

Strategic Improvement Plan 2021-2024

Clare Public School 4565



School vision and context

School vision statement

Clare PS values a rich, rigorous education of discovery that respects childhood, builds resilient individuals and celebrates the human spirit. We honour each student's learning needs, readiness and interests through responsive planning, targeted explicit teaching and strategic assessment in order to maximise each student's learning potential and achievement.

Each child experiences the right to be heard, to be respected, to feel a sense of belonging to their family, school and community and to become responsible citizens.

'Learning with our head, heart and hands'.

School context

Clare Public School is situated 155 kilometres north of Balranald and 75 kilometres south of Ivanhoe. It provides quality education in an isolated rural setting for students drawn from the surrounding sheep stations. Families travel extensive distances, up to 300km daily, to transport their children to school. There are four school families with a total of seven students enrolled for 2021.

The school structure consists of one multi-grade class with one full-time teaching principal, one-part time teacher covering release from face to face and support teaching and one student learning support officer. The school has a part-time School Administration Manager and a part -time General Assistant.

Clare PS is focused on building individual and collective wellbeing through a climate of care and positivity. In our small school, children interact across age groups, playing with and caring for each other as a family. Each child is treated as an individual and their own needs, interests and talents are understood and catered for. Learning programs are student centred, highly responsive to personal learning needs and driven by evidenced based teaching and learning. Our learners are at the centre of everything we do.

The school is an important part of the Clare community. We seek to build collaborative partnerships with students, staff, families and our community to support and develop our students and our community.

In combination with feedback from staff, parents and students our school has identified two key strategic directions as a basis for a shared commitment to the achievement of our school vision statement. Our focus strategic directions will be student growth and attainment and nurturing and engaging learning culture.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

"The more leaders focus their influence, their learning and their relationships with teachers on the core business of teaching and learning, the greater their influence on student outcomes".

Improvement measures

Target year: 2022

Improvement in the percentage of students in the Deniliquin network small schools cohort group achieving in the top 2 bands in NAPLAN Reading by 12%

Target year: 2022

Improvement in the percentage of students in the Deniliquin network small schools cohort group achieving in the top 2 bands in NAPLAN Numeracy by 8%

Initiatives

Data Skills and Use

We will embed sustainable whole school processes for collecting and analysing data to make effective data-based decisions and to drive student growth in numeracy and Literacy. We will support capacity building of all staff to understand how data collection, use and analysis is a powerful tool for understanding where students are in their learning, how effective their teaching has been and how interpretation of this data assists in responsive planning for individual student needs.

Formative Assessment

Our learning environment will operate with clarity of high expectations using assessment strategies consistent with these expectations. Data informed formative assessment practices will be an integral part of daily instruction in every classroom. Teachers will be supported to build their understanding and practice of formative assessment on a regular basis through instructional leadership and time for reflective collaboration.

Success criteria for this strategic direction

Ongoing formative and summative data of student progress is collated, analysed, and applied at a class, student cohort and whole school level to inform professional learning requirements, leading to consistent high quality targeted professional learning. (HIPL) (SEF-Data skills and Use)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF-Assessment)

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. (SEF-Assessment)

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. (SEF-Effective Classroom Practice)

Staff contribute to environments which allow students to thrive by delivering high quality learning experiences. (Wellbeing for School Excellence-Thrive)

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

Scout data

Student work samples

Daily observation journals

Evaluation plan for this strategic direction

Individual student progress checked and monitored against progressions and syllabus standards personal log

Literacy and numeracy PLAN2 data

Phonic and Phonemic Awareness Data

Student PLPs

Student voice

SEF SaS

The evaluation plan will involve:

Whole staff regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures

Weekly whole staff reflective sessions

Term by term review and triangulation of data sources including quantitative and qualitative 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: Nurturing & Engaging Learning Culture

Purpose

To actively support all students in achieving their potential and developing a love of learning in a high expectations environment, we seek to know and deeply understand our learners' identities, dispositions, values, attitudes and skills so that we may respond with nurturing learning environments to support their development as caring, creative thinkers and communicators.

'Engaged learning occurs when the lives, knowledge, interests, bodies and energies of young people are at the centre of classroom and school'.

Developing teacher capacity to systematically deliver a differentiated curriculum through instructional leadership and quality teaching and learning.

Improvement measures

Target year: 2023

Increase the number of students achieving at or above expected growth in NAPLAN reading.

Target year: 2023

Increase the number of students achieving at or above expected growth in NAPLAN numeracy.

Target year: 2022

Increase the percentage of students attending school more than 90% of the time.

Initiatives

Collaborative Practice

Encourage and foster an environment that values sharing, trust, collaboration, risk taking, self assessment and reflection.

Teachers will be actively engaged in focused professional learning and collaborative planning to enable the delivery of explicit high quality teaching and learning programs that enable students to connect, thrive and succeed.

Implement collaborative processes supporting teachers' consistent, evidenced based judgement and moderation of assessment literacy and numeracy.

Visible Learning and Feedback

Staff and students engage in explicit teaching and learning activities focusing on growth mind-sets, resilience and visible learning. There will be an ongoing embedded effort to understand our students' learning through constant dialogue, observation, analysis and listening.

Student agency and initiative will be encouraged through responsive teaching and learning., ensuring students are actively involved with ideas, with each other, and in action as they build understanding.

Success criteria for this strategic direction

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF-Learning and Development)

Student feedback on the impact of teaching is routinely collected for ongoing evaluation and to inform professional learning needs. (HIPL)

Teachers are supported by school structures and processes to collaborate and explore relevant and evidence-based global, national, and local research in teaching, and apply and test this in their teaching practice. Resources are applied in a targeted manner to meet student learning and wellbeing needs. (HIPL)

Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning. (Wellbeing for School Excellence-Succeed)

Staff contribute to environments which allow students to thrive by delivering high quality learning experiences. (Wellbeing for School Excellence- Thrive)

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. (SEF-Wellbeing)

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