



Strategic Improvement Plan 2021-2024

Paterson Public School 2844



School vision and context

School vision statement

At Paterson Public School, we are committed to creating an inclusive environment where all students feel known, valued and cared for. Our staff will work collaboratively to provide engaging and differentiated teaching and learning programs which ensure that students become successful, self-directed, resilient learners. The whole school community demonstrates high expectations of progress and achievement for all students, and is committed to the pursuit of excellence.

School context

Paterson Public School is a small rural NSW school with an enrolment of 110 students in five classes with a FOEI of 83. There is very low staff turnover and the majority of our teachers are very experienced. Over the past three years, there has been a significant increase in the enrolment of students with disability and additional learning needs. There are no students from an EALD background, and a very small percentage of students identify as Aboriginal. Student attendance is above state average and we have very high staff attendance rates. Students consistently demonstrate respect, responsibility and resilience and are enthusiastic learners. We are an active member of the local community and our families are highly engaged in all aspects of school life.

Student Growth and Attainment

Through our situational analysis, we have identified a need to use data driven practices to ensure that all students have access to differentiated learning. Professional learning will be provided around how teachers can use a range of data to successfully plan and deliver quality differentiated instruction to students with additional learning needs including high potential gifted and talented. Through NAPLAN analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Our work with individual students will be responsive and closely monitored. Individual and targeted group support will be provided where growth is not evident. Structures will be put into place to identify students needing intervention through a review and enhancement of Learning Support Team processes.

Student Wellbeing and Engagement

Consultation with our students and internal school data collected through the situational analysis indicates that there is a need to improve growth mindset, quality relationships and engagement in learning. We will implement programs to address student wellbeing and engagement, ensuring that we include student voice in all aspects of school life. We will continue to work towards providing an inviting school environment which optimises opportunities for innovative teaching and learning.

Community Partnerships and Connections

Schools play a crucial role in rural communities. Paterson Public School is committed to continuing to strengthen our relationship with education partners and the local community. Consultation with our families has indicated the need to continue to build effective strategies for communication about learning. As a small school, there is a need to further develop our learning community partnerships to collaboratively develop our capacity to provide opportunities for students to pursue their talents. Our situation analysis also indicated the need to strengthen our connections to local community organisations.

Strategic Direction 1: Student growth and attainment

Purpose

Our goal is to optimise our learning environment in order to support every student in progressing as far in their learning as they possibly can. We will focus on supporting ongoing growth in reading and numeracy and on enabling students to excel. Our professional development will focus on quality teaching practice, differentiation of learning and data driven decision making.

Improvement measures

We will increase the percentage of our students achieving expected growth in reading from 70 to 75%.

We will increase the percentage of our students in the top two bands in reading from 46.5% to 51%.

We will increase the percentage of our students in the top two bands in numeracy from 42% to 50%.

All students will demonstrate one year's growth in one school year on our PAT tests in reading and numeracy.

The teacher data use survey will show a 50% increase in teacher confidence.

Individual student data including MultiLit, HPaGE and targeted intervention tracking will show continuous growth.

Increase in the SEF element of Data Skills and Use from sustaining and growing to excelling.

Increase in the SEF element of student performance measures from delivering to sustaining and growing.

Increase Value Add from Delivering to Sustaining and Growing in K-3 and 3-5; and from Sustaining and Growing to Excelling in 5-7.

Initiatives

Staff Professional Learning

Through quality performance and development plan (PDP) processes, our staff will develop their capacity to support improved student outcomes through:

1. Undertaking professional learning in data literacy, data analysis and data informed decision making. We will embed structures and supports into school practice to provide ongoing collaborative opportunities for the development of data literacy skills to inform teaching practice.
2. Developing our capacity to differentiate teaching in literacy and numeracy through applying evidence based teaching practices incorporating engaging and innovative tools. This will include professional learning on the use of literacy and numeracy progressions to personalise learning and the development of skills in providing quality feedback.
3. Building collective efficacy by sharing expertise, professional learning experiences and successful practice in improving student outcomes. The provision of collaborative planning days, coaching sessions, data focussed staff meetings, classroom observations and feedback will facilitate collaboration and consistent teacher judgement.

Intervention and Learning Support Programs

We will strengthen our support for students with additional learning needs through the development of flexible, responsive, data driven intervention practices through:

1. Following a review of learning support practices, expert assistance will be sought from school support services and education partners to develop a more effective model for learning support which incorporates student, parent and teacher feedback. Student and parent involvement in goal setting and progress reporting will be incorporated for students with additional learning needs, including those with disabilities, those identified with High Potential and Gifted Education needs, and Aboriginal students.

Success criteria for this strategic direction

Teachers use data effectively to inform teaching practice.

Quality differentiation in literacy and numeracy is evident in teaching and learning programs, and teaching observations.

A range of collaborative structures and practices are embedded in the school and teachers report a high level of collective efficacy.

The Learning Support Team is collaborative, builds the capabilities of all teachers and demonstrates involvement by parents and students.

Students progress through targeted intervention programs and no longer needing support.

Parents, teachers and students understand learning goals and the supports that are in place.

Teacher PDPs will include a goal in literacy and numeracy for their class.

Evaluation plan for this strategic direction

Question:

Do our professional learning and intervention and support programs having the desired impact on student outcomes?

