

# Strategic Improvement Plan 2023-2026

## Wee Jasper Public School 3412



# School vision and context

## School vision statement

Our school will remain the heart of our small rural community. Here, core values will be learned and lived, as every learner is fully engaged and challenged, in preparation to making their contribution to our complex and dynamic society. Every student will be known, valued, and cared for, and experience a secure sense of belonging and connection to this school, community, and land. All students will be literate, numerate, and curious. We will continue to see the diversity of our community as a pedagogical strength and draw upon our diverse human and natural resources to sustain learning. In this way, we will counter the potential disadvantage of living in a small remote community.

## School context

The school is committed to fostering a sense of belonging where students feel safe, cared for, and valued. Students are respectful and show empathy as they develop a broad range of flexible personal and collective skills. They support each other in developing a positive self-image and belief that they will all succeed. The smallness of the school enhances quality personalised learning and is underpinned by high expectations for intrinsic motivation and achievement. The school actively connects students to their learning, each other and the community and positive relationships are promoted. The inter-generational relationships build students' ability to relate to others and increase self-confidence.

The school is the heart of the community and has a long history of strong support and camaraderie. The isolated nature of the community results in very intimate yet respectful relationships and the success of the school is cherished and celebrated by all. The school enjoys outstanding levels of support from the community and the provision of a plethora of diverse educational and extra-curricular opportunities.

Based on the outcome of our Situational Analysis and community consultation, our school community will focus on assessment for teaching, integrated curriculum, and collaboration to achieve continuous school improvement.

- Formative and summative assessment information will be used regularly to evaluate, measure, and document the learning progress and achievement of students and to provide them with learning opportunities at their point of challenge. Assessments will evaluate the intended outcomes from the syllabus, be designed to enable all students to demonstrate their learning and will provide importunities for them to receive specific feedback on how to improve their work. Analysis of assessment data will enable teachers to make specific teaching decisions when planning to meet the learning needs of students.
- Collaborative curriculum planning processes will integrate quality teaching, planning, delivery, and assessments to address the full range of student learning needs as they build knowledge and skills throughout their school years. A coherent, sequential, and developmental program of learning across all Key Learning Areas will support teachers to develop learning plans that build on what students already know and can do, without the unnecessary repetition of ideas.
- For every student, teacher, and leader to improve every year, we will work with others to share and gain expertise in evidence-based teaching practices and to plan, develop and refine teaching and learning programs so that learning for all is compelling, relevant, and appropriately challenging.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student growth and attainment we will analyse student assessment data to identify students' achievement and progress and reflect on teaching effectiveness so that the school is responsive in meeting the needs of all students.

## Improvement measures

### Numeracy growth

Achieve by year: 2023

All students can demonstrate growth and achievement in number sense and algebra over the year, using the Numeracy Learning Progressions.

### Reading growth

Achieve by year: 2023

All students can demonstrate growth and achievement in understanding texts over the year, using the Literacy Learning Progressions.

## Initiatives

### Assessment for Teaching

Formative and summative assessment information will be used regularly to evaluate, measure, and document the learning progress and achievement of students and to provide them with learning opportunities at their point of challenge. Assessments will evaluate the intended outcomes from the syllabus, be designed to enable all students to demonstrate their learning and will provide importunities for them to receive specific feedback on how to improve their work. Analysis of assessment data will enable teachers to make specific teaching decisions when planning to meet the learning needs of students.

## Success criteria for this strategic direction

- Evidence based teaching and assessment practices are aligned to the curriculum, with students' progress regularly monitored to sustain a culture of ongoing improvement for all.
- Data is used by teachers to evaluate the effectiveness of their teaching practice and to differentiate planning, assessment strategies and teaching as part of an ongoing improvement cycle.
- Systematic and reliable assessment information is used by teachers and leaders to monitor and evaluate student learning and promote and implement the most effective strategies to improve teaching and learning.
- Teaching and learning programs are dynamic, showing evidence of revisions based on assessment data, and are adjusted to address individual student needs.
- Students own their learning through the provision of detailed and specific feedback about what they need to do to achieve growth as a learner and that supports them to take steps to improve their work.

