

Strategic Improvement Plan 2023-2026

Quaama Public School 2917



School vision and context

School vision statement

Quaama Public School fosters a community of respect where people feel connected and safe. A strong sense of wellbeing is promoted through a positive practices tailored to meet each individual's needs to support academic attainment and development of the whole child.

School context

Quaama Public School is a small, community focused school with a current enrolment of approximately 50 students from K-6, situated between Cobargo and Bega on the Far South Coast. School numbers have fluctuated over recent years with student numbers ranging from 40 to 70 students. Our FOEI has regularly increased over the last 3 years indicating a demographic change in the area. The school has 4 classrooms, a library, an additional learning space and a variety of outdoor and covered areas for students to play and engage in outdoor activities. Students also have access to a school bike track and a large orchard resulting from projects initiated by the P&C.

The whole school approach to learning and wellbeing focuses on the values of Respect, Responsibility and being a great Learner. Teachers reinforce school wide expectations through positively acknowledging student behaviour and explicitly teaching expected behaviours.

Quaama PS is committed to improving the quality of teaching across all classes through targeted ongoing professional development. Teachers are dedicated to quality classroom practise and the training and reflection needed to for continuous improvement. There is a significant focus on improving the quality of numeracy teaching and improving student growth from Year 3 to Year 5. All students experience high quality music lessons each week with selected students taking part in a large music event at the Sydney Opera House each year. Quaama PS offers Japanese lessons once a week where all students are given the opportunity to learn the language and about the culture.

Quaama Public School is a proud member of the Sapphire Coast Learning Community (SCLC) working collaboratively to strengthen productive partnerships with Bega and Eden Community of Schools and Far South Coast Principals' Network. Together the schools serve a student population of over 3500 students from diverse and complex backgrounds. The schools have strong cultures of excellence in the arts and sporting pursuits and take great pride in the provision of a broad-based curriculum to ensure that all students have the opportunity to excel in areas of individual interest and talent.

Our situational analysis concluded that a strong emphasis on embedding effective classroom practices is a foundation to everything that occurs in the classroom. With a solid understanding of "what works best" in highly effective classrooms, teachers can reflect and coach each other to make the ongoing progress needed into the future. Embedding these quality practices will help build sustainability for any incoming teaching staff and avoid the issues that can pose challenges for small schools.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will develop a deeper understanding of the concepts that underpin numeracy and literacy and how to effectively teach and assess these concepts. Staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Improvement measures

Reading Growth

Achieve by year: 2026

An increase of 10% of Year 3-6 students reaching the NSW Syllabus Year Level Approximation in Essential Assessment Reading.

Numeracy Growth

Achieve by year: 2026

An increase of 10% of Year 3-6 students reaching the NSW Syllabus Year Level Approximation in Essential Assessment Mathematics.

Initiatives

Evidence Based Data Driven Numeracy Practices and Interventions

In order to maximise the learning outcomes for every student, all staff will develop their deep knowledge and understanding of evidenced-based practices in support of improved student numeracy outcomes. Teachers will intentionally focus on improving data collection practices to analyse student progress and evaluate growth to meet their immediate needs in numeracy.

- Engage *staff* in high impact numeracy training and professional development
- Embed sustainable planning and assessment cycle practices across whole school
- Review and improve how differentiation is implemented for all students

Embedding Evidence Based Best Practice in Teaching Early Years Reading

Develop an early years focus to embed the skills and strategies students need to become literate. Successful readers need teachers with high impact evidence based strategies. Teachers need to be purposeful and explicit with their teaching and also understand the importance of how to differentiate for the needs of specific students.

- Develop and refine high impact teaching strategies through professional development, team teaching and targeted observations
- Purposeful and explicit targeting teaching driven by accurate assessment
- Review current knowledge of learning progressions to support and align with assessment and teaching cycle
- Implement target differentiated learning plans for specific students needing adjustments

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.
- All lessons are systematically planned as part of a coherent program. Accommodations and adjustments are made to suit needs as they arise.
- 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.
- The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.
- Students are aware of - and most are showing - expected growth on internal school progress and achievement data.
- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.
- The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
- Teachers collaborate with staff in other schools to share and embed good practice.

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

- Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.
- Teachers employ evidence-based effective teaching strategies.
- Progressions used before, during and after teaching. PLAN2 being updated systematically to develop an accurate record of progress.
- Students explaining their specific learning goals to confirm understanding and increase self-regulation.
- Formative assessment impacting student learning and the actions they take from explicit and timely feedback.

Evaluation plan for this strategic direction

Teachers reflect on progress against improvement measures each term. This is through an evaluative QDAI process where evidence is provided to support a focus question in each activity and analysed to determine next steps.

Strategic Direction 2: High quality, high impact evidence informed teaching practice

Purpose

In order to maximise the learning outcomes for every student, all staff will investigate the evidence that supports high impact evidence informed teaching practice. To ensure teachers become highly effective practitioners they need to understand and implement practices that have the most impact on student learning and wellbeing.

Improvement measures

Attendance >90%

Achieve by year: 2023

An increase in the proportion of students attending schools more than 90% of the time by 4%.

Wellbeing

Achieve by year: 2023

Increase in the proportion of students reporting a positive sense of wellbeing through Tell Them From Me by 3.6%.

Quality Teaching

Achieve by year: 2026

Improve SEF-SaS in the Teaching domain to Sustaining and Growing in three elements and Excelling in one element.

Initiatives

Explicit Teaching and Targeted Purposeful Feedback

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

- Professional learning and collaboration on using learning intentions
- Professional learning and collaboration on co-constructing success criteria
- Connecting with syllabus/progression and collaborative practice in data skills and use
- Professional learning and collaboration to embed effective formative assessment strategies

Whole School Wellbeing and Effective Classroom Management

Embed a whole-school sustainable approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. To increase students ability to connect, succeed and thrive at school.

- Build staff capacity to implement effective classroom practices through systematic training and support
- Embed whole school expectations through explicit teaching and feedback
- Teachers and students use restorative practices to build and maintain healthy relationships

Success criteria for this strategic direction

- 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 employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
- There is demonstrated commitment within the school community that all students make learning progress.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is

Strategic Direction 2: High quality, high impact evidence informed teaching practice

Success criteria for this strategic direction

- based on valid and reliable data and analysis.
- Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.
 - Teachers share criteria for student assessment with students.
 - Students can explain what they are learning, why they are learning it, how they know they have been successful and what they need to do to improve.
 - Every student can identify a member of staff who they can confidently turn for advice.
 - There is a reduction in behaviour referrals, suspensions and part day attendance plans.
 - There is an increase in healthy conversation to restore and maintain relationships.

Evaluation plan for this strategic direction

Teachers reflect on progress against improvement measures each term. This is through an evaluative QDAI process where evidence is provided to support a focus question in each activity and analysed to determine next steps.