

# Strategic Improvement Plan 2022-2026

## Comboyne Public School 1601



# School vision and context

## School vision statement

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Our school promotes an inclusive, nurturing environment where students are 'safe' and 'fair'. We are committed to working in partnership with students and their families to create life long learners that embrace challenge, are resilient and 'connected' to their learning. Staff work collaboratively to focus on maximising individual student potential academically, socially and physically.

## School context

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Comboyne Public School is located on the Mid North Coast of New South Wales. It is a small, rural school that caters for the educational needs of its students from Kindergarten to Year 6. The school enjoys a reputation for developing the whole child and promoting success in literacy, numeracy, environmental education and the arts.

There is one K-2 class and one 3-6 class, with two full time teachers and one teaching principal a part-time School Administration Manager, and one full-time School Learning Support Officer (SLSO).

Our school is focused on supporting the growth of all students through high expectations, differentiation of learning and evidence based teaching to ensure we provide a quality holistic educational experience. We focus on whole school wellbeing practices to create an environment that is supportive and encouraging where each student is known, valued and cared for.

Through the completion of an exhaustive situational analysis, which included strong consultation with staff, students and community, the school identified the need for teachers to strategically use data to inform their explicit and highly differentiated teaching. The analysis also revealed the 'understanding of texts' and 'additive strategies' as focus areas. The will continue to develop and refine quality wellbeing processes to ensure a positive sense of belonging, connectedness and quality learning.

We are committed to developing a culture of excellence through evaluation, reflection and high quality professional learning. School planning will be used to plan and monitor whole school improvement as well as the individual progress of every student.

# Strategic Direction 1: Student growth and attainment

## Purpose

Data will be used to inform teaching practices and monitor student achievement and growth. Evidence based practices will support differentiated teaching to maximise learning outcomes for all students.

## Improvement measures

### School Excellence Framework

Achieve by year: 2026

School self-assessment against the School Excellence Framework element of Assessment in the theme of Whole school monitoring of student learning demonstrates evidence of progress from Delivering to Excelling.

### School Excellence Framework

Achieve by year: 2026

School self-assessment against the School Excellence Framework element of Data Skills and Use in the theme of data use in teaching demonstrates progress from Delivering to Excelling.

Achieve by year: 2026

### School Excellence Framework

- School self-assessment against the School Excellence Framework element of Curriculum in the theme of Curriculum Provision demonstrates progress from Delivering to Excelling.

### School Excellence Framework

Achieve by year: 2026

School self-assessment against the School Excellence Framework in the element of Curriculum demonstrates Excelling.

### School Excellence Framework

Achieve by year: 2026

School self-assessment against the School Excellence Framework element of Effective Classroom Practice in the

## Initiatives

### Using data to inform practice

The school will develop assessment strategies and embed sustainable whole school processes for collecting and analysing data that will enable the identification of student need, achievement and inform future school directions.

- High Impact Professional Learning for all staff in effective assessment and data use in teaching including the use of the National Progressions and PLAN 2 version 3
- Developing a whole school assessment schedule that promotes consistency in the recording and tracking of students' progress.
- Analysis of student reading (Understanding Texts) and numeracy (Additive Strategies) data, led by the APC&I to monitor student progress and inform future school directions.

### Differentiated teaching in literacy and numeracy

The school will develop and sustain a culture of high quality, evidence-based and differentiated teaching to meet individual student needs in reading and numeracy.

- Implement the use of learning goals and learning journals, enabling students to articulate their learning progress and identify 'where to next?'
- Teaching and learning programs across the school show evidence, in reading and numeracy, that they are differentiated to address individual student needs.
- High Impact Professional Learning for all staff, including APC&I mentoring and collaboration to support the implementation of quality, differentiated teaching practices for literacy and numeracy.
- Leading research informed, evidence-based activities across the school in conjunction with professional learning resources within Department of Education's Universal Resource Hub to address areas of need identified in the situational analysis.

## 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. Teachers have opportunities to collaborate and develop skill in consistent evidence based judgements and moderation of assessments. (SEF- Assessment - Whole school monitoring of student learning- Excelling)

Teachers clearly understand, develop and apply the full range of assessment strategies including assessment *as, of and for* learning. (SEF - Data Skills and Use - data use in teaching - Excelling.)

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. (SEF- Curriculum- Differentiation- Excelling)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF-Effective Classroom Practice-Explicit Teaching-Excelling)

Individual student data is collected and analysed against the National Literacy and Numeracy Progressions PLAN 2 - Version 3 is used to monitor reading and numeracy growth for all students.

Focus Areas:

Reading - Understanding Texts

Numeracy - Additive Strategies

The school's curriculum provision supports high expectations for student learning and is enhanced by learning alliances with other schools or organisations,

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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theme of Explicit Teaching demonstrates progress from Delivering to Excelling.

### Reading growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in Understanding Texts over the year, using the learning progressions.

### Numeracy growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in Additive Strategies over the year, using the learning progressions.

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## Initiatives

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### Collective Efficacy

Focus on building the collective capacity of staff to contribute to networks that support the learning of others and the development of outstanding educational pedagogy. Leadership teams model collaborative practice and engage with other schools to facilitate innovative mindsets for learning.

