

# Strategic Improvement Plan 2022-2026

## Ellalong Public School 1826



# School vision and context

## School vision statement

The Ellalong Public School community aspires to provide a safe, supportive and inclusive learning environment that offers our students outstanding academic, extra-curricular and social / emotional opportunities for growth.

## School context

Ellalong Public School (EPS) is a small school located in the rural township of Ellalong, 13 kilometres south west of Cessnock. Ellalong lies on the traditional land of the Wonnarua, Awabakal and Darkinjung people. The school community is passionate about the school which is well regarded in the community.

EPS consists of approximately 109 students from diverse socio economic backgrounds. Our school population includes 15% of students from Aboriginal backgrounds, and there is minimal other cultural diversity. The schools FOEI is currently 142.

The situational analysis revealed that the school has established clear professional learning directions, teaching and learning focus areas and impact monitoring strategies since 2020. These practices have made positive impacts on school based achievement data as a result of high impact teaching, data informed differentiated teaching and collaborative practices. These directions and practices will need to be re-established after instructional leadership change and the impacts of COVID, and will continue to be prioritised in this school plan.

Assessment data indicates that there is positive student growth from Best Start to Year 3 NAPLAN. Year 3-5 growth is improving, however is still a priority.

The number of students with more complex learning needs continues to grow. The school has worked hard to identify and align individual learning needs with support and intervention within the school, as well as to connect with external agencies supporting students wellbeing. The schools wellbeing focus has traditionally ensured that a 'sense of belonging' has been consistently evident among the students, however this was impacted by COVID-19.

The school benefits from great community support and a positive community culture. Our P&C is committed towards supporting the school improvement journey and raising funds to support our programs. The school is looking to continue strengthening our partnership with the Korreil Wonnai AECG.

Ellalong Public School is a proud member of the Cessnock Community of Great Public Schools (CCGPS).

# Strategic Direction 1: Student growth and attainment

## Purpose

The staff and community of Ellalong Public School have a deep desire to enable all students to achieve at their highest capacity as this will enable our students to have the greatest opportunities in future education, employment and life. This will be achieved through constantly refining our professional learning delivery to ensure it is high impact, based on the immediate needs of the students (data) in the school and current, relevant research. Collaborative practices ensure that we effectively utilise the high level skills and expertise existing within the school.

## Improvement measures

### Numeracy growth

Achieve by year: 2023

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

### Reading growth

Achieve by year: 2023

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

### SEF SaS

Achieve by year: 2026

SEF SaS in the Element Data Skills and Use, particularly 'Data Analysis' and 'Data Use in Teaching' and 'Data Use in Planning' would be self assessed as maintenance at Excelling.

SEF SaS in theme 'Feedback, (from the element Effective Classroom Practice) is assessed as Excelling.

### TTFM Staff Survey

Achieve by year: 2026

TTFM Teacher Survey shows sustained improvement in specific focus areas from the baseline data:

## Initiatives

### Professional Learning in High Impact Pedagogy

The school will continually plan to collaboratively enhance effective classroom practice by training staff in the latest, research informed teaching strategies, that are contextually applicable and proven to have the greatest impact on student growth. Strategies to develop in-school expertise and distributive leadership will support continuity of development into the future.

### Data Driven Practices for Staff and Students.

Staff understand their students learning needs through careful assessment strategies. Collaborative planning is embedded into school practices. Data drives differentiated explicit teaching and personalised learning and targeted support ensuring student growth is achieved. Teachers use data to reflect on the impact of their teaching and make adjustments. Students will also begin to understand their own learning data and use this to set and achieve their learning goals.

### Quality Teaching Rounds

Quality Teaching Rounds (QTR) is a high impact approach to professional development and implementation of the Quality Teaching Model (QTM) that produces a shared vision of quality teaching and learning. QTR will formalise the schools coaching and mentoring opportunities, develop a collaborative practice focussed on pedagogy, and provide a valuable opportunity for teachers to reflect on their lessons with insightful feedback from colleagues.

