

# Strategic Improvement Plan 2022-2026

## Stuarts Point Public School 3643



# School vision and context

## School vision statement

Stuarts Point Public School is committed to working in partnership to nurture confident life-long learners who are known, valued and cared for. Students are empowered to embrace learning, develop perseverance and build resilience, which in turn fosters responsible, dedicated, capable future citizens.

In a culture of high expectations, staff work collaboratively to understand, plan, and cater for the needs of every student. Evidence based practices are deeply embedded to amplify the learning progress of each and every student. An endless pursuit for excellence ensures students are engaged, challenged and inspired to reach their maximum potential.

## School context

Stuarts Point Public School is located on the Mid North Coast of NSW, nestled between the majestic Yarrahapinni Mountain and the mighty Macleay River. We draw an average enrolment of 60 students from our local village and surrounding area, which supports three multistage classes comprising students from a diverse range of backgrounds. On average in the past 3 year period our enrolment supported 32% Aboriginal and Torres Strait Islander students and 7% with Language Background other than English (LBOTE). The Family Occupation and Education Index (FOEI) for the school community is averaged at 144. The school is supported by SBAR equity loadings: Socio-economic and Aboriginal background.

Our school motto "To Greater Heights" illustrates our high expectations culture where students, families, staff and community are committed to building 'Strong and Smart' learners for life. High quality staff provide learning opportunities that engage and challenge students to continue to learn. Evidence-based pedagogy, effective classroom practice and assessment is used to drive strong foundations in literacy and numeracy. The learning, teaching and work environments are nurtured and honoured so that students and staff can be healthy, happy, engaged and successful.

All students are encouraged to be self-directed lifelong learners, where every child is supported and empowered. We provide several extra curricula opportunities for our students through leadership, Arts and PSSA.

Stuarts Point Public School is a proud member of both the Macleay Public Schools (MPS) and Nambucca Valley Community of Public Schools (V10) delivering excellence, opportunity, innovation and success.

We combine high quality leadership, collaborative mentoring, a focus on individual students and early intervention to ensure all students achieve expected outcomes. A continued focus on evidence based programs and high impact professional learning for staff are a priority. Planning, programming, assessment and rigorous data practices drive teaching and learning with the use of tools such as PLAN and Area of Focus.

Following rigorous data analysis and collaborative processes that informed our Situation Analysis we were able to use evaluative based decision making to inform the priorities for our new school plan which will build upon the work undertaken in the previous school planning cycle. We have determined the necessity for a continued emphasis on high impact innovative collaborative practices using current evidence based research and instructional leadership to ensure students achieve expected growth and attainment in their learning. As staff move towards deeper reflective practice based on quality data analysis and pursue opportunities for community engagement, students will become self-directed learners who are aware of their own progress and feel confident in working with staff to help direct future learning to succeed and thrive thus building a strong connected community.

# Strategic Direction 1: Student growth and attainment

## Purpose

Every student experiences growth and academic success and the school culture is focused on learning, building educational aspiration and ongoing performance improvement. Student agency and metacognition will be actively nurtured and supported. Every staff member will further develop and refine the most effective, explicit teaching methods so that all learning opportunities are maximised.

## Improvement measures

### NAPLAN top 2 bands - Reading

Achieve by year: 2022

### System Negotiated Target - Top 2 bands in NAPLAN

#### Reading

The proportion of Year 3 and 5 students achieving in the top two bands (or above) increases by 6% from the baseline.

### NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

### System Negotiated Target - Top 2 bands in NAPLAN

#### Numeracy

The proportion of Year 3 and 5 students achieving in the top two bands (or above) increases by 9% from the baseline.

### Reading growth

Achieve by year: 2023

### System Negotiated Target - Expected Growth

#### Reading

At least 60% of students will be achieving level 8 in the sub element of Understanding Texts using the Literacy Learning Progressions in Year 5.

## Initiatives

### Personalised Learning

Embed a learning culture so that students can identify what they have learnt, why they have learnt it and where to next through goal setting to build deep, personalised learning for each and every student.

- All stakeholders can articulate their learning goals in terms of its intention, success criteria and are provided with timely, clear feedback;
- Students are provided with individualised, explicit, differentiated and responsive learning opportunities as indicated by student assessment data;
- Assessment and feedback strategies will be refined and implemented in all classrooms to improve student outcomes.

