

Strategic Improvement Plan 2021-2024

Pilliga Public School 2870



School vision and context

School vision statement

At Pilliga Public School we provide high quality, inclusive educational experiences. All students remain connected to country through staff, parents and students working in partnership to maintain high expectations to ensure that all students become resilient, self-directed and successful learners.

School context

Pilliga Public school with a current enrolment of 21, is a rural and remote school located in the far west region of NSW, 100 kilometers from our nearest regional center. School numbers have fluctuated in the past four years with student numbers ranging from 9 to 24. We anticipate that numbers will settle around the 16 mark for the next five years. 86% of the students identify as Aboriginal or Torres Strait Islanders. The school delivers lessons that embrace the local Kamilaroi language and culture. Students have high levels of access to technology, all classrooms are fitted with interactive panels and all students have access to their own I-Pad and laptop. The school currently has two full time teachers and two support staff, which includes additional temporary staff employed through school-based funding to better support the learning needs of all students.

Based on the outcome of our Situational Analysis, an area of focus will be to develop our formative and summative assessment practices to ensure we teach students at their point of need. Work will take place on developing quality summative and formative assessment tasks and data collection. Both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning. Personalised Learning Plans (PLPs) will continue to be used for each student to promote learning and wellbeing growth.

Parent, student and staff surveys highlighted the importance of student voice, wellbeing and the engagement of all students. Throughout the next four years there will be whole school focus on providing a comprehensive wellbeing and resilience program that is sustainable and tailored to our community.

Strategic Direction 1: Student growth and attainment

Purpose

Improve student achievement, growth and performance in reading, writing and numeracy by developing data driven teaching practices.

Improvement measures

Target year: 2022

Students achieve in the top two bands of system negotiated lower bound target of reading at 60%.

Target year: 2022

Students achieve in the top two bands of system negotiated lower bound target of numeracy at 60%

Initiatives

Data Driven Practices

Build teachers capacity to ensure data collection is used which enables students to meet outcomes, receive feedback and achieve their learning goals.

- Professional Learning on the use of literacy and numeracy progressions to personalise learning and understanding.
- Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.
- Expert use of Formative Assessment strategies as provided through PL using Dylan Wiliam's Content Then Process strategies, What Works Best Document and Principal School Leadership.
- Expertly use students' assessment data to review and adapt practice on teaching effectiveness, students' growth over time and achievement.

Success criteria for this strategic direction

Assessment data is collected in literacy and numeracy on a regular and planned basis and used to inform teaching practice and direct learners and their learning.

All students are able to clearly articulate the learning goals they are working towards and the next step when these are achieved.

All teachers use formative assessment data to accurately track and monitor student achievement across literacy and Numeracy progressions.

School Leadership team build the capabilities of all staff to support a culture of high expectations resulting in whole school improvement.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose, that data collection directs future learning, and results in the improvement in student outcomes in literacy and numeracy?

Data:

We will use a combination of data sources:

- Internal assessment PLAN2
- External Assessment NAPLAN/Check-in Assessments
- Surveys
- Observation
- Student Voice
- Student Work Samples
- Student PLPs

Analysis

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Implications

The findings of the analysis will inform future directions, budget allocation and annual reporting on school progress measures.

Strategic Direction 2: Well-being and Engagement

Purpose

Create a planned approach of whole school well-being processes that support high levels of well-being and engagement.

Improvement measures

Target year: 2022

Increase the percentage of students attending >90% of the time to be at or above the lower bound system-negotiated target of 75%

Target year: 2024

All students achieve their Personal Learning Plan well-being, attendance and behaviour goals.

Initiatives

Well-being and Engagement

Embed a whole-school approach to student well-being and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- * Reviewing current well-being processes and their levels of alignment with the data from the Well-being Framework Self-assessment findings to establish focus areas around whole-school well-being reform.
 - * Updating whole-school approach to well-being processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, well-being, learning and engagement data is evidenced through regularly updated PLPs.
 - * Embedding the Well-being Framework into school culture through ongoing staff professional learning in effective well-being strategies whilst undertaking a lesson study approach used to adjust and improve practice.
 - * Embedding of differentiated and system-negotiated targeted support for well-being and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed.
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Success criteria for this strategic direction

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.

Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations.

Planning and provision for learning is informed by holistic information about each student's well-being and learning needs in consultation with families.

Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.

Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student well-being and engagement.

Evaluation plan for this strategic direction

Q. How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

D. Wellbeing Framework Self-assessment pre and post data.

- Professional Development Plans.
- Personal Attendance Plans.
- PLPs
- Student Surveys
- Parents surveys
- Incident reports.
- Suspension data.

A. Analyse the data to determine the extent to which the purpose has been achieved.

Strategic Direction 2: Well-being and Engagement

Evaluation plan for this strategic direction

I: What are the implications for our work? Future directions and next steps.