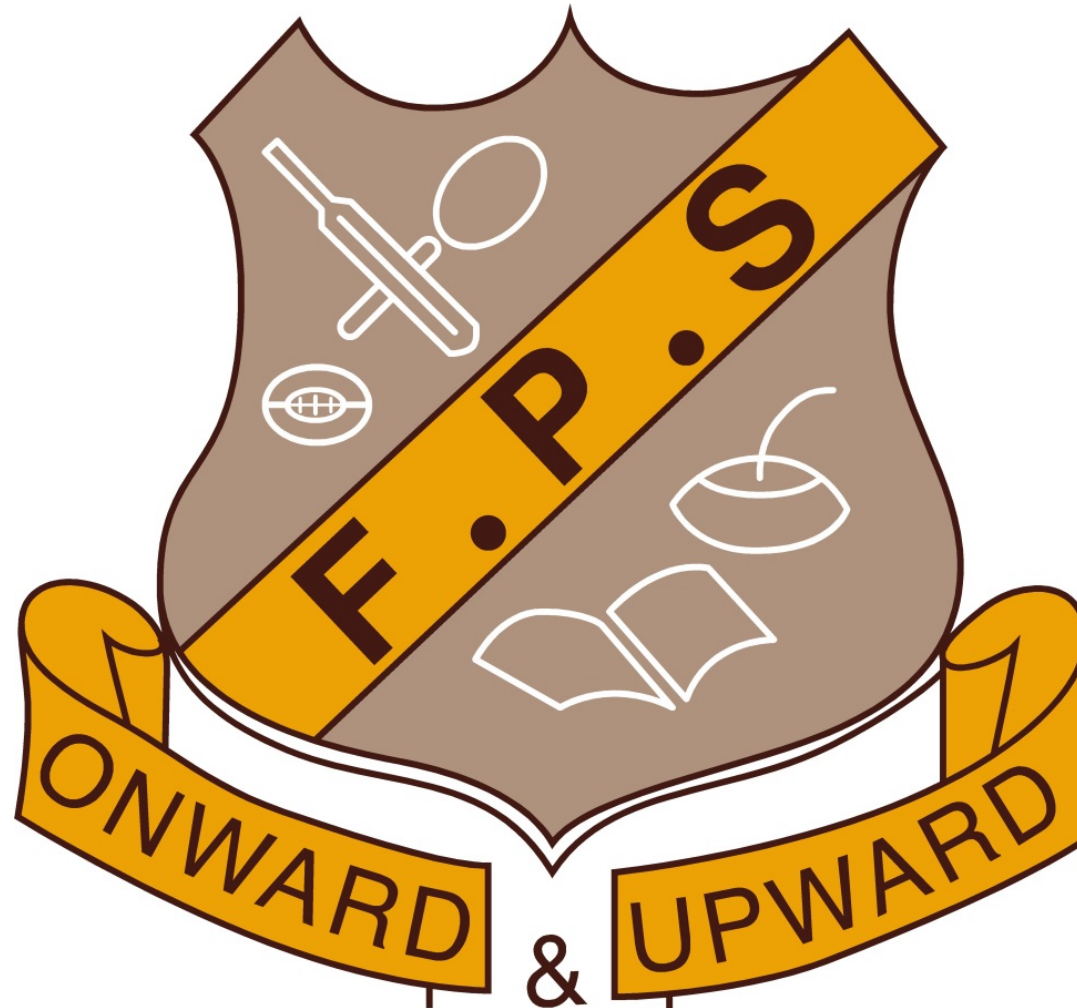


# Strategic Improvement Plan 2023-2026

## Finley Public School 3945



# School vision and context

## School vision statement

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Finley Public School is an innovative school where our vision is to create 21st century learners in a safe and supportive environment, where every student is challenged and engaged in learning within a culture of high expectations. Our school aims for students to aspire and strive towards the highest possible learning in all areas of the curriculum and civic responsibility.

Through personalised learning, we develop the knowledge and skills necessary to be self-regulated and collaborative problem solvers in a local and global society.

The core values of respect, responsibility and learning underpin the vision for all at Finley Public School.

## School context

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Finley Public School is situated on traditional Aboriginal land in the Southern Riverina of New South Wales. Our school has an enrolment of 139 students in 2023, in 7 classes. The school provides a caring and nurturing environment for students where teachers and students have high expectations for success and work together to support students to fulfil their potential in all areas of learning and in life.

The student population is drawn from the township of Finley and local farming areas nearby. The school is situated in the township of Finley and has strong support from past students and parents, with many past students now parents or grandparents of the children at school. Finley has a population of approximately 2100 people. The school is an integral part of the local community.

Teaching, administration and support staff are passionate and dedicated in their roles. They are integrated within the wider community, building strong partnerships and a drive for success. Staff have been on a journey of school improvement to develop professional networks, implement support and targeted professional learning for staff. Staff work together to design and implement teaching and learning programs, with a focus on formative assessment, visible learning, critical thinking and creativity.

The school offers personalised learning, guided by the Learning and Support Team. There is a focus on improvement in literacy and numeracy as the foundations of learning and building blocks to future success. Students are challenged to achieve their personal best and are offered extension learning experiences in drama, debating, creative arts, sport, computers and robotics and music.