### High Impact Strategies for Learning (HISL)

Embed a collaborative culture where staff build knowledge of the most effective, evidence-based practices to support student achievement.

- Instructional Leadership model (eg: APC&I) supports teachers to use data to monitor and assess student progress and design future learning on a whole class, group and individual level;
- School staff have clarity around data collation, analysis and use in order to build student growth;
- All students will engage in learning activities framed by the new syllabus documents and Curriculum Reform.

## Success criteria for this strategic direction

All students articulate, understand and achieve their reading and numeracy learning goals.

All students are engaged in specific, targeted learning activities informed by student assessment data.

Teachers use assessment of, for and as learning to provide constructive, timely feedback to all students.

Teaching staff strategically use Instructional Leadership collaboration to plan, implement and reflect on teacher impact on student growth and attainment.

Staff confidently use data in the teaching and learning cycle.

Teaching and learning programs progressively include new syllabus documents as per the Curriculum Reform timeline.

## Evaluation plan for this strategic direction

**Question:** Has personalised learning and high impact strategies for learning improved student outcomes in reading and numeracy?

**Data:** Data sources will include:

- PLAN 2 data including Area of Focus goals
- Running Records and Instructional reading levels
- NAPLAN, Check-in assessment and PLAN 2 on-demand assessments
- Student work samples and learning goals
- Observations of teacher practice for pedagogical shift
- Teaching programs include new syllabus documents for planning learning activities

**Analysis:** The evaluation plan will involve:

- Five-week collection and analysis of student data which will provide regular information regarding

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### Numeracy growth

Achieve by year: 2023

### System Negotiated Target

#### Numeracy

At least 60% of students will be achieving level 8 in the sub elements of Number and Place Value and Counting Processes using the Numeracy Learning Progressions in Year 5.

Achieve by year: 2024

### School Level Target

At least 90% of students completing Kindergarten will have achieved Level 4 of the Understanding Texts sub-element of the Literacy Progressions.

At least 90% of students completing Year 2 will have achieved Level 6 in the Additive Strategies sub-element of the Numeracy Progressions.

Achieve by year: 2026

### School Excellence Framework

School self-assessment of the Teaching Domain elements of Effective Classroom Practice and Data Skills and Use has an overall uplift to the level of Excelling.

## Evaluation plan for this strategic direction

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teacher impact on student progress.

- Regular collection and professional conversation about teacher practices analysed against the SEF elements.
- Triangulation of data between internal sources (SBSR), PLAN 2 and external sources (NAPLAN and Check-in)

**Implications:** The findings of the analysis will inform our future directions and budget allocation.

# Strategic Direction 2: Innovative, collaborative staff

## Purpose

In order to maximise learning outcomes and to build strong foundations for academic success for every student, all staff are committed to collaborating to identify, understand and implement the most effective, evidence-based teaching strategies. The school culture recognises and invests in leadership and developing staff capabilities which will improve the quality of student learning.

## Improvement measures

Achieve by year: 2026

### School Level Target

#### Phonics

The school will maintain that by the end of Term 3 at least 90% of Year 1 students will be considered on track for their phonic knowledge using the Year 1 Phonics screening check.

#### Numeracy

At least 90% of students completing Year 6 will be working at level 11 or above in the Number and Place Value sub-element of the Numeracy Progression.

### School Excellence Framework

Achieve by year: 2026

### School Excellence Framework

## Initiatives

### High Impact Professional Learning (HIPL)

Staff will build knowledge and understanding of effective teaching methods to support student achievement through high impact professional learning (HIPL), resulting in professional growth and student achievement. This will be achieved through:

- Professional learning that is driven by identified student needs;
- School leadership teams collaboratively drive professional learning that is reflective of school priorities and staff Professional Development Plan (PDP) goals;
- Staff are responsible for the impact of professional learning underpinned by effective evidence-informed approaches that strengthen practices and collaboration to improve student progress and achievement;
- Engaging staff in professional dialogue focused on quality global research and school data.

### Effective and Reflective Practices

Embed whole school approaches to professional collaboration that strengthen teaching, learning and leadership.

