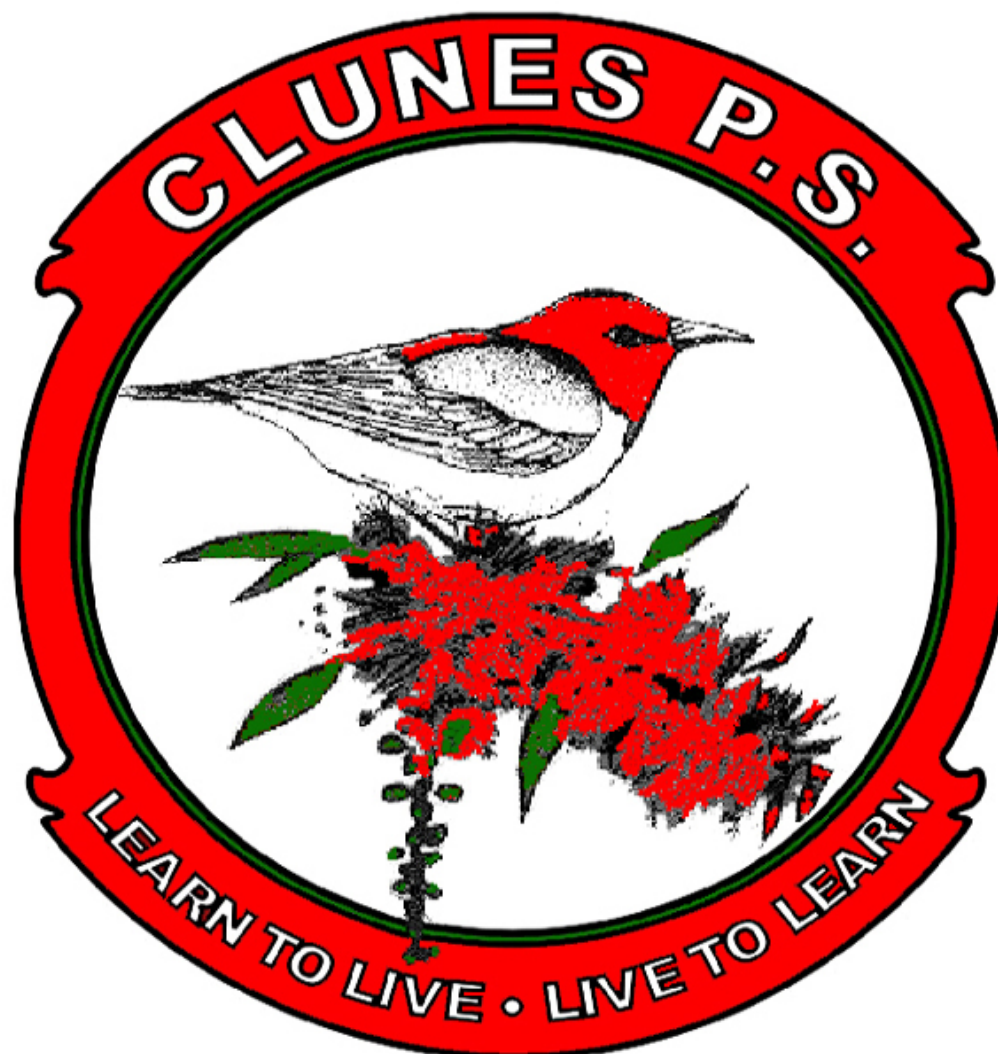


# Strategic Improvement Plan 2023-2026

## Clunes Public School 1574



# School vision and context

## School vision statement

Clunes Public School's motto is 'Learn to Live - Live to Learn' and our values are 'Respect, Responsibility and Integrity'. We develop responsible, caring and committed students, based on the school ethos of mutual respect.

Clunes Public School supports students to achieve academic, sporting and cultural success. We offer innovative and individualised learning programs guided by dedicated teachers.

Our school community works together to ensure our students are well supported, inspired and equipped with the skills necessary for future focused learning, being part of a global society while retaining a strong sense of local community.

Our school facilitates and implements outstanding curriculum delivery through quality teaching practices embedding strong foundations in literacy and numeracy. Students are guided through technology use as informed, ethical users through different pedagogical approaches such as problem solving, collaboration and project-based learning.

