

# Strategic Improvement Plan 2022-2026

## Smithtown Public School 3075



# School vision and context

## School vision statement

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At Smithtown Public School we have the belief, skills and personal qualities to be life-long learners and responsible citizens. Our vision is to be partners in learning and collaboratively empower all members of our school community to be confident self directed and successful learners.

## School context

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Smithtown Public School is a rural school located on the banks of the mighty Macleay River, 17 kilometres from our nearest regional centre of Kempsey. There are 71 students enrolled at the school with 32% of these identifying as Aboriginal or Torres Strait Islander. Our enrolments are steadily growing as our school is increasingly recognised for our excellence in delivering quality education within a cohesive, supportive learning focused culture. Our FOEI is 133 and ICSEA 944, identifying us as a low socio-economic rural school demographic. Our school is situated on Dunghutti land.

The two strong threads through the previous two school plans focused on continual whole school improvement by focusing on building the capacity of our inspired and passionate teachers and developing reflective and responsible learners. Our school community has worked collaboratively to support a relentless focus on learning at all levels within our school to promote wellbeing and develop learners who have the belief, skills and personal qualities to achieve the dreams for their future. We were successful in attaining the planned improvement measures.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies, we will provide opportunities to improve teacher practice and ensure students achieve growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. There will be a strong focus on whole school community knowledge and the understanding and use of effective practices and strategies to support student wellbeing. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning but across all levels, in all teaching and learning practices, student learning opportunities and community engagement. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

The wellbeing and engagement of our students also remains a priority. Internal surveys provided data sets pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-Assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student becoming a confident, self directed and successful learner.

# Strategic Direction 1: Student growth and attainment

## Purpose

School wide systems and processes for assessment are expertly used by all stakeholders to promote learning excellence and responsiveness in meeting the needs of all learners and ensure all students achieve or exceed expected growth in literacy and numeracy.

## Improvement measures

### Improved reading outcomes

Increase % of students achieving growth in reading

Achieve by year: 2024

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.

### Improved numeracy outcomes

Increase % of students achieving growth in numeracy

Achieve by year: 2024

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.

## Initiatives

### Systems for Ongoing Assessment

*Development of processes to collect, analyse and use systematic and reliable assessment information to evaluate student learning over time and implement teaching that leads to measurable improvement.*

- Development of a whole school tracking and monitoring system informed by regular assessment which is aligned to an Assessment Schedule.
- PL schedule is aligned to tracking and monitoring processes and includes high level discussion around the data.
- Consistent K-6 assessment practices inform tracking and monitoring.
- K-6 Teaching Programs include formative assessment to guide teaching focus.
- Culturally responsive teaching and perspectives are embedded in curriculum delivery with teaching focus being informed by assessment data.

### Data Skills and Use

*Teachers clearly understand, develop and apply a full range of assessment strategies that identify student achievement and progress, allowing for the development and implementation of plans for continuous improvement.*

- Ongoing PL focused on deepening teacher understanding of different assessment strategies (formative and summative) and application in the classroom.
- Ongoing PL focused on choosing appropriate evidence-informed practice- based on assessment data. (Adaptive Expertise, Progressions)
- Building capacity for reflection on teaching effectiveness through Learning Sprints, Observations, Feedback and student performance data (WWB document).
- Staff support all students to develop personal assessment capabilities to be independent learners.

## Success criteria for this strategic direction

Strong assessment, tracking and monitoring processes and systems in place to embed a high-performance culture with a clear focus on student growth and achievement and high-quality service delivery.

All staff expertly use student assessment data to regularly identify student achievement and progress in order to reflect on teacher effectiveness and inform future teaching directions and school-wide decisions.

Teaching and Learning Programs are dynamic, showing evidence of revisions, based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Staff collaborate to use student progress and achievement data to identify priorities and develop and implement plans for continuous improvement. Strategies implemented reflect ongoing monitoring processes.

Teachers will be:

- an evaluator on the impact on learning (self and students).

## Evaluation plan for this strategic direction

### Question

1. How and in what ways can we demonstrate strong assessment systems and processes are used K-6?
2. Can we show whole school evidence of student achievement in literacy and numeracy as a result of improved assessment skill and use by all staff?

### Data

Tracking data- baseline and growth

Assessment Schedule

Teaching Programs

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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Learning Sprints/Walkthroughs and Peer Observation data

PL Schedule

Stakeholder surveys

Consistent Teacher Judgement

**Analysis:** Regular analysis and use of assessment data and progression embedded in PL Schedule

**Implication:** All data used to inform activities in Implementation and Progress Monitoring.

# Strategic Direction 2: Enhanced Learner Capabilities

## Purpose

A whole school culture that assists students to develop the belief, skills and qualities to be life-long learners.