- Embed the use of authentic self-assessment processes that strengthen reflective practice for all staff that are consistent throughout the school;
- High impact professional learning is prioritised for staff to ensure curriculum currency supported by the use of literacy and numeracy progressions;
- All teachers engage in collaborative practice to explore high impact strategies to optimise student learning;
- School staff rigorously plan specific strategies for differentiated learning, working collaboratively to formulate content to maximise curriculum delivery and improve outcomes.

## Success criteria for this strategic direction

Professional learning plans are informed and supported by research and identify staff strengths and gaps to build staff capabilities.

Staff evaluate professional learning to identify and implement the most effective strategies to improve teaching and learning.

School relationships provide mentoring/coaching to ensure the development and improvement of staff (eg APCI, PDP process).

School uses embedded systems to facilitate professional dialogue, collaboration and class observation to reflect on teaching practices and student outcomes.

## Evaluation plan for this strategic direction

**Question:** Has there been an uplift in student achievement due to the implementation of high impact professional learning.

**Data:** We will use a variety of data sources, including:

- PLAN 2 (Literacy and Numeracy progressions)
- External data (NAPLKAN and Check in assessment)
- Internal data
- Reading Levels
- Year 1 Phonics screening
- Observation

**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measure have been achieved.

#### Implications:

The rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement.

# Strategic Direction 3: Connecting, succeeding and thriving

## Purpose

To ensure that every student connects, succeeds, thrives and learns, there will be a planned approach to strengthen effective partnerships and develop a culture of high expectations that supports wellbeing, attendance, engagement and learning. Students are well supported holistically, becoming self-motivated learners, confident and creative individuals, with the personal resources for future success and wellbeing.

## Improvement measures

### Wellbeing

Achieve by year: 2023

The percentage of students in Years 4, 5 and 6 with a sense of belonging in the TTFM survey will show an uplift (increase) of 7% from 2020 school data.

-move from 73 to 80%

### Wellbeing

Achieve by year: 2023

The percentage of students in Years 4, 5 and 6 with a sense of belonging in the TTFM survey will show an uplift (increase) of 5% from 2022 school data.

-move from 80 to 85%

### Attendance (>90%)

Achieve by year: 2023

### Attendance

The percentage of students attending school 90% of the time in Semester One will be maintained at or above the lower bound system-negotiated target.

-maintain 85%

### School Excellence Framework

Achieve by year: 2026

### School Excellence Framework

## Initiatives

### Wellbeing

Creating a teaching and learning environment that enables students to be healthy, happy, engaged and successful.

- Explore the Wellbeing Framework as a school community and adapt it to meet our school context;
- Rigorous and intentional approach to developing the personal, academic, physical and mental wellbeing of all students;
- Self-regulation, behaviour and wellbeing goals are established and achieved by every student.

### Partnerships for Engagement

Developing a culture of collaboration to build the social resources that will support our learning community.

- Promote high expectations relationships that support aspirational expectations;
- Strengthen effective partnerships and create strong collaborations so students are motivated to continually improve;
- Focus on attributes and strengths that maximise student potential to grow and flourish in all aspects, as they strive towards achieving meaningful goals.

## Success criteria for this strategic direction

Whole-school wellbeing processes have been developed and implemented.

Positive and respectful relationships are evident throughout the school through explicit teaching and reflection of our school values.

Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs.

Regular and ongoing planning and monitoring of the whole school approach occurs in relation to student wellbeing and engagement.

Students report a positive sense of advocacy, belonging and expectations for success.

Positive relations between the school and the community is evident.

Staff wellbeing is fostered and helps create a positive, healthy environment, leading to greater productivity, job satisfaction and student outcomes.

## Evaluation plan for this strategic direction

**Question:** Have effective partnerships and wellbeing processes supported improvement in students' sense of advocacy, belonging and expectations of success?

**Data:** We will use a variety of data sources, including:

- Interview
- Student Voice
- Survey
- Observation
- Tell Them From Me (TTFM)
- Document Analysis

**Analysis:** Analysis will be embedded within the initiatives

# Strategic Direction 3: Connecting, succeeding and thriving

## Improvement measures

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School Excellence Framework self-assessment in the Learning Domain element of Wellbeing and Learning Culture has an overall uplift to the level of Sustaining and Growing.

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## Evaluation plan for this strategic direction

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through the monitoring of progress and implementation processes. Annually the school will review progress towards our improvement measures.

**Implications:** The findings of the analysis will inform our future actions.