

Stratheden Improvement Plan 2023-2026

Stratheden Public School 3122



School vision and context

School vision statement

Stratheden Public School develops and nurtures students to be equipped with the skills, knowledge and values needed to create their own futures in the complex world that is unfolding before us. Students are encouraged to develop resilience and ensure that their wellbeing needs are being met.

School context

Stratheden Public School is a vibrant, small, rural school in the Northern Rivers of N.S.W., approximately 20 kilometres from Casino, set within an active collaborative community. The dedicated and committed staff embrace a forward thinking mindset that ensures our students are ready for their futures.

Stratheden Public School provides focused, high quality educational programs covering Learning Support and the six mandatory Key Learning Areas, incorporating the perspectives of Aboriginality, Equity, Multiculturalism and Environment. Individual Education Programs are prepared with the support of the teachers, parents and students to ensure that the needs of students are catered for in the most appropriate way.

Stratheden Public School has an Assistant Principal Curriculum and Instruction who provides the school with the knowledge and understandings to accurately assess students and use the data to target specific teaching and learning activities in Literacy and Numeracy.

Student Welfare is of the highest priority. Students are encouraged and helped to take responsibility for their own learning and wellbeing and for the wellbeing of others. Effective transition to Kindergarten and to Year 7 programs are in place at Stratheden Public School.

Stratheden Public School strongly supports its Student Representative Council, that makes a substantial contribution to the running of school programs each year.

Stratheden Public School has an active association with local schools: C.L.A.S.S. (Community of Learning Across Small Schools). This association provides for extensive sporting, cultural, social and learning opportunities for our students.

As a result of analysis and consultation with staff, P&C, community and AECG, an area for improvement for Stratheden Public School is the use of reliable data to inform where students are at in relation to literacy and numeracy and how to enhance each individual's learning outcomes to meet their needs. Attendance and engagement by the students is also an area for improvement and this will be achieved by ensuring that parents/carers have access to good communication facilities and the ability to participate fully in school activities.

Strategic Direction 1: Student growth and attainment

Purpose

Implement a whole school approach to quality teaching, planning and assessment, driven by the refined use of data, to ensure maximum individual growth in literacy and numeracy.

Improvement measures

Reading growth

Achieve by year: 2023

- Achieve an uplift of 5% across Year 3, 4, 5 and 6 students in Reading as measured through the system Check-In Assessment when compared to Statistically Similar School Groups (51.2%) and State Averages (58.7%), triangulating data with the PAT Assessments and Progressions.

Numeracy growth

Achieve by year: 2023

- Achieve an uplift of 5% across Year 3, 4, 5 and 6 students in Numeracy as measured through the system Check-In Assessment and when compared to Statistically Similar School Groups (55.3%) and State Averages (63.5%), triangulating data with the PAT Assessments and Progressions.

Progressions

Achieve by year: 2026

- 70% of all students achieve or exceed expected growth in Literacy and Numeracy using PLAN2 Version 3 and Syllabus outcomes.
- 70% of all students will achieve within the expected end-of-year progressions in the elements: Creating Texts in Literacy and Quantifying Numbers and Additive Strategies in Numeracy.

Initiatives

Data Skills and Use

School assessment data is regularly used to identify student achievements and progress to reflect on teaching effectiveness and inform future directions.

- Build teacher capacity to ensure that data collection and analysis is used to inform teaching, differentiate learning activities and provide effective and useful feedback so that learning is maximised for all.
- School assessment data is regularly used to identify student achievements and progress to reflect on teaching effectiveness and inform future directions.
- All staff collaboratively review and refine school data collection and analysis to inform planning and teaching practice.
- Student negotiated learning goals provide opportunities for students to have individual self-direction and self-assessment.

Curriculum Reform

Professional learning is aligned evolving curriculum reforms, and its impact on the quality of teaching and student learning outcomes is evaluated and reviewed to ensure best practice. There are systems for collaboration and feedback to sustain quality teaching practice.

