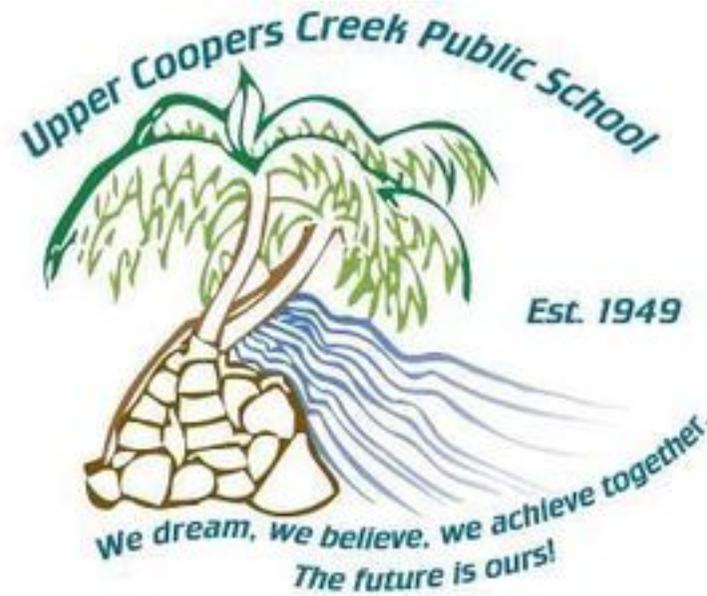


# Strategic Improvement Plan 2021-2024

## Upper Coopers Creek Public School 3760



# School vision and context

## School vision statement

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Upper Coopers Creek Public School empowers each student to reach their full potential, fostering creativity, initiative, excellence and independence of thought.

## School context

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Upper Coopers Creek Public School is a small, rural school that thrives in the heart of Upper Coopers Creek Valley. Students prosper in a safe, nurturing environment that develops respect, understanding and responsibility in a K-6 classroom. Learning comes to life through exploration, discovery and deep engagement, as teachers work alongside students to inspire creativity and excitement and to promote school excellence. The school is well-resourced and has strong creative arts, wellbeing and environmental programs that complement our academic focus.

Upper Coopers Creek Public School is a proud member of the First North Learning Community of Schools. Through our learning communities, students engage in a range of stimulating programs in a larger supportive environment and teachers have access to high quality training and Professional Development.

This Strategic Improvement Plan has been developed in consultation with the Aboriginal Education Consultative Group (AECG) and through a consultative process utilising surveys, meetings and extensive discussions with students, staff and families. Through our situational analysis, we have identified the need for a more structured and consistent, whole school teaching and learning approach that ensures explicit teaching through the most effective data driven practices and evidence-based methods. Similarly we have identified the need for a more consistent and structured approach to student wellbeing.

Our focus over this four-year plan will be on developing and embedding:

- whole school quality processes for collecting and analysing data
- greater consistency of judgement within and across schools
- teacher understanding of evidence-based practice, high impact teaching strategies and learning informed by data
- a planned approach to wellbeing that incorporates the elements of the Wellbeing Framework
- system-negotiated target areas in reading and numeracy.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure strong student growth and maximise learning outcomes in reading and numeracy through individualised learning and evidence-based, data-driven teaching and learning practices.

## Improvement measures

### Target year: 2022

#### NAPLAN:

The percentage of students achieving in the top two NAPLAN bands in reading to be at or above the lower bound system-negotiated target of 57.2.

### Target year: 2022

#### NAPLAN:

The percentage of students achieving in the top two NAPLAN bands in numeracy to be at or above the lower bound system-negotiated target 41.7%.

### Target year: 2023

#### NAPLAN Growth:

The percentage of students achieving expected growth in reading to be at or above the lower band of the system-negotiated target of 60%.

### Target year: 2023

#### NAPLAN Growth:

The percentage of students achieving expected growth in numeracy to be at or above the lower band of the system-negotiated target of 60%.

## Initiatives

### Data informed practice

Improve reading and numeracy outcomes through:

- The collaborative design and implementation of whole school learning sequences that embed explicit processes for collecting, analysing and utilising data.
- Developing a suite of quality, valid, reliable internal and external assessment tools to improve and monitor student performance.
- Ensuring teaching practice is responsive and differentiated, based on data analysis.
- High impact professional learning to improve teacher understanding and application of quality formative assessment strategies.
- Establishing systems for the collection and analysis of longitudinal student learning data.

### Targeted teaching practice

Improve reading and numeracy outcomes through an embedded school-wide approach to a process of enquiry, feedback and the development of a clearly defined, shared vision, of quality teaching, evidence-based practice and learning informed by data.

