

Strategic Improvement Plan 2021-2024

Palinyewah Public School 3912



School vision and context

School vision statement

We strive to provide learning experiences which will inspire the students to become resourceful and resilient citizens who can confidently collaborate, think creatively and problem solve.

At PPS we ... **P**articipate **P**ersevere **S**ucceed.

School context

Palinyewah Public School is a small rural school situated on the Darling Rived 40km north of Wentworth. Students come from the locality of Ellerslie and the surrounding farming community located to the north of the school. Palinyewah Public School is classified as a TP1 school with one multi-stage class. Providing quality educational experiences in a small rural setting is a priority, where meeting the individual learning needs of students is paramount.

Our school expectations are:-

- * Be wise - responsibility
- * Be kind - respect
- * Be true - integrity

Strong community relationships are an important aspect of the school with a high level of community consultation and involvement. The school culture is positive with students and parents taking great pride in their school. Our school community values education and is very supportive of the school. The school is part of two networks - the local area Sunraysia Network, and the broader Far West Network.

Based on the outcomes of our Situational Analysis, External Validation process and School Excellence Framework, we have determined that we need to:-

- * Focus on explicit teaching and feedback practices, specifically in reading and numeracy
- * Develop strategies to ensure the effective use of data in practice
- * Promote meaningful teacher collaboration to improve teaching and learning
- * Build teacher and student capacity in using assessment as a tool to support learning.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy, and build strong foundations for academic success in all key learning areas, all staff will identify, understand and implement the most explicit teaching methods in which student assessment data is regularly used to identify student achievements and progress.

Improvement measures

Target year: 2022

An increase in the percentage of students in the Far West network achieving in the top 2 NAPLAN reading bands by 10% from the system negotiated target baseline.

Target year: 2022

An increase in the percentage of students in the Far West network achieving in the top 2 NAPLAN numeracy bands by 10% from the system negotiated target baseline.

Initiatives

Explicit teaching and feedback

Build teacher capacity through evidence based, high impact professional learning focused on the implementation of explicit quality teaching and feedback practices to ensure the learning outcomes of all students are maximised.

Data skills and use

Develop and implement strategies across the school to ensure the effective use of data to inform planning and teaching. Improved school-wide systems to collect, analyse and use data to track student progress and inform teaching practice leads to improvement in student learning outcomes.

Success criteria for this strategic direction

Initiative 1: Explicit teaching and feedback

Teachers are engaged in ongoing high impact professional learning to build their capacity in planning for and implementing evidence based explicit reading and numeracy programs to optimise learning progress for all students, across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Teachers regularly review learning with each student to provide explicit, specific and timely feedback related to defined success criteria to ensure all students have a clear understanding of how to improve.

Initiative 2: Data skills and use

All teachers have a sound understanding of student assessment and data concepts, and are able to analyse, interpret and extrapolate data to inform planning, identify interventions and modify teaching practice.

Student learning goals are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored regularly through collection of quality, valid and reliable reading and numeracy data.

Evaluation plan for this strategic direction

Palinyewah Public 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.

- NAPLAN
- Check-in assessment
- Progressive Achievement Tests (PAT)
- Essential Assessment
- InitialLit

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Benchmarking of reading
- SCOUT - Value added data
- Student work samples
- Literacy and numeracy PLAN2 data and Learning Progressions
- Internal school assessment data
- Staff, parent and student voice (surveys and feedback)
- School Excellence Framework self assessment
- Staff Performance & Development Plan

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.

Strategic Direction 2: Connecting and Collaborating

Purpose

To maximise the learning outcomes for every student through the strengthening of quality teaching practice, explicit strategies will be put in place to enable teachers to engage in effective, intentional and purposeful collaboration and feedback.

Improvement measures

Target year: 2023

An improvement of 60-100% of Year 3 and Year 5 students in the Far West network achieving expected growth in reading increases.

Target year: 2023

An improvement of 60-100% of Year 3 and Year 5 students in the Far West network achieving expected growth in numeracy increases.

Target year: 2022

The school will have an increase of at least 10% of students attending at greater than 90% of the time.

Initiatives

Collaborative Teaching Practices

The school will facilitate the development and growth in collaborative teaching practices through the use of explicit organisational practices and strategies including teacher participation in high impact professional learning to support the development of school-wide improvement in teaching practice and an increase in student achievement of learning outcomes.

The school uses explicit systems and strategies that facilitate high impact professional learning and collaboration between teachers, incorporating inter-school relationships and external agency connections, to drive the ongoing development and improvement of all teachers.

Assessment

The school builds teacher capacity in using assessment as a tool to support student learning. Assessment will be used to review and adapt teaching practice to ensure that the individual learning needs of students are met. Students are challenged to make self assessment a part of everyday practice.

Success criteria for this strategic direction

Collaboration

Explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers are embedded to drive ongoing, school wide improvement in teaching practice and student results.

Assessment

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Teachers expertly apply a range of formative and summative assessment strategies to inform teaching and learning that lead to measurable improvement.

Formative assessment is practiced expertly by teachers, and is used flexibly and responsively as an integral part of daily classroom instruction.

Evaluation plan for this strategic direction

Palinyewah Public 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.

- Staff Performance and Development Plan
- Student reflection journal
- Progressive Achievement Tests (PAT)
- Learning progressions
- SCOUT - student attendance
- Quality Teaching Rounds
- NAPLAN

Evaluation plan for this strategic direction

- Check-in assessment
- Internal school assessment data

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.