

Strategic Improvement Plan 2022-2026

Rappville Public School 2937



School vision and context

School vision statement

Rappville Public School in partnership with our school and wider community, develops and nurtures students to be confident, capable learners with a growth mindset. Students are supported and encouraged to be prepared for any learning challenge. The values of Respect, Responsibility, Safe and a Role Model are supported by our guiding principles of Honour, Courage, Challenge and Participation are embedded in our school's practices to promote high expectations, engagement and lifelong learning. Preparing young people for rewarding lives as engaged and thoughtful citizens.

School context

Rappville Public School, is a small rural school in the Northern Rivers of NSW, surrounded by a small committed community. Approximately 32 kilometres from Casino. Enrolments for the school are drawn from the village of Rappville and surrounding rural areas.

We acknowledge the Birihn people of the Bundjalung Nation as the traditional custodians of the land on which our school is situated.

Rappville Public School comprises of modern buildings, Homework Club two afternoons a week along with an activities afternoon once a week, a Playgroup "Play to Learn" providing opportunities for our younger community members to develop important skills while being creative and building relationships with the school early. Our Transition to Kindergarten program is a key focus for our school community as it offers many opportunities to build positive relationships early while also linking supports if needed.

The school has dedicated and committed teaching and support staff who strive to cater for all the learning needs of all students. As a small school, all staff have a great understanding of all the students as individuals and cater for their complex and diverse needs. In the later stages of 2021 we introduced the successful applicant into the Assistant Principal of Curriculum and Instruction, this role means that we can offer further support to students and staff in building knowledge and capacity.

Rappville Public School has strong relationships in the community and is involved in a very active Community of Schools (CLASS). Opportunities are regularly given to engage the students with their peers across this wider area and support the development of strong social network/relationships to assist in the transitions to kindergarten and from year 6 to year 7.

Developing and building on our students' knowledge and individual skills across literacy, numeracy and technology as key areas targeted. As highlighted through the Situational Analysis and consultation process, areas for improvement are staff use of data to inform practice, a whole school approach to well-being practices and attendance improvement process to maximise student learning outcomes. Areas of continued development are Transition to Kindergarten, Transition to High School for year 6 and community connections.

The school team has completed a Situational Analysis that has identified two areas of focus for the Strategic Improvement Plan. It is important to note that it builds upon the work undertaken in the previous school planning cycle around quality implementation of formative assessment practices to differentiate the curriculum to cater for the full range of abilities.

The development of the School Improvement Plan has been a collaboration of working closely with many key stakeholders. This includes our school community, the school P&C, parents and carers and the local AECG in Casino. We have consulted through meetings and a number of surveys that have received positive support for our focus areas.

Strategic Direction 1: Student growth and attainment

Purpose

To further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

NAPLAN top two Bands:

* Achieve an uplift of 6% across our collective network group of years 3 and 5 students achieving in the top two bands in NAPLAN numeracy from our baseline data.

NAPLAN top 2 bands - Reading

Achieve by year: 2022

NAPLAN top two Bands:

* Achieve an uplift of 5% across our collective network group of years 3 and 5 students achieving in the top two bands in NAPLAN Reading from our baseline data.

Achieve by year: 2026

Progressions: 66% of students achieving or exceeding expected growth in Literacy and Numeracy in Creative Texts and Quantifying Numbers. 65% Of all students achieve or exceed expected growth in Literacy and Numeracy using PLAN2 and Syllabus indicators.

Personalised Learning: 90% of students with their own personalised learning and support plan reach their learning goals.

NAPLAN expected growth - Reading

Achieve by year: 2023

* The proportion of students achieving expected growth in NAPLAN Reading meets the system negotiated lower bound target.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

Initiatives

Data Skills and Use

Assessment Data is regularly reviewed and analysed to identify student achievements and progress. To effectively reflect on areas for future directions.

- Effectively use student assessment data to reflect on teaching effectiveness and provide explicit effective feedback.
- Staff collaboratively review and refine school data and enhance teaching practice to maximise learning outcomes.
- Staff undertake targeted professional learning to further develop capabilities in literacy and numeracy.
- Student negotiated learning goals provide opportunities for students to have individual self-direction and self-assessment.

Capacity Building

Professional Learning is aligned with the school plan, and its impact on quality teaching practice reviewed. Teaching practices filtered down into learning opportunities for students to effectively develop the understanding and extension of student knowledge.

- Building the capacity of students to understand and develop through Learning Intentions and Success Criteria, Learning Goals.
- Capacity Building of School Negotiated and self-Identified PDPs and Professional Learning
- School developed sessions to support the capacity of parents and carers to best support student learning and well-being.

Success criteria for this strategic direction

- All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement. (SEF- Effective Classroom Practice)
- Individual student Goal setting occurs each term and at 5-week intervals a regular check in occurs. Tracked carefully through PLAN2 and PLPs.
- 80% of students articulate, understand and achieve their literacy and numeracy learning goals.
- Data is collected in Literacy and Numeracy on a regular basis, planned schedule and is used to update PLAN2 twice a term. (SEF- Data Skills and Use.)
- All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.

