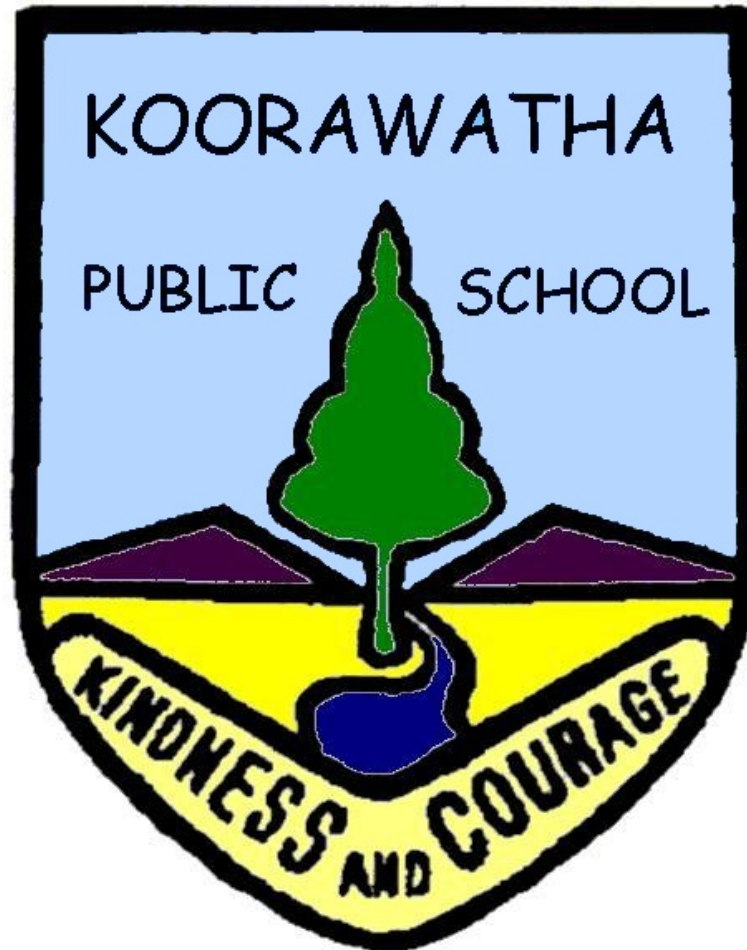


Strategic Improvement Plan 2023-2026

Koorawatha Public School 2326



School vision and context

School vision statement

Koorawatha Public School is an innovative and vibrant community with a growth mindset for learning. The school provides exceptional, responsive teaching and learning opportunities that incorporate highly effective evidence-based approaches to meet diversity in learning and that enables students to aspire and acquire future-focused mindsets essential for lifelong learning.

School context

Koorawatha Public School was established in 1884 and has been part of the community for 137 years. It is a small rural school located in the tranquil Lachlan Valley in the Central West region of New South Wales. Koorawatha, *a place of pines*, stands proudly on Wiradjuri country. The school caters for children and their families of Koorawatha and surrounds.

Koorawatha Public School is part of the Cowra Principal Network, including the Cowra Small Schools Network. Gooloogong, Greenethorpe, Holmwood, Lyndhurst, and Woodstock constitute the Cowra Small Schools Network. Our partnerships with these schools, in addition to connections with the local larger primary and secondary schools, enhances our sporting and cultural experiences, while professional collaboration days strengthens our teaching, leadership, and administrative capacities.

9 students are enrolled at Koorawatha Public School in 2023. The school has a diverse student enrolment, including Aboriginal and non-Aboriginal students, and students of New Zealand Maori background. The school embraces diversity and inclusion.

Koorawatha Public School students are well catered for in all areas of their school life. Their needs are met through the provision of high-impact teaching and learning programs that are delivered by qualified and talented teaching and non-teaching staff, who also bring diversity to our school.

Koorawatha Public School participates in rigorous school planning that involves ongoing monitoring and evaluation of student performance and teaching quality. Our school's criteria for excellence in teaching and learning draws on the Centre for Education Statistics and Evaluation's *What Works Best*, *New South Wales Quality Teaching Framework*, and the Department of Education's *Teaching and Learning Cycle*. The *School Excellence Framework* and robust educational methodology and research is drawn upon, such as John Hattie's *Visible Learning* and Lyn Sharatt's *Clarity*, to guide and inform whole-school decision making processes.

A priority at Koorawatha Public School is to grow student's literacy and numeracy dispositions explicitly within English and mathematics programs, and purposefully integrating General Capabilities across all Key Learning Areas (KLAs). Literacy and numeracy knowledge and skills are for life and open up students ability to connect, transfer, and innovate successfully in society.

Through collective efficacy, collaborative and targeted networking, all staff participate in professional learning to improve all student's learning and wellbeing outcomes. Koorawatha Public School's Assistant Principal of Curriculum and Instruction (AP C&I) further strengthen's targeted teaching programs through data informed advice, with an emphasis on literacy and numeracy professional learning, pedagogy, and assessment.

The school has a culture of high expectations with staff being trained in highly appraised wellbeing models including: *Positive Behaviour for Learning*, *Berry Street Education Model*, *Stronger Smarter*, *Zones of Regulation*, and *PAX Good Behaviour Game*. In addition, the

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school was successful in its application for the School Chaplaincy Program, and has employed an invaluable chaplain 1 1/2 days per week and who offers targeted pastoral care across the school.