## School context

Clunes Public School has 67 students. It is located in the beautiful hills between Lismore and Bangalow. School programs focus on the development of thinking skills and self-esteem in all students. Inclusivity is an essential element of all experiences. The high expectations for growth in literacy and numeracy and collaborative school culture enables students to set and achieve individual goals at a high standard. Technology is integrated across the curriculum. We offer a balanced curriculum that provides the opportunity for cultural and sporting development through a whole-school music program, sport and fitness programs, public speaking, an array of technological, film making and entrepreneurial programs, peer support activities and a student council. The community is seen as an integral part of the school's organisation. Positive community and school interaction is a feature of Clunes Public School.

We are also a proud member of the First North Community of Schools and Rivers P-12 which enhances our quality teaching and learning while providing a diverse range of experiences and opportunities for our students.

As a result of the school, authentically and comprehensively analysing all aspects of our school and consulting with our key stake holders, the following area for focus in the 2023 - 2026 school planning cycle are growth and attainment and developing collaborative systems which support improvement, innovation and change of professional practice.

# Strategic Direction 1: Student growth and attainment

## Purpose

Every student is strongly supported to experience growth in reading and numeracy every year through the implementation of evidence based practice. Our strategy is to intervene early and have sustained educational leadership to lead measurable improvement.

## Improvement measures

### Reading growth

Achieve by year: 2023

#### Lismore Network of Small Schools Average Growth Target

Years 4, 5 and 6 students within the Lismore Network of Small Schools (58.40) achieve expected, or above expected, growth in Reading as measured through the system Check-In Assessment and when compared to Statistically Similar School Groups (56.84) and State Averages (55.8).

### Numeracy growth

Achieve by year: 2023

#### Lismore Network of Small Schools Average Growth Target

Years 4, 5 and 6 students within the Lismore Network of Small Schools (57.39) achieve expected, or above expected, growth in Numeracy as measured through the system Check-In Assessment and when compared to Statistically Similar School Groups (60.07) and State Averages (59.2).

### Effective Classroom Practice

Achieve by year: 2026

The school is externally validated at the Excelling level of the Effective Classroom Practice element of the School Excellence Framework with the themes of lesson planning, explicit teaching and feedback, all measuring current school practice at an excelling level.

### Data Skills and Use

## Initiatives

### Reading Progress

Instructional leadership supports the science of reading (Konza's Big Six) to be embedded in pedagogical practice from Kindergarten to Year 6.

Student assessment data and consistent teacher judgement informs explicit teaching, groupings and differentiation based on developmental ability. Students progress through or enrich their understanding of oral language, phonological awareness, phonemic awareness, phonics, reading fluency, comprehension and vocabulary. Learning is monitored closely with continuous tracking of student progress and achievement.

This process leads us to seek evidence to understand more about the impact of our current actions and to learn more about what it is we need to do to make the greatest difference in reading. Through this collaborative process new insights, a sense of shared purpose and collective efficacy are developed. Researching focuses on seeking and evaluating a variety of sources of information to provide an evidence informed platform for action. As we identify the areas for improvement, we act to inquire, innovate and impact learning.

### Numeracy progress

Teachers will collaborate with internal and external experts to provide targeted, timely support to build the capacity of our school to improve in specific areas of numeracy.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.

Teachers will evaluate pedagogical practice using the 'What Works Best' model for whole class and small group instruction and using the 'Effective Mathematics Teaching Practices'.

Focus areas include:

- Establishing goals to guide instructional decisions

## Success criteria for this strategic direction

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF - Effective Classroom Practice)

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum)

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. (SEF - Assessment)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data Skills and Use)

## Evaluation plan for this strategic direction

Question: To what extent has the use of data driven, explicit teaching led to student growth in Literacy and Numeracy?

Data: NAPLAN growth and achievement band measures.

Check in Assessment as a growth measure for Year 4, 5, 6 students across the Lismore Network and internally.

PLAN3 and Literacy/Numeracy Learning Progressions used as a progress measure to support consistent teacher judgement and to support classroom practice.

Internal School Assessment data includes pre and post testing of mathematical strand focuses to inform planning and teaching.