- Collaborate with CLASS (Community of Learning Across Small Schools) to undertake high impact targeted professional learning in literacy and numeracy to build teaching capabilities in implementing the new K-2 (2023) and 3-6 (2024) curriculum.
- Teaching and non-teaching staff proactively implement the new curricula and student data will indicate that learning outcomes are being met. Using professional dialogue under the guidance of the Assistant Principal, Curriculum and Instruction, feedback will be given to support and plan future learning and teaching programs.

Success criteria for this strategic direction

- All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback relating to teaching practices, student assessment and continuous tracking of student progress and achievement.
- The school uses reliable assessment practices to evaluate student learning over time and implements changes that leads to measurable improvement.
- Teachers routinely review learning with individual students both in class and on submitted work, ensuring that all students have a clear understanding of how to improve.
- Individual Student Goal setting is undertaken in Week 2 of each term and regularly reviewed.
- Data is collected in both Literacy and Numeracy on a regular and planned schedule and is used to update PLAN2 Version 3 twice per term.
- Valid teacher judgement is evident school-wide.

Evaluation plan for this strategic direction

The following data sources will be used to regularly monitor and analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the Strategic Direction:

- * NAPLAN
- * Check-in Assessments
- * Best Start
- * Phonological Awareness Diagnostic
- * Phonics Year 1 Screening
- * Phonics Diagnostic Assessment
- * IfSR-AT Additive Thinking
- * SCOUT

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

* PLAN2

* I.E.P.s

* SEF SaS

* PAT Assessments (Reading and Mathematics)

The evaluation plan will involve:

- Professional Learning relating to data and its analysis is undertaken under the direction and support of the Assistant Principal Curriculum and Instruction.
- Data sources will be regularly reviewed and analysed to ensure that the improvement measures are being achieved.
- Teaching Programs reflect data informed classroom practice with ongoing adjustments.
- Student progress checked and monitored against progressions using PLAN2 Version 3.
- Students, parents/carers and staff participate collaboratively in the development and ongoing monitoring of I.E.P.s

Strategic Direction 2: Connect, Succeed, Thrive and Learn: Wellbeing

Purpose

Embed a planned approach to wellbeing that is inclusive of all students, staff, parents and community.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

The proportion of students attending school more than 90% of the time meets system generated lower bound target.

Achieve by year: 2026

Wellbeing, behaviour and attendance plans are embedded practice and achieved for all students.

Wellbeing

Achieve by year: 2023

Tell Them from Me Student Surveys reflect increased responses around expectations for success, advocacy and sense of belonging against base data from 2021.

Initiatives

Wellbeing and Engagement

There is a strategic and planned approach to develop whole school wellbeing process that support the wellbeing of all students so that they connect, succeed, thrive and learn.

- School collects, analyses and uses data, including valid and reliable student, parent and staff surveys and feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.
- 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. Students and parents are involved in the planning to support learning, and share expected outcomes.

Learning Culture

The school learning culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

- Effective partnerships in learning with parents/carers and students are established and maintained to ensure that students are motivated to deliver their best and continually improve.
- Whole school and personalised attendance approaches are implemented to improve regular attendance rates for all students, including poor attendees.

Success criteria for this strategic direction

- School has implemented a whole school approach to student wellbeing, engagement and attendance, ensuring measurable improvements.
- Positive and respectful relationships are evident among students and staff to ensure optimum conditions for student attendance, engagement and learning.
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Tell Them from Me Surveys are undertaken by students, parents/carers and staff and the analysis of these informs further planning.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on student learning outcomes.

Evaluation plan for this strategic direction

Q: How have the students, parents/carers and staff collaborated to ensure that all of the students connect, succeed, thrive and learn?

D: Tell Them from Me Survey (2 x students, 1 x parents/carers, 1 x staff), Informal student and parents/carers survey, engagement with Seesaw, Attendance data, Skool Loop.

A: Staff will analyse the collected data to determine how effectively the initiatives are being met.

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