Koorawatha Public School takes pride in its unrelenting commitment to ensuring that its community connect, succeed, and thrive. The school community has developed an ethos of: *Courage, Kindness, and Yindyamarra* (meaning respect in Wiradjuri language). Koorawatha Public School emphasises student, family, and community voice, and has created an approach to wellbeing that is equitable, dynamic and contextualised. All students co-create learning, cultural, attendance, and social and emotional goals which are shared with their teacher and parent/carers as part of the school's scheduled *3-Way Conferences*. Individualised Educational Plans (IEPs) and Personalised Learning Pathways (PLPs) illustrate these goals. Students needs may vary, and are provided support and extension to cater for these. Our school liaises with internal and external specialist services and agencies who can also provide advice surrounding additional levels of support, such as counselling, speech therapy and occupational therapy.

In 2019, the whole school community and its partners collaborated and prepared a *Reconciliation Action Plan* using Reconciliation Australia's Narragunnawali platform. It proudly reflects our commitment to the ongoing healing of our nation. In 2020, the school was successful in its application for the *National School Chaplaincy Program*. Our school chaplain plays a pivotal role in the wellbeing of our whole school community through engaging and interactive programs. In 2021, the school further enhanced community engagement through the creation of an *Outdoor Learning Hub* as part of our learning ecosystem project. The hub's three pillars for success surround *sustainability, transition, and multicultural* programs that align with curriculum. They are collaboratively designed and meticulously evaluated to meet targeted learning and wellbeing outcomes for all students.

Strategic Direction 1: Student growth and attainment

Purpose

The school uses evidence-based research on effective practice that improves student outcomes.

To maximise the growth in learning for all students there will be a focus on using data to inform teaching and learning decisions.

Improvement measures

Reading growth

Achieve by year: 2023

All students individualised reading goals indicate evidence of 'expected growth' using the National Literacy Progressions Version 3: 'Reading and Viewing' progressions data.

Numeracy growth

Achieve by year: 2023

All student's individualised numeracy goals indicate evidence of 'expected growth' using the National Numeracy Progressions Version 3: 'Number Sense and Algebra' progressions data.

Initiatives

Improvement in Reading

Leading for improvement in Reading will be sustained through ongoing effective and reflective use of the teaching and learning cycle.

The school will:

- introduce, implement, and embed the K-2, 3-8 reading guides as expected classroom practice.
- analyse rigorous external and internal student reading assessment data to determine what students know and can do.
- use the NSW English syllabus and National Literacy Progressions to guide pedagogical decision making.
- apply high impact evidence-based instructional strategies to teaching routines.
- participate in high impact professional learning to ensure continuity of learning, assessment, and feedback.
- seek opportunities for collaboration, such as adept Communities of Practice.

Improvement in Numeracy

Leading for improvement in Numeracy will be sustained through ongoing effective and reflective use of the teaching and learning cycle.

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The school will:

- introduce, implement, and embed the K-2, 3-8 numeracy guides as expected classroom practice.
- analyse rigorous external and internal student reading assessment data to determine what students know and can do.
- use the NSW Mathematics syllabus and National Numeracy Progressions to guide pedagogical decision making.

Success criteria for this strategic direction

Shared understanding and responsibility for improvement: The school operates collectively to achieve common goals through sharing of evidence-informed practices, knowledge and problem solving. Collaboration is most successful when it is frequent and ongoing.

The school will:

- enable a deep understanding of syllabus requirements and evidence-based classroom practice.
- establish and embed collaborative practices that support teachers to meet the individual needs of all students.
- develop consistent school-wide practices to align, observe and evaluate the effectiveness of teaching, learning and assessment practices (Learning Walks, Quality Teaching Rounds, Professional Learning Communities).

Evaluation plan for this strategic direction

Q. What systems are in place to ensure that student targets are met?

D. Year 3, 4, 5, 6 check-in assessments; NAPLAN; PLAN2; evaluation of teaching programs; internal student assessment data.

A. PLAN2 student growth in literacy and numeracy; teacher quality and expertise; growth in teacher accreditation attainment at proficient, highly accomplished, and lead; high impact and effective teaching and learning programs.

I. Evaluative practices, such as ongoing evaluation through the teaching and learning cycle, are in place to inform student progress. Communities of practice focus on improving student outcomes by building capacity.

Strategic Direction 1: Student growth and attainment

Initiatives

- apply high impact evidence-based instructional strategies to teaching routines.
- participate in high impact professional learning to ensure continuity of learning, assessment, and feedback.
- seek opportunities for collaboration, such as adept Communities of Practice.

Strategic Direction 2: Expertise and Innovation

Purpose

To develop a culture of high expectations where focused collaboration builds confident and adaptable learners.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending school more than 90% of the time to be above the schools lower bound target of 80%.

Achieve by year: 2026

School Excellence Framework assessment in the Learning element of "Learning Culture" indicates growth from Sustaining and Growing towards Excelling.

Initiatives

Education for a Changing World

General capabilities encompasses knowledge, skills, behaviours and dispositions. The school leads in the development of *capability* and as a result learners apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances.

General capabilities deepen engagement with subject-specific content.

The seven general capabilities are:

- Critical and creative thinking
 - Literacy
 - Numeracy
 - Ethical understanding
 - Digital literacy
 - Intercultural understanding
 - Personal and social capability
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Success criteria for this strategic direction

Expertise & Innovation: The school demonstrates and shares its expertise within the school and with other schools.

The school:

- has expert contemporary content knowledge and deploy effective teaching strategies.
- trials innovative practices and has processes in place to evaluate, refine and scale success.

Evaluation plan for this strategic direction

Q. What is the impact on student attendance deriving from school communities of practice and a culture of high expectations?

D. Wellbeing data; internal surveys and interviews; teacher accreditation; PDPs

A. Data is analysed and triangulated regularly to assess the impact of the changed practice on student attendance, performance, sense of wellbeing and engagement.

I. Rigorous analysis of the data will guide ongoing activities future planning and ongoing activities