

Strategic Improvement Plan 2021-2024

Hargraves Public School 2136



School vision and context

School vision statement

At Hargraves Public School we strive to prepare all students to become lifelong learners and responsible citizens ready to meet the challenges of the future. In partnership with families and community, our goal is to deliver high quality, differentiated learning experiences that challenge all students to perform at their highest potential and develop the knowledge, critical thinking skills, and resilience necessary to succeed in a technologically advanced world.

School context

Hargraves Public School with a current enrolment of 15 students, is a small rural school situated 35 kilometres south-west of Mudgee in the Central West of N.S.W. Numbers have fallen significantly in 2021 due to a large Year 6 cohort in 2020. We anticipate that student enrolments will range from 10-15 in the next few years.

Our Aboriginal student population fluctuates and is currently 20% of our student enrolments.

Our F.O.E.I. (Family Occupation & Education Index) is 149 and I.C.S.E.A. (Index of Community Socio-Educational Advantage) is 881, identifying us as a low socio-economic rural school.

The school fosters a culture of high expectations and students have access to high levels of technology for learning and a wide range of extra-curricular opportunities.

Hargraves School has excellent facilities featuring three well-resourced classrooms and library and a spacious, attractive playground.

The school currently has 2 full time teachers, one part-time teacher, a part-time School Learning Support Officer, School Administrative Manager and General Assistant. As part of the Early Action for Success (EAFS) Strategy, we also have an Instructional Leader one day per week. A small but enthusiastic P&C support the staff and students.

Through our Situational Analysis we have identified two areas of focus for Strategic Improvement Plan 2021-2024:

1. Student Growth and Attainment

When analysis was conducted against the student outcome measures it was evident that although the number of students at or above expected growth in reading and numeracy overall is above the state average and above that of statistically similar schools, not every student makes the expected growth target for reading and numeracy. This will be an area for explicit focus in the new school plan. The NAPLAN gap analysis indicated the areas of focus include:

Reading: - reading, viewing and comprehension strategies in different media and technologies.

Numeracy: - whole number and measurement.

Our whole school focus to improve student growth and achievement in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update and What Works Best in Practice. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student.

2. Quality Teaching

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Our school focus will be on developing high impact teaching strategies, including learning intentions and success criteria as part of the quality teaching and learning cycle. This will become embedded practice across the school. Using high impact teaching strategies will provide opportunities for teachers to reflect and evaluate the effectiveness of current practices and use current research (What Works Best) to improve teacher practice.

Teaching staff will also focus on developing their skills and knowledge to use assessments strategically and effectively (for, of and as learning).

Through our situational analysis, we have also identified a need to use data driven practices in our teaching to ensure all students have access to stage appropriate learning. Teachers' data literacy and their capacity to use data in planning will be an area for professional development. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes for every student in reading and numeracy and to build strong foundations for academic success, all staff will use relevant and quality data to understand the learning needs of every student.

Our focus will be to deliver high quality learning experiences that enables student growth across all key learning areas. Students will demonstrate autonomy & initiative to identify their learning goals and become self-directed learners.

Improvement measures

Target year: 2023

Increase % of students achieving expected growth in reading towards the lower bound of 60%

Increase % of students achieving expected growth in numeracy towards the lower bound of 60%

Target year: 2024

All students achieve or exceed expected growth in Literacy & Numeracy using the progressions, PLAN 2 data and syllabus indicators.

Target year: 2024

Value add for 3-5 is Excelling

Value add for K-2 is Excelling

Target year: 2022

Increase the percentage of students attending school for more than 90% of the time to be above the current level of 95.6%

Target year: 2022

Improvement in the percentage of students in the Lithgow Network achieving in the top 2 bands to be above the Lithgow Network lower bound system-negotiated target in

Initiatives

Effective Classroom Practice/Personalised Learning

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals within a climate of high expectations. We will achieve this through:

- High impact professional learning on use of Literacy and Numeracy Progressions to personalise learning and understanding.
- Explicit and systematic instruction in all components of reading (oral language, phonics, phonological awareness, fluency, comprehension and vocabulary) which will be evident in every classroom in response to student needs.
- Explicit and systematic instruction of specific numeracy skills which will be evident in every classroom in response to student needs.
- Embedding explicit feedback opportunities into lessons to allow students to review and refine their performance in future tasks.
- Encouraging parents/carers to be active partners in their child's learning