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

Check-In Assessment

Best Start (Kindergarten)

Scout data

Student work samples

PLAN2

Student PLPs

Strategic Direction 1: Student growth and attainment

Improvement measures

* The proportion of students achieving expected growth in NAPLAN Numeracy meets the system negotiated lower bound target.

Evaluation plan for this strategic direction

COVID IL

SEF SaS

IFRS Number and Place Value

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Whole staff reflective sessions.
- Staff will analyse the data collected to determine how effective initiatives have been.
- All students will have PLPs to support their individual needs and progress.
- Learning Sprint goals for numeracy and literacy, planning pages and data.
- Teaching Programs reflect data informed classroom practice with ongoing adjustments where required.

Strategic Direction 2: Connect, Thrive, Engage, Learn and Succeed: Well-being

Purpose

Effectively support students, staff and families to improve the mental and emotional well-being of the wider school community using consistent and systemic approaches.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance:

The proportion of students attending school more than 90% of the time meets the system negotiated lower bound target of 70%.

Well-Being & Engagement

Achieve by year: 2023

Well-Being & Engagement

Well-being, behaviour and attendance plans are embedded for all students identified.

Wellbeing

Achieve by year: 2023

Learning Culture

Increased proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School from 2022 Tell Them From Me data.

Learning Sprints

Achieve by year: 2026

Learning Sprints

Development and embedding of Learning Sprints in Literacy and Numeracy, at every 5 week interval. Student growth in targeted areas, increase of 1-2 progressions.

Effective Partnerships

Achieve by year: 2026

Effective partnerships with parents/carers, students and

Initiatives

Well-being & Engagement

Enhance student engagement through a collective responsibility for student learning and success. This will be achieved through:

- Embedding the well-being framework into the school culture. Every student will be known, valued and cared for.
- Create a positive and enjoyable culture of learning that enhances learning experiences, incorporates extra-curricular activities, which in turn, promotes student engagement and well-being.
- Embed differentiated and targeted support for well-being and engagement into practice ensuring strategies are regularly reviewed and plans updated
- Initiates meaningful collaborations between parents, students and other agencies to support continuity of learning at transition points for students.
- To strengthen all stakeholders collaboration to support consistent attendance for all students.

Learning Culture

Embed a learning culture that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community:

- Conversations and other professional learning models to target explicit teaching, build teacher capabilities and collective pedagogical practice.
- Families engaged in partnership with the school to support learning with access to student goals and progress, maintained to ensure that students are motivated to deliver their best and continually improve.
- Develop teaching and learning programs that are well planned, identifying modifications made in response to feedback, assessment data and student progress and demonstrate effective adjustments for differentiation for individual students.

Success criteria for this strategic direction

Respectful and positive relationships are evident among students and staff and promote student well-being to ensure optimum conditions for student learning. (SEF - Well-being)

There is a school-wide, collective responsibility for student learning and success. Planning for learning is informed by sound holistic information about each student's well-being and learning need, in consultation with families. (SEF - Well-being)

The school has implemented ongoing planning, monitoring and evaluation to refine a whole school approach to well-being and engagement to support learning. (SEF - Well-being)

Whole of school and personalised attendance approaches are improving regular attendance rates for all students. (SEF - Learning Culture)

Positive and respectful relationships are evident among students and staff to ensure optimum conditions for student attendance, engagement and learning.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Tell Them from Me Surveys are undertaken by students, parents/carers and staff and the analysis of these informs further planning.

Evaluation plan for this strategic direction

How can the school determine that the systems and processes for enhancing student well-being and learning have been successful?

Data

* Well-being Framework Self-assessment pre and post data.

Strategic Direction 2: Connect, Thrive, Engage, Learn and Succeed: Well-being

Improvement measures

staff are embedded within the school learning culture.

Initiatives

- Whole school and personalised attendance approaches are implemented to improve regular attendance rates for all students, including poor attendees.
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Evaluation plan for this strategic direction

- * Personal Attendance Plans and Attendance rates (Scout).
- * Incident and Behaviour Reports (EBS).
- * Suspension data (Scout).
- * TTFM and other surveys- student well-being, family and staff satisfaction.
- * Individual student plans and growth towards reaching learning goals eg IEP, PLP, BSP
- * SEF Well-being element - all 4 themes
- * SEF Learning Culture element - attendance theme
- * Professional Development Plans Analysis

Analyse the data to determine the extent to which the purpose has been achieved Implications.

What are the implications for our work? Future directions and next steps.

Q: How have the students, parents/carers and staff collaborated to ensure that all of the students connect, succeed, thrive and learn?

D: Tell Them from Me Survey (6 x students, 1 x parents/carers, 1 x staff), Informal student and parents/carers survey, engagement with CLASS DOJO, Attendance data.

A: Staff will analyse the collected data to determine how effectively the initiatives are being met.

I: Future directions will be determined.