

Strategic Improvement Plan 2021-2025

Edward Public School 4418



School vision and context

School vision statement

Edward Public School staff, students and community will work together collaboratively to provide rich learning experiences focused on developing all students being supported to achieve their personal best in a nurturing and caring environment focused on aspirational outcomes for all.

School context

Edward Public School is located in the rural town of Deniliquin with an approximate population of 8,000. The school has an enrolment of approximately 113 students, of which approximately 30% identify as Aboriginal.

The school is renowned for its inclusivity and welcoming atmosphere. The school has large grounds which provide a range of spaces for student to play and learn. There is a vast range of educational, sporting, creative and cultural opportunities available to our students to support their engagement in learning across all key learning areas. A Multi Categorical Class was established in 2020 to support students with identified needs.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and use to support individualised and differentiated learning.

The wellbeing of students in our school is supported by our staff, a part time counsellor, chaplain and home school liaison officer. Edward Public School also has an active Parents and Citizen's Association focused on supporting the school and students by running the school canteen, uniform shop and fundraising activities to support the school.

After undertaking a thorough situational analysis the following areas for development were identified:

- the development of literacy skills, in particular reading comprehension and phonemic awareness
- the development of numeracy skills, in particular number sense and measurement
- strengthening teachers working collaboratively across the school to support refined teacher practice so support student learning
- continue to focus on student wellbeing to support student engagement across the school.

This helped identify the following strategic directions for our strategic improvement plan:

- Student Growth and Attainment
- Refined teacher practice and collaboration
- Developing and fostering wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3, 4, 5 and 6 for 2023 compared with Year 3, 4, 5 and 6 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3, 4, 5 and 6 for 2023 compared with Year 3, 4, 5 and 6 in 2022.

Initiatives

Using data to inform our teaching of literacy and numeracy

In Literacy and Numeracy we will embed sustainable whole school processes for collecting and analysing data.

The evaluation of this data will be regularly used to inform:

- the selection of teaching strategies in relation to student needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing

Differentiated classroom practices

Through planned high impact professional learning, teachers will develop and implement a range of high quality assessment strategies which will inform and differentiate teaching and learning for every student. Teachers will make assessment of student learning as part of their everyday practice to provide all students with opportunities to be challenged and to learn.

Success criteria for this strategic direction

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice. Teachers will use internal school progress and achievement data to identify student growth.

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:

- NAPLAN data
- Check in Assessment data
- Phonic and Phonemic Awareness data
- Scout - Value added data
- Lesson observation feedback
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs/IEPS

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- LST Minutes
- Teaching and learning programs

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.

Strategic Direction 2: Refined teacher practice and collaboration

Purpose

In order for all students to achieve expected growth, teachers will undertake targeted high impact professional learning focused on collaboration and effective evidence-based teaching strategies and will embed these practices across the school.

Improvement measures

Professional Learning

Achieve by year: 2025

An improvement in the theme of Professional Learning to the level of Excelling as measured by the School Excellence Framework

Collaborative Practice

Achieve by year: 2025

An improvement in the theme of Collaborative Practice and Feedback to the level of Excelling as measured by the School Excellence Framework

Initiatives

Teacher learning and development

Through collaboration and professional learning, teachers will actively evaluate, share and discuss learning through targeted professional development with other staff in the school to improve teacher practice.

Collaboration

We will develop a strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge.

Success criteria for this strategic direction

Teachers participate in high impact evidence-based professional learning that is aligned with the school plan.

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods. This drives ongoing, school wide improvement in teaching practice and student results.

School staff collaborate and use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.

The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address under performance.

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:

- PDP feedback
- Teaching and learning programs
- Program checklist
- Lesson observation feedback
- Stage and staff meeting minutes
- PL surveys
- Check in Assessment data
- Phonic and Phonemic Awareness data
- Student work samples

Strategic Direction 2: Refined teacher practice and collaboration

Evaluation plan for this strategic direction

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.

Strategic Direction 3: Developing and fostering wellbeing

Purpose

In order to ensure that all our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

Improvement measures

Attendance >90%

Achieve by year: 2023

Increase the number of students attending school 90% of the time by 8%

Wellbeing

Achieve by year: 2023

Wellbeing data from the Tell Them from Me survey will indicate an uplift of at least 5% or the reset system negotiated target.

Initiatives

High Expectations and Engagement

Create a culture of high expectations where there are clear and consistent expectations for student learning. Teachers will embed consistent whole school practices to support learning across the school to ensure all students are engaged effectively.

Developing partnerships

By developing and building meaningful partnerships across the school community, we will establish and maintain positive learning environments. We will implement evidence based practices across the school community to ensure that all students feel safe and supported to learn.

Through strong partnerships with our Aboriginal families, we will maintain a culturally responsive and nurturing environment for our Aboriginal students. We will continue to have high expectations for attendance, growth and development. and will deliver improved outcomes for our Aboriginal students.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

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

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

All classroom and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption..

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:

- TTFM data
- Attendance data
- Scout data
- LST Minutes
- ebs Central Wellbeing data
- Classroom observations
- Parental and community engagement
- Behaviour management plans
- Restorative practice feedback
- PLPs

Strategic Direction 3: Developing and fostering wellbeing

Evaluation plan for this strategic direction

- IEPs

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.