Data Skills and Use

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all. We will achieve this through:

- High impact professional learning to build knowledge and understanding of data literacy, data analysis and data use for all teachers.
- Engaging all staff to collect quality, reliable and meaningful data from all stages of the learning process to use as evidence for where to next.
- Collaboratively developing a school-wide system to capture, store and use data as evidence of achieving individual student growth

Success criteria for this strategic direction

Initiative 1: Personalised Self-Directed Learning

- All teachers use formative assessment data to accurately track and monitor student achievement across the Literacy and Numeracy progressions.
- All students articulate, understand and achieve their learning goals in reading and numeracy.
- Learning Intentions, Success Criteria and Feedback are an embedded practice in all classrooms.
- Parents/carers are actively engaged in their child's learning, working closely with teachers to support learning goals.

Initiative 2: Data Skills and Use

- Teachers collaborate to share student data, curriculum knowledge and effective teaching strategies.
- Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.
- All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback of teaching practices and student assessment data.
- Tracking of student progress and achievement occurs every 5 weeks (following collaborative teacher discussions) on data walls and in PLAN2.
- Whole school system is in place to capture, store and use data as evidence of student growth and achievement.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy? We will use the following data sources to analyse the effectiveness of

Strategic Direction 1: Student growth and attainment

Improvement measures

reading of 49.2%.

Improvement in the percentage of students in the Lithgow Network achieving in the top 2 bands to be above the Lithgow Network lower bound system-negotiated target in numeracy of 25.9%.

Evaluation plan for this strategic direction

initiatives:

- Literacy and Numeracy PLAN 2 data
- Student work samples
- Observation
- Surveys
- Interviews
- Student Voice
- NAPLAN
- Scout - Value added

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Hargraves Public School will review progress towards the improvement measures annually.

Implications: The findings of the analysis will inform:

- Future actions and strategies
- Annual reporting on the school progress measures - published in the Annual School Report and regularly reported throughout the school year on varied social media platforms including Facebook, newsletter and website.

Strategic Direction 2: Quality Teaching

Purpose

To ensure teaching and learning programs are dynamic, differentiated and show evidence of revisions based on feedback, teaching effectiveness, consistent & reliable student assessment data & continuous tracking of student progress & achievement.

All teachers will understand and implement the most effective, explicit teaching methods with the highest priority given to evidence-based teaching strategies.

Improvement measures

Target year: 2024

In the Learning domain Assessment -Excelling

In the Teaching domain Data Skills and Use - Excelling

In the Teaching domain Professional Standards- Excelling

In the Teaching domain Effective Classroom Practice - Excelling

In the Leading domain Educational Leadership - Excelling

Target year: 2024

Initiatives

Assessment Practices

Consistent school-wide practices for assessment will be used to monitor, plan and report on student learning across the curriculum. We will achieve this through:

- Reviewing and adapting practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embedding data informed formative assessment practices as an integral part of instruction in every classroom.
- Expertly using student assessment data to reflect on teaching effectiveness and providing individualised, explicit, differentiated and responsive learning opportunities.
- The implementation by teachers of the five elements of effective assessment practice and instruction.
- Gradual release of responsibility model including work samples & exemplars to provide students with expected standards & criteria for the quality of work to be produced.
- Whole school monitoring of student learning.

Success criteria for this strategic direction

Assessment Practices

- Assessment is used to monitor, plan and report on student learning across the curriculum.
- Data informed formative assessment practices are an integral part of instruction in every classroom.
- Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.
- Quality teaching curriculum and assessment aligns with high expectations for student learning.
- Processes are in place to support teachers' consistent, evidence-based judgement and moderation of assessments.
- The team models Instructional leadership and supports models for continuous high improvement.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate that explicit, effective quality teaching is embedded practice at Hargraves Public School to ensure every student reaches their full potential?

We will use the following data sources to analyse the effectiveness of initiatives:

- Literacy and Numeracy PLAN 2 data
- Internal assessments
- Document analysis
- Student work samples
- Rubrics and criteria
- Observation
- Surveys
- Interviews

Evaluation plan for this strategic direction

- NAPLAN

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Implications: The findings of the analysis will inform:

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