**From our situational analysis and consultation with key stakeholders, our school has identified student growth and attainment, collaboration for teaching and learning and wellbeing for learning as focus areas. Each of these three areas builds on the previous work of our school to improve student outcomes.**

# Strategic Direction 1: Student growth and attainment

## Purpose

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In order to maximise student learning outcomes for every student in Literacy and Numeracy we will use evidence based practices to plan for differentiated teaching and learning delivery.

## Improvement measures

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### Reading growth

Achieve by year: 2023

All students are able to demonstrate growth in reading fluency over the year using the Literacy Learning Progressions.

### Numeracy growth

Achieve by year: 2023

All students in Kindergarten, Year 1 and Year 2 are able to demonstrate growth in counting processes over the year using the Numeracy Progressions, focusing on the sub-element Counting Processes.

## Initiatives

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### Explicit Teaching of Literacy

Literacy will be explicitly taught across the whole school. Teachers will undertake high impact professional learning focused on using evidence based teaching practices for the implementation of the K-2 English curriculum. This will be used to drive high quality instruction to all students to maximise their learning.

### Explicit Teaching of Numeracy

Numeracy will be explicitly taught across the whole school. Teachers will undertake high impact professional learning focused on using evidence based teaching practices for the implementation of the K-2 Mathematics curriculum. This will be used to drive high quality instruction to all students to maximise their learning.

## Success criteria for this strategic direction

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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 clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness.

Teaching and learning programs in literacy and numeracy reflect the new K-2 syllabuses and show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

## Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Check-in Assessment data
- Phonics and Phonemic Awareness Check In data
- Literacy and Numeracy PLAN 2 Data
- Internal Essential Assessment Data
- Teaching and learning programs
- Staff professional learning

The evaluation plan will involve:

\* Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

\* Regular professional discussion around the School

## **Evaluation plan for this strategic direction**

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Excellence Framework elements and themes.

\* Executive team and whole staff reflective sessions.

\* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data, a determination will be made as to next steps.

# Strategic Direction 2: Effective Classroom Practice

## Purpose

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In order to maximise student learning outcomes for every student at school we will use a collaborative and consistent approach to student learning, focusing on the use of evidenced based, effective teaching practices.

## Improvement measures

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### Collaboration in Developing Learning Intentions and Success Criteria in Mathematics

Achieve by year: 2026

An improvement two themes (Collaborative Practice and Feedback) to the level of Excelling as measured by the School Excellence Framework.

### Developing and Communicating the School Plan

Achieve by year: 2026

An improvement in one theme (School Planning, Implementing and Reporting) to the level of Excelling as measured by the School Excellence Framework.

## Initiatives

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### Collaboration

Teachers will work collaboratively to implement consistent best-practice models across the school that centre first and foremost on students' needs and improved learning outcomes. Reflection and peer coaching are embedded in everyday school life.

### Educational Leadership

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

## Success criteria for this strategic direction

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The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing school wide improvement in teaching practice and student results.

The leadership team uses distributed instructional leadership to sustain a culture of effective, evidence-based teaching.

All teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

## Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse the effectiveness of the initiative in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Classroom Observations
- Assessment Data visible for demonstrating growth in student learning
- Teaching and learning programs
- Collaborative feedback using tuning protocols
- Record of staff professional learning
- The School Excellence Framework
- Staff and student surveys

The evaluation plan will involve:

\* Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

\* Regular professional discussion around the School Excellence Framework elements and themes.

## Strategic Direction 2: Effective Classroom Practice

### Evaluation plan for this strategic direction

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- \* Executive team and whole staff reflective sessions.
- \* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data, a determination will be made as to next steps.

# Strategic Direction 3: Wellbeing for Learning

## Purpose

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In order to maximise student learning outcomes for every child at school we will engage students to have positive relationships at school and high expectations for success.

## Improvement measures

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### Wellbeing

Achieve by year: 2023

Increase the percentage of students with positive wellbeing as measured by the Tell Them From Me survey by 5%.

### Attendance >90%

Achieve by year: 2023

Increase the percentage of students attending 90% of the time or more by 5%.

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## Initiatives

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### A culture of high expectations

Embed evidence based programs, underpinning the Department of Education's Inclusive, Engaging and Respectful Schools policy, across the school to support student wellbeing by focusing on the achievement of aspirational outcomes for all students. The development of clear routines and consistent expectations will enable positive relationships between staff, students and all stakeholders across the school community.

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## Success criteria for this strategic direction

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Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Teachers, parents and the community work together to support consistent and systemic processes that ensure student absences do not impact on learning outcomes.

Positive, respectful relationships are evident and widespread among students and staff and promote student well-being to ensure optimum conditions for student learning across the school.

## Evaluation plan for this strategic direction

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The school will use the following data sources to regularly analyse the effectiveness of the initiative in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Tell Them From Me Survey Results
- Scout Data
- Sentral Attendance Data
- Sentral Incident Reports
- Student focus groups and surveys

The evaluation plan will involve:

\* Staff participation in professional learning in the Department of Education's Inclusive, Engaging and Respectful Schools policy

\* Regular review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

\* Regular professional discussion around the School Excellence Framework elements and themes.

\* Executive team and whole staff reflective sessions.

## **Evaluation plan for this strategic direction**

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\* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to next steps.