Strategic Improvement Plan 2022-2026

Collins Creek Public School 1593
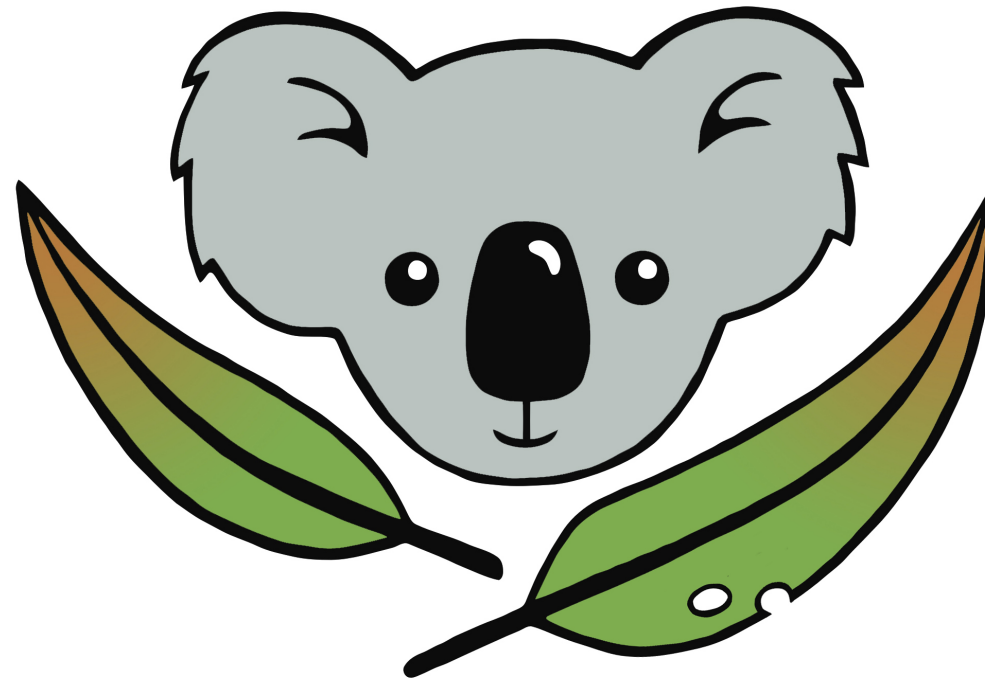
School vision and context

School vision statement

To develop responsible, caring and engaged students who take pride in their learning and achieve success. Our emphasis on environmental education and sustainability empowers learners to consider local and global issues. Our inclusive learning environment fosters wellbeing, is responsive to student voice and supported by parents and community working together.

School context

Collins Creek Public School is a small rural school located 17 km north of Kyogle with a current student enrolment of 21. Our school grounds consist of open and fixed play equipment areas, in addition to gardens and nesting boxes, which are regularly visited by native animals. Our school community is committed to the development of a better environment. Students, staff, parents and the broader community work together to make Collins Creek Public School a sustainable, friendly place by considering the curriculum we teach, the waste we produce, the management of resources and our school grounds.

The school is supported by strong community engagement, which extends to the Community of Learners of Upper Richmond Small Schools (COLOURSS) network of schools, of which we are proud to belong. This consists of: Barkers Vale, Collins Creek, The Risk and Wiangaree Public Schools. COLOURSS collaborate to provide an enrichment and engagement program throughout the year, which promotes partnerships to overcome rural and remote challenges, whilst celebrating small schools' strengths to maximise student outcomes, within a wider educational community.

We are on a journey to maximise student growth and attainment in reading and numeracy and build strong foundations for academic success across the curriculum. Our school's 2021 External Validation highlighted strengths and areas for development, and this, together with feedback from parents, students and staff, enabled us to complete an authentic Situational Analysis, which led to the development of this Strategic Improvement Plan for 2022-2026. Through this process, we have identified a need to use effective data driven practices that ensure all students have access to stage appropriate learning, which is underpinned by evidence-informed strategies and embedded evaluative practice. Our future focus will be how teachers successfully plan for, review and adapt practice to meet and extend students' learning needs.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth and attainment in reading and numeracy and build strong foundations for academic success across the curriculum, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students and successfully impact on teaching and learning outcomes.

