

# Strategic Improvement Plan 2023-2026

## Larnook Public School 2375



# School vision and context

## School vision statement

Our vision is to provide students quality, inclusive and individualised learning experiences that support growth, knowledge and critical thinking, and encourages and respects diversity through a range of learning opportunities. We aim to foster a culturally safe learning environment that supports students' emotional and social wellbeing through the use of positive behaviour strategies and restorative practice. In partnership with parents and the wider school community, we aim to create lifelong learners who engage creatively, confidently and meaningfully with others and their environment.

## School context

Larnook Public School sits proudly on Bundjalung land, home of the Widjabul Wia-Bal people. It is a small rural school 20 minutes from Lismore and Kyogle. Larnook offers an expanse of picturesque grounds that allows students to have a variety of areas to learn in, and includes two ovals and a lower playground with play equipment. Upon entry to the school, towering pines and native trees create a beautiful space affectionately called 'The Fairy Garden'.

The school has a long history. Established in 1922, it has been the heart of the community for many years. The school and community have planted a large variety of edible fruits and plants for students to enjoy and to promote healthy eating. We encourage a healthy and physical lifestyle through sports and are active in the Terania district competitions.

Our school consists of multistage classes, and are supported by committed and experienced staff. Our values of 'Be Safe', 'Be Fair' and 'Be a Learner' guide our wellbeing and behaviour support, and we promote restorative practices and Positive Behaviour for Learning strategies.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both reading and numeracy levels can be enhanced through improved data analysis and used to support individualised and differentiated learning.

Key areas for development have been identified through our situational analysis and guide our planning for strategic improvement. These are Student Growth and Attainment, and Engagement and Learning Culture.

# Strategic Direction 1: Student growth and attainment

## Purpose

Improve whole school collection and analysis of student data to ensure the implementation of the most effective teaching practices to improve learning outcomes for students in reading and numeracy.

## Improvement measures

### Numeracy growth

Achieve by year: 2023

Years 4, 5 and 6 students within the Richmond Network of Small Schools (52.98) achieve expected, or above expected, average annual growth in Numeracy as measured through the system Check-In Assessment and when compared to Statistically Similar School Groups (53.90) and State Averages (59.2).

### Reading growth

Achieve by year: 2023

Years 4, 5 and 6 students within the Richmond Network of Small Schools (53.36) achieve expected, or above expected, average annual growth in Reading as measured through the system Check-In Assessment and when compared to Statistically Similar School Groups (51.35) and State Averages (55.8).

## Initiatives

### Effective Classroom Practice

Targeted differentiated high impact professional learning to build a shared understanding of best practice to support high level pedagogical practice in reading and numeracy, including a focus on gifted learners.

Targeted support and Professional Learning to build capacity to embed and implement English and Mathematics syllabus.

Embedded SMART goal setting and feedback structures for all students which promote a culture of high expectations and builds a language for learning.

Collaborative inquiry processes ensure rigorous analysis of individualised student data, determining point of need which informs teaching practice.

### Data Driven Practices

High impact professional learning to build staff capacity in understanding and applying assessment methodology into practice

Review and adapt practice to ensure reliable assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Build instructional leadership and embed sustainable whole school processes for collecting and analysing student learning data.

Apply a full range of assessment strategies to determine teaching directions and use student assessment data to reflect on teaching effectiveness.

## Success criteria for this strategic direction

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning and student growth.

Teachers collaborate to program, share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.

Teachers expertly apply a range of valid and reliable assessment strategies. This data is regularly collected, monitored and deeply analysed in reading and numeracy to inform planning, identify interventions, modify teaching and leads to measurable improvement.

Teachers involve students and parents in planning individual goals to support learning and share expected outcomes. Students can articulate, understand and achieve their reading and numeracy goals.

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.

## Evaluation plan for this strategic direction

### Question:

To what extent has Professional Learning impacted teacher practice and data analysis in order to improve student growth.

Have we achieved our purpose and can demonstrate how data driven practice has impacted on student outcomes in reading and numeracy?

### Data:

We will use a combination of data sources. These will include:

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- NAPLAN
- Check in assessment
- Observation
- PLAN 2
- Teaching programs

Individual learning plans

### Analysis:

School staff will analyse the data to determine the extent of the guiding question being answered.

### Implications

The findings of the analysis will inform:

\* Future actions

\* Annual reporting on school progress measures (published in the Annual Report, in the newsletter and School Website).

## Strategic Direction 2: Engagement and Learning Culture

### Purpose

To build an enhanced culture of high expectations and continuous improvement, where community engagement is high. This will be supported by a foundation of strong systems, structures and processes.

### Improvement measures

Achieve by year: 2026

The school self assesses and validates at the excelling level of the Learning Culture element of the School Excellence Framework.

#### Attendance >90%

Achieve by year: 2023

Increase the % of students attending school more than 90% of the time to contribute towards the Richmond Network Small Schools shared lower bound target of 70% of students attending more than 90% of the time.

#### Wellbeing

Achieve by year: 2026

Annual increase in the proportion of students reporting expectations of success, advocacy and sense of belonging at school.

### Initiatives

#### Learning Engagement

Provide regular opportunities for engagement with parents and community to ensure positive outcomes are realised for all students.

Attendance procedures reviewed and processes and systems are implemented to support student attendance. Data regularly analysed and at risk students are monitored and supported through personalised attendance plans.

Staff facilitate a high expectations learning culture in each classroom.

#### Learning Environment

Consistent and restorative practices embedded in whole school and individualised management of student behaviour and wellbeing.

Professional Learning to support the development of restorative and trauma informed practice.

Engaging, supportive and authentic culturally safe and inviting spaces are created to support Aboriginal and Torres Strait Islander students learning outcomes.

Inclusive and flexible spaces are designed to engage students in a broad range of learning experiences that support wellbeing and a diverse range of learners.

### Success criteria for this strategic direction

School practice is strongly focused on student learning.

Students are actively engaged in their own learning and can communicate effectively their learning successes and challenges.

All students are supported and catered for in a flexible and inclusive environment that is culturally safe and respects the beliefs, values and history of each individual.

Staff and students understand and actively participate in restorative practice, creating a culture of improved self regulation and responsibility.

School facilities provide opportunity for students to maximise their learning success.

### Evaluation plan for this strategic direction

**Question:** To what extent has our strong systems and practices supported the culture of high expectations, community engagement and continuous improvement?

#### Data:

School Bytes

Surveys from students/families/staff

Internal informal school data

Tell Them From Me

**Analysis:** Analyse all data to determine the extent to which the purpose has been achieved.

**Implications:** What are the implications for future directions and next steps?