## Success criteria for this strategic direction

Professional Learning directions are clearly stated and based on recent relevant research. They are reflective of the schools targets and our progress towards them. Staff PDP's align with the professional learning focus and the strategic directions of the school.

Assessment data is collected in a regular and planned schedule with consistent teacher judgement evident. Data is collegially used by classroom teachers, learning support staff and executive to collaboratively plan for further targeted instruction. Most students can articulate their learning goals based on current levels of achievement and the feedback they have been given.

Collaborative planning for differentiated and engaging teaching is reflective of student assessment data.

As a result of the QTR program, the school is a high functioning PLC focussed on the continuous improvement of teaching and learning, developing a culture of effective, evidence based teaching and ongoing improvement so that every student makes measurable learning progress. .

## Evaluation plan for this strategic direction

The school will reflect on annual data sources highlighted in the improvement measures to determine the overall effectiveness of our initiatives in making progress towards the achievement of our targets.

- NAPLAN Growth in Numeracy and Reading
- Value Added results K-3 and 3-5 (and 5-7.)
- TTFM Staff Survey
- SEF SaS in focus areas
- SCOUT Data / PLAN Data

Further evaluation of progress towards our targets will be achieved through gathering data in a regular and ongoing basis from the following school based sources.

- Reading Levels /PLAN / MAI and COST/COSTEY data capture

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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- Leadership- Increase 3 year average to 8.1 (State Av 7.1)
- Collaboration - Increase 3 year average to 7.8 (State Av. 7.8)
- Data Informs Practice - Increase 3 year average to 8.2 (State Av 7.8)
- Teaching Strategies - Increase 3 year average to 8.7 (State Av 7.9)
- Planned Learning Opportunities - Increase 3 year average to 8.2 (State Av 7.6)

## Quality Teaching Rounds

Achieve by year: 2026

- 90% of all teaching staff have participated in Quality Teaching Rounds with varying colleagues at least twice in the last 4 years.

## Evaluation plan for this strategic direction

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- Teaching programs and student work-samples
- Check In Assessments
- P/L calendar and PDP's

## Strategic Direction 2: Positive Well-being and Attendance

### Purpose

A positive wellbeing focus within the school will ensure that we provide a safe, supportive and inclusive learning environment, allowing our students to access and attend to their learning and develop social and emotional skills. Students will demonstrate high levels of engagement and connectedness with school, and regular attendance.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

Wellbeing - The percentage of students demonstrating positive wellbeing will increase from 87.8% to at least 91.4% (lower bound target)

#### TTFM Survey / Social Emotional Domains

Achieve by year: 2026

TTFM Student Survey trend results indicate maintenance above, or improvement to above NSW Government norms, particularly the social / emotional domains of 'Positive Sense of Belonging', 'Positive Behaviours at School', 'Interest and Motivation'.

#### Attendance (>90%)

Achieve by year: 2023

Attendance - The percentage of students attending 90% or more of the time will increase from 76.6% to at least 85.1% (upper bound target).

#### SEF SaS / Wellbeing

Achieve by year: 2026

SEF SaS in the element of 'Wellbeing' will be assessed as maintenance at Excelling.

#### Attendance

Achieve by year: 2026

SEF SaS in the theme of 'Attendance' from the element 'Learning Culture' will be assessed as maintenance at Excelling.

### Initiatives

#### Positive Wellbeing Programs

Positive wellbeing practices will underpin school operations and ensure that the classroom and school learning environment is highly conducive to learning.

#### Positive Attendance Strategy

Positive attendance strategies and attendance monitoring will ensure student attendance is valued and high levels of attendance is achieved and maintained.

#### Personalised Learning and Personalised Support

All students are individuals and demonstrate different academic and social/emotional learning needs. The school will identify and support students and their families who may require additional intervention to access learning and achieve growth and potential. Students achieving at higher levels will receive opportunities for extension.

### Success criteria for this strategic direction

Positive wellbeing programs are implemented and ensure a consistent approach to wellbeing is applied by staff within the school. Individual students with additional behavioural and wellbeing needs are supported. This leads to a decrease in wellbeing incidents and an increase in positive responses to TTFM student data.