## Evaluation plan for this strategic direction

**Q** In what ways has our focus on the use of data had an impact on student growth and attainment?

**D** Internal and external data teacher and student voice teacher programs and student work samples

**A** Analysis will be embedded within the initiatives through progress and implementation monitoring. It will be triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. Each year the school will report on its progress through the Annual Report.

**I** The findings of the analysis will determine the impact of the school's strategic actions and will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

in their learning.

## Strategic Direction 2: Quality curriculum

### Purpose

In order to meet the needs of all students we will develop an integrated approach to assessment, quality teaching, curriculum planning and delivery so that quality teaching practice is sustained.

### Improvement measures

#### Attendance >90%

Achieve by year: 2023

Positively contribute to the Yass Principal Network target of 70% of students attending school greater than 90% of the time.

#### Integrated curriculum

Achieve by year: 2026

Students are motivated to deliver their best and continually improve.

Achieve by year: 2026

All staff plan and deliver teaching and learning programs that support high expectations of student growth and attainment.

### Initiatives

#### Integrated Curriculum

Collaborative curriculum planning processes will integrate quality teaching, planning, delivery, and assessments to address the full range of student learning needs as they build knowledge and skills throughout their school years. A coherent, sequential, and developmental program of learning across all Key Learning Areas will support teachers to develop learning plans that build on what students already know and can do, without the unnecessary repetition of ideas. Evidence-based high-impact teaching strategies will be an essential aspect of a comprehensive pedagogical model.

### Success criteria for this strategic direction

- Curriculum provision underpins high levels of student engagement, sense of belong and expectations of success.
- Sustained professional learning supports all teaching staff to develop curriculum expertise and inform the development of evidence-based teaching and learning programs and lessons that meet the needs of all students.
- Regular monitoring of the school's curriculum plan ensures whole school and teacher practices reflect syllabus requirements, the current research base and inform classroom programs that support continued challenge and maximum learning.
- Students' engagement, sense of belonging and expectations of success are underpinned by the school's integrated approach to curriculum planning and implementation, with teaching and learning programs that are interesting, relevant, and challenging.
- New and existing networks, learning alliances and specialist state-wide curriculum agencies extend and broaden the learning experiences, skills and knowledge of students.

### Evaluation plan for this strategic direction

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## Strategic Direction 2: Quality curriculum

### Evaluation plan for this strategic direction

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implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 3: Educational Leadership

## Purpose

In order for every student, teacher and leader to improve every year, we will work with others to share and gain expertise in evidence-based teaching practices and to plan, develop and refine teaching and learning programs so that learning for all is compelling, relevant and appropriately challenging.

## Improvement measures

### Collaboration

Achieve by year: 2026

Teachers and leaders work together to address common issues regarding curriculum, assessment, evidence-based teaching practices and the achievement of all students.

Achieve by year: 2026

Students approach learning with confidence and a belief in their capacity to succeed.

## Initiatives

### Collaboration

Formal and informal collaboration structures and processes will be embedded for school leaders, teachers, and students to learn from others and to be positively challenged to develop their knowledge and skills and achieve individual and common goals. Time will be regularly dedicated throughout the school year to share ideas, practices, and resources and to work together to investigate collective needs and interests. Structures will be flexible and fluid, based on network, school and student needs, with technology utilised to reduce the impact of isolation. Continuing professional learning and collaborative practice will support the maintenance of authentic, quality and consistent teaching to improve student learning.

## Success criteria for this strategic direction

- Embedded and explicit systems facilitate professional dialogue, the sharing and modelling of effective practice and the provision of specific and timely feedback between leaders and teachers to sustain quality teaching practice.
- Teachers collaborate with staff in other schools to analyse student progress and achievement data and a range of other contextual information to reflect on teaching effectiveness and to determine teaching directions.
- Professional learning is aligned to student need and identifies and systematically promotes the implementation of the most effective evidence-based strategies to improve teaching and learning.
- Inter-school partnerships develop and extend students' knowledge, skills and capabilities/self-efficacy with learning that is interesting, relevant, and appropriately challenging.

## Evaluation plan for this strategic direction

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