeing processes supported improvement in students' sense of advocacy, belonging and expectations of success?

Data: We will use a variety of data sources, including:

- Interview
- Student Voice
- Survey
- Observation
- Program Review
- Document Analysis

Analysis: Analysis will be embedded within the initiatives through the monitoring of progress and implementation processes. Annually the school will review progress towards our improvement measures.

Implications: The findings of the analysis will inform our

Evaluation plan for this strategic direction

future actions.