- Combined executive team meetings across sites focuses on PL, PDP, SEF and SIP mapping and develop evidenced-based teaching foci
- Combined professional learning sessions that addresses CTJ, moderation, programming and curriculum planning
- Consistent systems and documentation across all sites: scope and sequences, programs, assessment schedules, tracking and monitoring tools
- Combined baseline data across sites to track and monitor in Reading and Mathematics
- Regular and ongoing collaboration and feedback inclusive of PDP's and observations across sites

## Success criteria for this strategic direction

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where useful and practicable. (SEF- Curriculum- Curriculum Provision- Excelling)

## Evaluation plan for this strategic direction

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### Questions

How can we demonstrate that the implementation and review of our differentiated teaching and learning programs, and teachers' use of data, results in improved student achievement and growth?

### Data

The following data sources will be used to support the ongoing analysis of the effectiveness of the initiatives in place to achieve this strategic direction.

- Products produced and processes developed such as Whole School Assessment data schedules and analysis
- PLAN 2 data (Collection, analysis and usage)
- SCOUT data
- Teacher programs
- Student work samples
- Check -In Assessment data
- DoE Short Assessments data
- DoE Diagnostic Assessments data
- Classroom assessment data
- Student Personalised Learning Programs
- Classroom observations
- Teacher self-assessment surveys on What Works Best elements
- Professional Learning evaluations
- Teacher Performance and Development Plans (PDP) and observation records;
- MYPL Records

## Evaluation plan for this strategic direction

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- Staff evaluation surveys and professional learning exit slips

### Analysis

A process of evaluation will be embedded within the initiatives through the process of progress and implementation monitoring. This process will guide improvement or modifications to initiatives where necessary.

### Implications

The findings of the analysis will inform future directions and budget allocations.

# Strategic Direction 2: Connected Learners

## Purpose

To develop a comprehensive school strategy that supports the emotional and social wellbeing of students by providing a holistic approach to quality teaching and learning.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

70% (Lower bound target) of students will have an attendance rate of at least 90%.

Achieve by year: 2024

### School Level

- An increase in the number of students in the 4.0 + score range for the ACER Six Star survey in resilience and communication from 17% to 25% in resilience and 46% to 55% in communication.
- An increase in parent engagement in the TTFM/ in school based surveys to be at or above 70%.

### Wellbeing

Achieve by year: 2023

- Tell Them From Me data and in school surveys indicates a 6% increase in the percentage of students with a positive sense of belonging from 2022

### School Excellence Framework

Achieve by year: 2026

School self-assessment against the School Excellence Framework element of Wellbeing in the theme of A planned approach to wellbeing demonstrates Excelling.

Achieve by year: 2026

### School Excellence Framework

- School self-assessment and external validation

## Initiatives

### Connect Succeed Thrive and Learn

Develop resilient learners that are able to express themselves effectively and problem solve.

- A whole school focus on the Personal and Social Capability Continuum (PSCC) including a process to track student data.
- Develop a whole Wellbeing Strategy to implement including the explicit teaching of strategies related to resilience, self-regulation and the development of a positive 'internal voice'.
- Research, develop and initiate processes that will build a positive learning environment in classrooms centred on productive and supportive relationships with each student.
- Develop processes for regular communication and engagement with parents regarding the social and emotional wellbeing of all students
- Utilise the knowledge resources and experiences of DoE staff and other external agencies as required, to support the wellbeing of students so they can connect, succeed, thrive and learn.

### Attendance

Teachers, parents and the community work together to support systematic processes that ensure student absences do not impact on learning outcomes, including those students at risk.

- Attendance data is regularly recorded, analysed and refined to inform planning.
- Enhanced teacher/parent communications with a focus on attendance.
- A tiered approach with intervention strategies implemented across the school to ensure daily attendance and to minimise long term patterns of non-attendance.
- Individual case management of students to improve attendance rates and reduce unexplained absences.

## Success criteria for this strategic direction

The school has implemented evidence-based changes to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF Wellbeing - A whole school approach - Excelling)

Teachers are able to plan for learning based on holistic student wellbeing data which includes consultation with families.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF Learning Culture - Attendance - Excelling)

## Evaluation plan for this strategic direction

### Questions

How can we demonstrate school wide practices positively impact on improved attendance and the social and emotional well-being of students?

### Data

The following data sources will be used to support the ongoing analysis of the effectiveness of the initiatives in place to achieve this strategic direction.

- TTFM survey data.
- PSCC student tracking records.
- School wellbeing framework evaluations.
- Six Star survey results.
- Attendance data.
- Three Way Interview notes and goal setting data.
- Newsletters.
- Professional learning registers.
- Parent/Carer and community communications

### Analysis

# Strategic Direction 2: Connected Learners

## Improvement measures

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against the School Excellence Framework improves in the Educational Leadership element theme of community engagement demonstrates evidence of Excelling

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## Initiatives

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- Professional learning for all staff to develop knowledge and skills that support attendance and accurate recording.
  - Foster regular attendance by establishing a positive and welcoming school culture for all students.
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## Evaluation plan for this strategic direction

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A process of evaluation will be embedded within these initiatives including progress and implementation monitoring. This will guide improvement or modifications to individual initiatives where necessary.

### Implications

The findings of the analysis will inform future directions and budget allocations.