## Improvement measures

### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 88.2% in 2023 to 89.3% by 2027.

## Initiatives

### Highly Effective Learning Cultures

*Staff expertly develop systems, processes and practices to support the personal and social capability of all students to be self-directed and regulated in their learning through effective evidence based programming that optimise learning progress for all students, across the full range of capabilities.*

- Ongoing PL for staff on Effective Feedback,WWB, Visible Learning and develop a shared definition and consistency of language (St, T, P) of the learning process.
- Mentoring and coaching embedded to directly align professional learning to teaching practice goals.
- Programs have embedded identified differentiated learning strategies appropriate to the phases of learning in visible learning (SOLO).
- All classrooms have systems and processes in place to actively engage students in the learning process (visuals, Learning Portfolios evidenced in Class Dojo)
- Walkthroughs are embedded regularly to monitor quality and the process of learning expectations in all rooms K-6.
- Build the capacity of staff to embed Aboriginal perspectives and contextually relevant learning into all areas of the curriculum to authentically engage and build the academic achievement of Aboriginal students.

### Student Agency

*Teachers and students use a combination of effective feedback strategies to provide actionable steps within the learning process.*

- Teachers use a combination of feedback strategies to provide students with information which is timely and directly connected to learning intentions and success criteria.
- Self, peer and teacher feedback is given to

## Success criteria for this strategic direction

A school wide collective responsibility which is strongly based on learning and ongoing performance improvement.

Students can reflect on, and monitor their progress, seek and respond to feedback to assist them in fulfilling their potential.

There is a school-wide collective responsibility for student learning and progress which is shared by parents and students.

Teacher /Student, Student/Student, Student/Teacher routinely review learning with each other to ensure they have a clear understanding of how to improve.

Students will be able to identify, describe and understand how they learn and adapt the learner qualities in the process of learning.

Students will be able to give, receive and act on feedback to improve learning.

There is a shared language of learning.

## Evaluation plan for this strategic direction

### Question:

How can we demonstrate the extent to which all stakeholders understand the learning process and give, seek and act on feedback and share understanding?

### Data:

Stakeholder Surveys

Lesson Observations

Walkthroughs

Analysis of class videos sent home through Class Dojo

## Strategic Direction 2: Enhanced Learner Capabilities

### Initiatives

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- encourage students' self-regulation and to improve their assessment capability and progress.
- Student feedback is elicited by teachers and informs their teaching.
  - Teachers and students have a clear understanding of when knowledge is transferable (surface/deep/transfer).
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### Evaluation plan for this strategic direction

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**Analysis:**

Data will be collected and discussed at regular data collection points.

**Implication:**

All data used to inform activities in Implementation and Progress Monitoring.

# Strategic Direction 3: The Learner

## Purpose

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**Through a climate of care and positivity, students experience a sense of belonging and connectedness. They are self aware and can regulate their own emotions and behaviours to develop and maintain positive relationships with each other, their teachers and the community.**

## Improvement measures

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Achieve by year: 2026

We achieve a 16% increase in TTFM Wellbeing Data (advocacy and belonging).

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## Initiatives

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### A Whole School focus on Emotional Regulation

*A strategic and planned approach to develop whole school wellbeing practices that promote the social, emotional, behavioural and intellectual engagement of all students so they can connect, succeed, thrive and learn.*

- Ongoing PL focused on wellbeing practices (trauma informed practice, Choice Theory and Positive Behaviour for Learning (PBL).
  - Review current wellbeing practices and develop improved Fix-It processes.
  - Adjust practices to ensure PBL is implemented consistently across the school.
  - Build stronger connections with our Aboriginal families and community by creating a culturally safe school that allows for the development of a greater understanding of each student and their culture.
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## Success criteria for this strategic direction

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Positive, respectful relationships are evident and widespread amongst students and staff, and promote student wellbeing to ensure optimum conditions for learning across the whole school.

There is school-wide, collective responsibility, for learning and success.

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

## Evaluation plan for this strategic direction

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### Question:

How do we determine our systems and processes for enhancing student wellbeing and engagement have been successful?

### Data:

Fix-It Data

Attendance Data

Focus Groups

Positive Systems

Tell Them From Me Data- Student Wellbeing, Family Satisfaction

Internal student data, e.g. questionnaires, 1-1 interviews, surveys

### Analysis:

Data will be collected and discussed at regular data collection points- termly intervals.

### Implication:

## Evaluation plan for this strategic direction

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All data used to inform activities in Implementation and Progress Monitoring.