

# Strategic Improvement Plan 2021-2024

## Raleigh Public School 2931



# School vision and context

## School vision statement

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Every student will actively engage in learning opportunities, both inside and outside the classroom, with a positive attitude and resilience. They will increase their skills to reflect on their learning and develop future directions and learning goals, based on feedback meetings with their teacher. Every staff member will support students in an inclusive learning environment, to develop the wellbeing of individual students and the whole child. All teaching staff will use effective assessment practices to collect and analyse data and meet with parents and students to discuss future learning goals and directions. They will engage in professional development and collaboratively work with other staff to develop engaging programs, based on data analysis, to meet the needs of all students. School Leaders will guide and support their staff with high impact professional learning and collaborative practice, guided by 'What Works Best'. They will foster a school-wide culture of high expectations and shared responsibility of student learning and success. Parents and the wider community will actively participate in programs that support student learning and promote community engagement. Parents will participate in feedback meetings with their child's teacher to support student learning, progress and goals.

## School context

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Raleigh Public School is a school on the flood plain of the Bellinger River, on the Mid North Coast of New South Wales. It was established in 1874 and is one of the oldest schools in the area. We are active members of the Bellinger Valley Community of Schools. We have a current enrolment of 24 students, across two classrooms, with no students identifying as being Aboriginal. Our students have the opportunity to build relationships and work co-operatively with their peers across the school, others in the community and at other schools to support transition to high school.

We have a variety of extra-curricular opportunities that enable our students to excel through a range of different experiences. These include Kids in the Kitchen, Kitchen Garden, Science Technology Engineering and Maths (STEM), mindfulness, sport, buddy reading, choir and recorder ensemble. Our school places a strong value on sustainability practices and are involved in strengthening these skills in our students, staff and wider community. Some of these programs include Riverwatch, Waterwise, 100 Hives for 100 Schools (native bees), Reduce, Reuse and Recycle and Bellinger and Nambucca Sustainable Schools Network. Our extracurricular programs and Key Learning Areas run alongside our Creative and Critical Thinking program.

The school culture is an inclusive, caring and supportive environment where students learn in a fun, friendly, family-like place. The wider community sees our school as being welcoming, friendly, caring and inclusive.

Through our situational analysis we have identified a need to use data driven practices, high expectations and effective partnerships to ensure whole school improvement in numeracy and reading, using effective feedback and collaborative practice to ensure students connect, succeed, thrive and learn.

The school focus will be developing quality assessment schedules and data collection and analysis processes. This will be supported by valuable professional learning, with explicit systems for collaboration and feedback to ensure quality teaching practices. Students will be supported to become reflective learners who set goals and are supported to reach their potential. Parents will work in partnership with the school to develop learning goals and support their child's learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

To consolidate a culture of high expectations, resulting in measurable whole-school improvement in reading and numeracy. We will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Target year: 2022

- At least 4 students will achieve in the top 2 bands in NAPLAN Reading
- At least 4 students will achieve in the top 2 Bands in NAPLAN Numeracy

### Target year: 2023

- The number of students achieving expected growth will be at least 65% in Reading
- The number of students achieving expected growth will be at least 65% in Numeracy

## Initiatives

### Improving Literacy

Establish a whole school literacy focus to regularly assess, monitor, collate and analyse student progress, to inform next steps in teaching. This will be achieved through:

- Sustainable, whole school processes, including formative and summative assessment, to collect and analyse literacy data will be embedded across the classes.
- Use of student data to identify and cater for individual learning pathways.
- Implement a comprehensive spelling program to build students' spelling skills across all KLA's.
- Professional learning will build teachers' capacity to implement quality literacy programs and increase student achievements.

### Improving Numeracy

Establish a whole school Numeracy focus to formatively and summatively assess, monitor, collate and analyse student progress, to inform next steps in teaching. This will be achieved through:

- Mathematical thinking and number strategies will be embedded across all areas of numeracy K-6.
- Professional Learning will build teachers' capacity to implement quality numeracy programs and increase student achievements.
- Develop a comprehensive Measurement and Geometry program to increase students' achievements, including professional learning for all teaching staff.

## Success criteria for this strategic direction

- The school's curriculum provision supports high expectations for student learning.
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- Formative and summative assessments are used flexibly and responsively as an integral part of daily classroom instruction.
- Teachers respond to trends in student achievement, at individual, group and whole school levels.
- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.
- School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

## Evaluation plan for this strategic direction

**Question:** To what extent has the use of data successfully driven improvement in student outcomes in reading, spelling, number and Measurement and Geometry?

**Data:** Observations, Internal (eg PLAN 2, CTJ of writing, maths fluency, benchmarking, SENA, Waddington Reading and Spelling) and External assessment (eg NAPLAN, Essential Assessment).

**Analysis:** 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, next steps and budget allocation.

# Strategic Direction 2: Assessment, Data and Practice

## Purpose

Explicit systems for teacher collaboration and feedback will drive and sustain quality teaching. A full range of assessment strategies and data analysis will be used to evaluate the impact of teaching practices, on student learning outcomes.