- Develop the use of Planning for Literacy and Numeracy (PLAN2) as a formative assessment measure of progress to individualise learning and teaching.
- Explicit systems established for students to work with teachers to engage in guided analysis of personal learning data in order to identify individual learning goals and track and reflect upon their learning growth.
- Systems established for consistent teacher judgement within the school and across schools.
- Embed pedagogy that is shown through research to improve the quality of teaching and student outcomes.
- Ensure all teachers engage in collaborative professional learning focusing on pedagogy.

## Success criteria for this strategic direction

- All teaching and learning programs apply a full range of assessment strategies and explicitly demonstrate a thorough understanding of student assessment and data concepts.
- Explicit systems are embedded to ensure all teachers analyse, interpret and extrapolate data and use this to inform planning and modify teaching practice.
- The most effective evidence-based teaching methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- Teaching and learning programs are dynamic, showing evidence of revisions and adjustments to address individual student needs.
- The school culture is one of aspirational expectations of learning progress and achievement in reading and numeracy.
- Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.
- Processes are 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:

- External student achievement measures: NAPLAN, Progressive Achievement Test (PAT), Best Start, Check In Assessments
- Internal student achievement measures: Maths Pathways, Words Their Way, PM Benchmark, SENA
- Scout data
- Student work samples - Literacy and Numeracy

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- Collaboratively analyse and discuss their own and each other's teaching in professional learning communities.
- Ensure teacher understanding and application of evidence-based practice and high impact teaching strategies.

## Evaluation plan for this strategic direction

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- PLAN2 data
- Student Individual Learning Plans (ILP)/Personalised Learning Pathways (PLP)
- School Excellence Framework Self-assessment Survey (SEF SaS)
- Teaching programs showing evidence of differentiation and modifications based on assessment data.
- Individual Learning Plans showing evidence of personalised success criteria and regular goal setting meetings.
- Professional Development Plans (PDPs) and classroom 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.
- Executive team 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.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

# Strategic Direction 2: Student Wellbeing and Engagement

## Purpose

To ensure that all students achieve their full potential as successful learners and as confident, resilient, creative individuals and responsible and productive global citizens, we will further develop and refine a holistic, structured and data-based approach to wellbeing and engagement.

## Improvement measures

### Target year: 2022

Increase the percentage of students attending > 90% of the time to at or above 90%

### Target year: 2024

Tell Them From Me (TTFM) Wellbeing data (advocacy, belonging, expectations): increases in positive responses to be at or above State and Statistically Similar School Group (SSSG).

### Target year: 2024

100% of students, staff and parents able to articulate, through surveys and questionnaires, school wellbeing and behaviour expectations.

## Initiatives

### Wellbeing Practices

Develop and embed a planned and structured whole school approach to wellbeing and engagement that incorporates the elements of the Wellbeing Framework and explicit systems for collecting, analysing and utilising wellbeing and engagement data.

- Collect and analyse baseline data using Wellbeing for School Excellence Evaluation Support Tool and a variety of high quality data sources.
- Review current wellbeing processes and their levels of alignment with the Wellbeing Framework.
- Develop a school Reconciliation Action Plan.
- Develop a whole school approach to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement.
- Implementation of evidence based programs to support positive wellbeing for all.

### Community Connections

Establish explicit systems to engage parents and build collaborative partnerships with students, staff, families, communities and other organisations to support and develop students and school communities.

- Staff, students and parents collaboratively identify student wellbeing goals and track and reflect upon their achievements.
- Through AECG consultation, provide structured opportunities for students and school community to develop positive connections with local Aboriginal Community.
- Provide timetabled opportunities and events for parents and the broader school community to actively participate in the school.
- Provide structured opportunities for students to develop positive connections with wider community organisations.

## Success criteria for this strategic direction

- Consistent, evidence-based whole school practices are successfully implemented, resulting in measurable improvements in wellbeing and engagement to support learning.
- Parents and students have a deeper understanding of student learning and assessment approaches and are active partners in learning.
- School community satisfaction is regularly measured and analysed and whole school actions in response to the findings are shared with the community.
- Community-supported, consistent and systematic processes are implemented to ensure improved student attendance.
- Management practices and processes are responsive to school community feedback and there is a whole school approach to improving parent and student engagement.
- Positive, respectful relationships are evident and widespread among students and staff ensuring optimum conditions for student learning across the whole school.

## 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:

- Tell Them From Me (TTFM) survey results
- School based data from student, staff and parent surveys and questionnaires
- Positive Behaviour for Learning - Benchmarks of Quality, School-wide Evaluation Tool and Self-assessment Survey
- Reconciliation Action Plan
- The Personal and Social Capability learning continuum (ACARA)
- Attendance data

### Evaluation plan for this strategic direction

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- ebs data
- Personalised wellbeing plans

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 and Wellbeing Framework elements and themes.
- Executive team 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.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.