Improvement measures

NAPLAN expected growth - Reading
Achieve by year: 2023

Years 4, 5 and 6 students within the Richmond Network of Small Schools (53.36) achieve expected, or above expected, annual growth in Reading as measured through the system Check-In Assessment and when compared to Statistically Similar School Groups (51.35) and State Averages (55.8).

NAPLAN expected growth - Numeracy
Achieve by year: 2023

Years 4, 5 and 6 students within the Richmond Network of Small Schools (52.98) achieve expected, or above expected, annual growth in Numeracy as measured through the system Check-In Assessment and when compared to Statistically Similar School Groups (53.90) and State Averages (59.2).

Attendance >90%
Achieve by year: 2023

Increase the percentage of students attending school more than 90% of the time to contribute towards the Richmond Network Small Schools beyond the baseline data of 70% of students attending more than 90% of the time.

Initiatives

Data Skills and Use

- Development of school-wide systematic and reliable assessment processes.

- Collection of internal and external progress and achievement data is used to ascertain where each student is on their learning journey.

- Analysis of data allows identification of trends and skill gaps, in order to drive future teaching practice at individual, group and whole school levels, in reading and numeracy.

Reading and Numeracy

- Two-teacher model of teaching K-2 and Year 3-6 literacy and numeracy to maximise the teaching of stage-specific outcomes, support differentiation and identify students' learning needs.

- High impact professional learning to support understanding of evidence-informed practice in reading and numeracy.

- Professional learning focuses on differentiation in reading and numeracy to support students of all abilities.

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. Internal and external assessment data is scrutinised to identify trends and next steps in students' learning and individual learning goals. Teaching content is informed by consistent and reliable student assessment and reflects adjustments to support students' learning needs.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

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.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can we demonstrate impact and improvement in student reading and numeracy?

Data: Evidence of professional learning being implemented, Performance Development Plans, Teaching and Learning Programs, lesson observations, Internal assessment: formative assessment, PLAN2, Essential Assessment and IfSR, peer and formal lesson observation and external assessmentd: Check-In Assessments, NAPLAN and Phonic Screening Checks.

Analysis: Analysis will be determined through progress monitoring and implementation of initiatives.

Implementation:

Strategic Direction 2: Collaboration for School Improvement

Purpose

To collaborate and use effective evidence-based practice to improve teacher practice and community engagement, resulting in sustained and measurable whole school improvement.

Improvement measures

Learning and Development
Achieve by year: 2026

The school is Externally Validated at the Excelling level of the School Excellence Framework's Professional Learning theme, within the Learning and Development domain.

Community Engagement
Achieve by year: 2026

The school is Externally Validated at the Excelling level of the School Excellence Framework' for:

- all themes within the Learning Culture domain
- the Community Engagement theme, within the Educational Leadership domain.

Initiatives

High Impact Professional Learning

- Targeted Professional Learning to support the delivery of the What Works Best themes Explicit Teaching and Effective Feedback.
- Establish the regular use of deconstructed learning intentions and success criteria that is regularly referred to for feedback and assessment throughout the teaching and learning cycle.
- Peer observation and the opportunity to observe outstanding teaching and programming practice in K-2 and 3-6 settings.

Partners in Learning

- Strong partnerships between teachers and parents inform and support consistent and systematic processes to improve attendance and wellbeing outcomes for students.
- Teachers collaborate with staff in other schools to share and embed good practice.
- Proactive participation in the COLOURSS' network enrichment and engagement program throughout the year to support effective relationships between students, staff and parents.

Success criteria for this strategic direction

High impact evidence-based professional learning is scheduled throughout the year. Staff evaluate professional learning activities to identify, promote and implement the most effective strategies to improve teaching and learning.

Teachers use a range of evidenced-informed explicit teaching practices to explain and break down knowledge to support student learning. Student learning is enhanced through clear learning objectives, success criteria and feedback, evidenced in teaching observations and book looks.

The school uses embedded and explicit systems that facilitate collaboration, classroom observation, the modelling of effective practice between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

The school uses uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and improved student learning and engagement?

Data: student, staff, parent/carer questionnaires, parent participation at workshops and parent-teacher meetings, attendance trends, peer observations, book looks, professional learning and SDD schedules and evaluations, and minutes COLOURSS' network minutes.

Analysis: Analysis of data will inform next steps.

Implementation: The findings of the analysis will inform future actions.