## Improvement measures

### Target year: 2024

- 100% of teaching staff will regularly participate in lesson observations, to increase student outcomes and quality teaching.
- 100% of teaching staff will regularly participate in targeted professional learning, to increase student outcomes and quality teaching.

### Target year: 2024

- Pre and post data, across literacy, will show increased achievement of student learning outcomes.
- Pre and post data, across numeracy, will show increased achievement of student learning outcomes.

## Initiatives

### Quality Teaching Practices

Ensure effective lesson observations and professional learning link to the needs of students and staff, to ensure quality teaching and improved student outcomes. This will be achieved through:

- Lesson observations will be embedded and aligned across the school, to ensure consistency of teaching practices and high expectations of student achievement.
- Professional learning is aligned to school targets, the 'What Works Best' document and the development of staff professional growth.
- Student and Teacher Feedback meetings are embedded in quality teaching practices.

### Assessment and Data

Ensure data is collaboratively analysed and interpreted to inform planning.

- A variety of assessments are used to provide opportunities to triangulate data.
- Explicit systems for the analysis of assessment data.
- Comprehensive and ongoing monitoring of data will drive quality teaching and inform the next steps for learning.

## Success criteria for this strategic direction

- The school uses embedded and explicit systems to facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.
- Effective strategies to improve teaching and learning are guided by professional learning activities.
- All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and collaboratively use this to inform planning, identify interventions and modify teaching practice.
- Student learning goals are informed by analysis of internal and external student progress and achievement, monitored through quality, valid and reliable data.
- Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

## Evaluation plan for this strategic direction

**Question:** Have lesson observations, professional learning and data analysis led to the improvement of student outcomes?

**Data:** Including: Observations, analysis of feedback forms, PDP's, Surveys, Interviews, Internal (eg PLAN 2, CTJ of writing, maths fluency, benchmarking, SENA, Waddington Reading and Spelling) and External assessment (eg NAPLAN, Essential Assessment)

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

**Implications:** The findings for the analysis will inform future directions, next steps and budget allocations.

# Strategic Direction 3: School Culture and Wellbeing

## Purpose

To further develop whole school wellbeing processes that supports students and teachers to connect, succeed and thrive in an inclusive learning environment, which includes effective partnerships with the school community.

## Improvement measures

### Target year: 2022

- Increased (uplift) percentage of students attending school more than 90% of the time to achieve the system-negotiated target band of at least 55%.
- *Tell Them From Me* Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 80%.

### Target year: 2023

- Improve the percentage of students achieving ACARA's Personal and Social Capabilities at estimated grade level from baseline data to at least 60%
- Improve the percentage of students achieving ACARA's Creative and Critical Thinking (CCT) Capabilities at estimated grade level from the baseline data to at least 60%

## Initiatives

### Wellbeing and Engagement

Embed a whole-school approach to student wellbeing, engagement and attendance, where there is a collective responsibility for student learning, happiness, resilience and success. This will be achieved through:

- Use of network, whole school and individual strategies to support attendance.
- Review whole school Wellbeing systems and practices to facilitate improved student attendance and engagement.
- Developing a whole-school approach to wellbeing based on the ACARA Personal and Social Capability continuum.
- Embedding the CCT dispositions and ACARA CCT Learning continuum across all learning activities, inside and outside the classroom.
- Developing a whole-school program to build students' voice and skills to reflect on their learning.

### Positive partnerships

Embed whole school practices to develop strong and effective partnerships with the wider community so that there is collective responsibility for student learning, happiness, resilience and success. This will be achieved through:

- Developing whole-school programs to increase parent participation and positive partnerships with the school.
- Revision of current school to home-communication strategies, to develop and strength partnerships between school, home and the community.
- Development of teacher and parent collaborative meetings to discuss student 'Learning and Wellbeing Plans'.

## Success criteria for this strategic direction

- Effective strategies to improve student attendance and engagement are embedded and regularly communicated and celebrated with the students and school community.
- Individual 'Learning and Wellbeing Plans' are developed with students, parents and teachers and embedded across all learning areas.
- Teachers involve students and parents in planning, to support learning and share expected outcomes.
- Respectful and positive partnerships are evident throughout the school through explicit teaching and reflection of school values and expectations.

## Evaluation plan for this strategic direction

**Question:** Has student wellbeing improved as a result of targeted strategies and positive parent and community partnerships?

**Data:** Including: Attendance data, Individual Learning and Wellbeing Plans, parent attendance and engagement data from meetings, phone calls, ACARA's Personal and Social Capabilities, ACARA's Creative and Critical Thinking (CCT) Capabilities, CCT pre and post parent disposition survey, Student pre and post disposition self-reflection, Surveys, Semester reports, observations.

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

**Implications:** The findings for the analysis will inform future directions, next steps and budget allocations.