Analysis: Evaluation in data skills and use and effective teaching practice initiatives will allow to the school to

# Strategic Direction 1: Student growth and attainment

## Improvement measures

Achieve by year: 2026

The school is externally validated at the Excelling level of the Data Skills and Use element of the School Excellence Framework with the themes of data literacy, data analysis, data use in teaching data use in planning, all measuring current school practice at an excelling level.

## Initiatives

- Implement tasks that promote reasoning and problem solving
- Facilitate mathematical discourse
- Building procedural fluency from a conceptual base; and
- Eliciting and use evidence of student thinking

## Evaluation plan for this strategic direction

ascertain the effectiveness of the strategies implemented to date and to drive the next steps in the implementation of the plan.

Implication: Students can articulate what is expected of them in focus areas and identify what they need to do to improve skills and understanding. Parents are well informed and able to support their child in their learning progress.

## Strategic Direction 2: Quality connection

### Purpose

The whole school community is collectively committed to the pursuit of excellence. Students are engaged in ongoing authentic collaboration with each other, staff and the community as future focused learners. Structured collaborative processes and high impact professional learning leads to improvement, innovation and change in pedagogical practice and leadership.

### Improvement measures

#### Student Wellbeing

Achieve by year: 2026

There is a measurable uplift in the Student Wellbeing index, (Advocacy, Sense of Belonging and Expectations of Learning) as measured through the Tell Them From Me survey and internal student and parent school surveys.

#### Attendance >90%

Achieve by year: 2023

The school exceeds the system-negotiated lower bound target of 82% students attending greater than 90% of the time.

#### Learning and Development

Achieve by year: 2026

The school is externally validated at the Excelling level of the Learning and Development element of the School Excellence Framework with the themes of collaborative practice and feedback, coaching and mentoring, professional learning, expertise and innovation, all measuring current school practice at an excelling level.

#### Educational Leadership

Achieve by year: 2026

The school is externally validated at the Excelling level of the Educational Leadership element of the School Excellence Framework with the themes of instructional leadership, high expectations culture, performance management and development and community engagement, all measuring current school practice at an

### Initiatives

#### Student Voice

Student voice and choice is promoted to co-develop learning goals and to seek and deliver effective feedback to critique and revise. Authentic future focused learning experiences engage students in opportunities to solve rich, authentic problems. It encourages innovation, critical and creative thinking strategies, and collaborative teamwork.

#### Collective Teacher Efficacy

Systematic collaborative processes support teachers working together, propelled and critically challenged by internal and external input, to learn, shape and strengthen teaching practice for ongoing progress and achievement.

The school leadership:

- promotes a collaborative and inclusive learning culture and create structures, such as timetabled opportunities in the school day, to facilitate teacher collaboration.
- accesses internal and external expertise, as required, to support teachers to strengthen their practice and leadership.

#### Community Engagement

Research from Australia and overseas has found that students achieve better outcomes from their education when schools, families and the community work together to support student learning. The school will enhance family to school partnerships, seeking to improve in the following areas:

- Communication
- Sharing learning with parents and community
- Consultation and decision making

### Success criteria for this strategic direction

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development).

The principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. (SEF - Educational Leadership).

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF - Learning Culture).

### Evaluation plan for this strategic direction

Question: To what extent has clear and dynamic leadership amplified student voice, collective efficacy and community engagement and what impact has it had on student wellbeing and student progress?

Data: Clunes PS will use the following data sources to regularly snapshot and evaluate progress made towards wellbeing and engagement:

- Tell them From Me student and parent data
- Scout attendance data
- Behavioural data sourced from Sentral
- Parent and student internal surveys
- Student and parent focus groups
- Learning walks, instructional rounds and observational protocols
- High Performing Gifted Education Evaluation tool
- Family-School Partnerships Framework school assessment tool
- High Impact Professional Learning self assessment tool; and

## Strategic Direction 2: Quality connection

### Improvement measures

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excelling level.

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### Evaluation plan for this strategic direction

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- Self-assessment against wellbeing framework

Analysis: Evaluation in learning and development and educational leadership initiatives will allow to the school to ascertain the effectiveness of the strategies implemented to date and to drive the next steps in the implementation of the plan.

Implications: The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

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 all students within the school.