

# Strategic Improvement Plan 2022-2026

## Falls Creek Public School 1901



# School vision and context

## School vision statement

Learning together.

Falls Creek Public School ensures that quality education in a caring environment is the focus for our students and staff.

Our school vision statement is underpinned by the School Excellence Framework:

### Learning

Students are increasingly self motivated learners who establish and articulate learning goals and their importance. Students strive to develop strong literacy and numeracy skills as well as the ability to learn, adapt and become responsible citizens as they progress through each stage of their academic, social and emotional development.

### Teaching

Teachers are committed to developing professional knowledge and practice to effectively support students in engaging, evidence based learning opportunities. Teachers take shared responsibility for student improvement and work in partnership with families as active participants in their children's education.

### Leading

The school works in partnership with students, parents and carers and the wider school community to lead quality education and wellbeing programs that support all students in reaching their potential. The school fosters a shared responsibility for student engagement, learning, development and success.

## School context

Falls Creek Public School has a long tradition of quality public education dating back to 1886. Our school is nestled in beautiful bushland just south of Nowra. We have a strong understanding of the significant Aboriginal culture and traditions that exists on Wandra Wandian country. Our current population consists of 43 students in two classes and 7 staff. Our students come from a variety of backgrounds, our Family Occupation and Education Index (FOEI) is 133 and we receive equity funding that enables the school to support students with additional learning needs from diverse backgrounds.

Our teaching staff are committed to delivering engaging and challenging learning opportunities based on evidence and best practice. We strive to provide our students with the knowledge, understanding, skills and values to become active, informed and productive citizens.

Falls Creek Public School provides an inclusive, supportive and caring environment that meets the needs of individual students. We work closely with a dedicated Parents and Citizens Association who are committed to improving the school for their children.

After conducting External Validation in 2021 and following consultation with students, staff and the wider school community, areas of focus have been identified for this school planning period.

### 1. Student growth and attainment

The first area is in the achievement of school targets in literacy and numeracy. As staff continue to teach multiple grades and stages in each class, planning, programming, assessment and data use in teaching will continue as significant focus areas. Continual monitoring of student assessment data will determine areas of need, success and drive teaching and learning practices at an individual, class and whole school level, particularly in reading and numeracy. Research informed practice, high impact teaching strategies and data analysis will be a focus. Professional learning will centre on 'What Works Best' strategies; alignment of our internal assessment data to external data as well as promoting growth and self-directed learning at each student's level.

### 2. Wellbeing of all - connect, succeed and thrive

The Wellbeing Framework self-assessment tool will guide the communication, connecting, and building dimensions. The wellbeing, engagement and attendance of our students remains a priority. Student voice and community perceptions and expectations around aspirations for their children will be monitored and used to plan improvement. Our school will collaborate with the South Coast Network Attendance working group to develop a consistent approach to increase student attendance, recognising and promoting outstanding attendance.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise consistent growth for every child, every year in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine evaluative thinking practices that are responsive to the learning needs of individual students. In order to achieve a culture of high expectations as the foundation for excellence, we will have school improvement at the heart of what we do: what we teach, how we teach it, our school systems and implementation of new curriculum.

## Improvement measures

### Reading growth

Achieve by year: 2023

Increase in Check-in Assessment mean scaled score for reading in Year 4 and 6 for 2026 compared with Year 3 and 5 in 2022.

### Numeracy growth

Achieve by year: 2023

Increase in Check-in Assessment mean scaled score for numeracy in Year 4 and 6 for 2026 compared with Year 3 and 5 in 2022.

## Initiatives

### Data driven teaching and learning

Build teacher capabilities to ensure teaching, underpinned by the use of data to inform effective evidence-based teaching methods in reading and numeracy and provide feedback to students to maximise learning progress for all students.

- Curriculum provision supports high expectations and evidence-based teaching practices to actively develop student knowledge, understanding and skills.
- Systematic analysis and use of National Literacy and Numeracy Learning Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.
- Expert use of authentic self-assessment processes to embed reflective practice for all school, teaching and learning practices.
- Review and adapt school wide practices to ensure reliable assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Teaching and learning programs are: dynamic, show evidence of adjustment, feedback and feed forward, consistent and reliable assessment, continuous tracking and monitoring of student progress and achievement.
- Negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.
- Peer observation and collaboration across stages to inform teaching and learning and meet the needs of all students.

## 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.

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. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

There is school-wide, collective responsibility for collaboration to promote student success, where teachers directly and regularly engage with colleagues to improve understanding of student learning and strengthen student outcomes.

Educational leadership will be developed throughout the school during the SIP period to build capacity in this strategic direction.

## Evaluation plan for this strategic direction

**Question:** How can we determine that our systems and processes for ensuring data collection is used to differentiate curriculum, inform teaching and provide feedback to students have been successful?

### Data:

- NAPLAN
- Best Start / PLAN2
- Scout reports (value-added)
- Check in assessments
- PAT suite
- Teaching and learning programs
- Phonics screening tests

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Student work samples
- Differentiated learning plans
- Student goals and PLPs
- TTFM and survey data

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

**Implications:** What are the implications of our work? Use data to determine future directions and next steps.

## Strategic Direction 2: Connect, Succeed and Thrive

### Purpose

To ensure all 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 connection and engagement.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

68% of students at or above 90% attendance.

#### Wellbeing

Achieve by year: 2023

85% of students will have a positive wellbeing score in the Tell Them From Me survey results.

### Initiatives

#### Attendance

The school community works together to support consistent and systematic processes to drive improvement in student learning outcomes and ensure student absences do not impact student learning outcomes.

- Review of whole school attendance monitoring processes and procedures
- Review of attendance communication strategies to students, parent and community members.
- Increase positive recognition for improved and excellent attendance.
- Development of schoolwide data wall with a focus on attendance in identifying at risk students and implementing attendance intervention strategies within a 5 weekly cycle.

#### Wellbeing

Embed a whole-school approach to student wellbeing where there is a collective responsibility for student learning and success.

- Review of current wellbeing processes and the levels of alignment with the School Excellence Framework and Wellbeing Framework self-assessment findings to establish focus areas around whole-school wellbeing reform
- Update whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, wellbeing, learning and engagement data is evidenced through regularly updated PLPs.
- Embed differentiated and system-negotiated targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustments) ensuring strategies are regularly reviewed.
- Negotiated PLP targets between students, parents and staff.

### Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes.

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen outcomes. Reporting to parents has been enhanced in response to feedback received.

Educational leadership will be developed throughout the school during the SIP period to build capacity in this strategic direction.

### Evaluation plan for this strategic direction

**Question:** How can we determine that our systems and processes for enhancing student wellbeing and engagement have been successful?

#### Data:

- Wellbeing Framework Self assessment pre and post data
- Professional Development Plans
- Personal Attendance Plans
- Incident reports
- Suspension data
- Attendance data - individual, cohort and whole school

## Strategic Direction 2: Connect, Succeed and Thrive

### Initiatives

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- Review of whole school Learning and Support processes including individualised student plans
  - Learning Support Team plans for individual and collective wellbeing through a climate of sourcing providers to support individual student growth at point of need.
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### Evaluation plan for this strategic direction

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- Extra-curricular group data
- TTFM - Student wellbeing, family satisfaction

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

**Implications:** What are the implications for our work? Use data to determine future directions and next steps.