Overall student attendance levels are at or above State norms. Plans are in place for students who are not achieving above 90% attendance (where necessary).

Student engagement in school is high, as measured by the TTFM and observations of student engagement.

Individual students with additional learning and behavioural needs receive targeted in school support and intervention that improves their attendance, wellbeing and academic outcomes. The school supports families to access additional services beyond the school.

### Evaluation plan for this strategic direction

The school will use the following data sources to analyse the effectiveness of our initiatives, and make improvements:

- TTFM Student Survey
- Student attendance data, including partial absences and explained absences.
- SEF SaS in focus areas.
- PLPs and IEPs (which include social/emotional goal where applicable) are established in consultation with parents in a genuine partnership.
- Learning support referrals and referrals to the counsellor result in student access to support structures within the school and beyond.
- Sentral wellbeing / behavioural incidents data
- The student playground behaviour survey.

## Strategic Direction 2: Positive Well-being and Attendance

### Improvement measures

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The school achieves an average attendance rate that is above the average attendance of the State.

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## Strategic Direction 3: Schoolwide Collaborative relationships

### Purpose

Collaborative relationships that prioritise student learning and school improvement will ensure that all stakeholders are committed towards common goals that set high expectations and create engaging partnerships in ongoing school improvement.

### Improvement measures

#### Parents Feel Welcome and Support Learning at Home Achieve by year: 2026

TTFM Parent Survey results indicate maintenance above NSW Government Norms in the survey areas of 'Parents Feel Welcome' and 'Parents Support Learning at Home'. Results for 'Parents are Informed' is maintained at a score above 8.0

#### High Expectations Achieve by year: 2026

SEF SaS in the theme 'High Expectations' is sustained at Excelling.

#### Cultural Competency Achieve by year: 2026

TTFM Aboriginal student data in the area of 'I feel good about my culture when I am at school' and 'My teachers have a good understanding of my culture' demonstrates improvement / maintenance at 2025 results.

### Initiatives

#### Teacher and Parent Collaborative Partnerships

Effective communication systems / methods are embedded into regular practice to inform, update and collaborate with parents. Feedback on student performance engages and empowers parents / carers to support their child's learning.

#### School and Home Collaborative Partnerships

The school communicates effectively with parents and the wider community to set high expectations for all students, promote school events, and celebrate the achievements of the school. The school engages the P&C in school improvement and actively seeks and responds to feedback from the school community.

#### Cultural Partnerships

The school connects with the AECG, local organisations and representatives of the Aboriginal community to build capacity and confidence of staff to include Aboriginal perspectives into teaching practice and provide opportunities for all students develop knowledge, pride and cultural understanding. School staff develop a knowledge of the AECG Partnership Agreement and can access Connecting to Country professional learning.

### Success criteria for this strategic direction

#### Teacher and Parent:

- Parents feel informed about their child's learning needs and social development, and as indicated by the TTFM. Parents are aware of the support the school provides their child and are empowered to support this at home.
- Parents are active participants in the learning support process and actively contribute towards creating IEP's for students with identified additional learning needs.

#### School and Home:

- School to home communications are effective and valued by the community.
- The school community is surveyed by the school to gather feedback on significant school projects as part of ongoing evaluations.

#### Cultural Partnerships:

- Parents are active participants in the creation and review of PLP's for Aboriginal students.
- Aboriginal students demonstrate high levels of attendance and their academic results are consistent with their peers.
- The schools connection with the AECG provides greater opportunities for all students, especially Aboriginal students, to develop an understanding, appreciation and connection with Aboriginal culture.

### Evaluation plan for this strategic direction

The school will reflect on the following data sources to determine the overall effectiveness of our initiatives:

- TTFM Parental survey
- Specific surveys related to aspects of the schools operations.
- IEP's and PLP's
- Teacher to parents communications.

## Strategic Direction 3: Schoolwide Collaborative relationships

### Evaluation plan for this strategic direction

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- School to home communications
- AECG meeting attendance.
- Aboriginal student attendance and academic data.