Data:

Data analysis will draw on:

- NAPLAN
- Whole school database
- Teacher, parent and student surveys
- Multi-Lit Data
- PLAN2 Data
- SEF-SaS
- Targeted intervention tracking

Analysis:

2. The implementation of a targeted intervention program for literacy and numeracy. This will incorporate additional teacher time and School Learning and Support Officer time to provide focussed, short term intervention for small groups of students who are not progressing as expected. The program will incorporate clear communication with parents and students and will aim to optimise involvement in supporting their child's learning at home.

3. Embedding an individual support program for students who are not making expected progress. This will incorporate additional staffing, the provision of evidence based individualised support and the provision of professional learning for support staff to optimise outcomes.

Data will be analysed twice each term by the Executive Team, and by the whole staff and the parent School Improvement Plan committee once each term. The Learning Support Team will regularly analyse tracking data.

Implications:

Data analysis will be used to redirect resources and programs, and to determine targeted students.

Strategic Direction 2: Student well being and engagement

Purpose

Our goal is to provide strategies and support for all students to feel connected and supported in developing a positive self image and the capacity to establish and maintain strong and caring relationships. We will embed structures and systems for students to be involved in making choices in their learning and to have their voices represented across all areas of school life.

Improvement measures

From the TTFM student survey

- Increase students reporting a positive sense of belonging from 72% to 85%
- Increase students reporting interest and motivation from 55% to 85%.
- Increase students reporting value for schooling outcomes from 90% to 95%
- Increase the mean teacher score reporting student engagement in lessons from 6.5 to 8.0

PBL

Reduce negative incidents by 50%

Reduce students involved in negative behaviour incidents from 19% to 5%.

Improve overall attendance rate from 94.2% to 96%.

Improve percentage of students attending equal to or above 90% from 88.4% to 95%.

Reduce the total number of partial absences by 50%, from 850 to 425; and the total number of minutes of class time lost through class time by 50%.

Initiatives

Student Wellbeing

We will embed a whole-school approach to student wellbeing and engagement so there is a collective responsibility for student learning and success. This will be achieved through:

1. Updating our whole-school approach to wellbeing processes including PBL to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data. Our staff will work collaboratively to incorporate consistent language and strategies for monitoring and improving positive connections at school and in the community.
2. Evaluating school learning support processes and redesigning our model to better meet the needs of our diverse range of increasingly complex learners. We will source evidence based programs to increase a growth mindset, promote positive mental health and the development of supportive social connections.
3. Improving our school attendance monitoring processes and ensuring clear communication with students and families about the impact of low attendance on learning, including chronic partial attendance. We will partner with students and families in reducing absences.

Student Engagement

Our students will increase their engagement in all aspects of school life by a developing a stronger sense of ownership of their own learning and development. We will achieve this through:

1. Increasing student involvement in school decision making and leadership across all aspects of the school including PBL, extra-curricular activities, homework, teaching and learning programs and learning environments.
2. Our students will participate in the design of their own learning programs using readily accessible innovative technology tools. We will ensure that our students have a deep understanding of their learning goals and are able to identify their progress and next steps in learning.

Success criteria for this strategic direction

All teachers are consistently implementing PBL from K-6.

Students are involved in the PBL Committee and actively participate in decisions about student wellbeing.

There is regular analysis of wellbeing data at executive and staff meetings.

There is clear, regular communication with families about their child's attendance and the impact of absences on learning and wellbeing.

All students will be able to articulate their learning goals and report on progress towards these goals.

There will be regular involvement with local Aboriginal organisations such as the AECG, the Aboriginal student program at Dungog High School, elders and staff from local land council, and external providers.

Teaching and Learning programs will show evidence of Aboriginal perspectives across all key learning areas.

Evaluation plan for this strategic direction

Questions:

Do our students feel connected and supported at school? Do students feel that their voice is represented in all areas of school life?

Data:

1. Tell Them From Me student survey data.
2. PBL Data.
3. Attendance Data.
4. Outcomes from wellbeing and social support programs.
5. Student feedback on academic reports.
6. Rates of student involvement in school decision making.
7. Rates of school involvement with Aboriginal organisations.

Analysis:

3. All students will develop a deep understanding of the heritage, culture and languages of Aboriginal people and Aboriginal students will be supported to be engaged and successful learners. We will strengthen our partnerships with local Aboriginal organisations and provide ongoing professional learning for staff to support them in incorporating Aboriginal perspectives across all key learning areas.

Data will be analysed twice each term by the Executive Team, and by the whole staff and the parent School Improvement Plan committee once each term. The Learning Support Team will regularly analyse tracking data.

Implications:

Data analysis will be used to redirect resources and programs, and to determine targeted students.

Strategic Direction 3: Community partnerships and connections

Purpose

Our goal is to partner with our families and the local community to provide every opportunity for our students to progress and develop as individuals and members of our community.

Improvement measures

Tell them From Me Reports:

Parents reporting that they are informed will increase from a mean of 7.3 to 8.5.

Parents reporting that they are supporting learning from home will increase from a mean of 6.5 to 8.0.

Parents rating school reports as very useful communication will increase from 45% to 80%.

75% of students will report positive homework behaviours

Student learning posts on SeeSaw will increase by 50%.

Tracking through the partnership plan will document student outcomes achieved through connections with education partners.

Our community identity as described through a qualitative survey of local organisations will show positive growth

We will Increase P&C membership from 19 to 50, & average attendance from 10 to 20.

As measured by Tell Them From Me, we will reduce the percentage of parents reporting that they are NEVER involved by the following:

- Canteen from 57% to 20%
- In the classroom from 89% to 40%
- In school sport from 69% to 40%
- Some other way from 66% to 40%
- Parents involved in school committees 23% to 50%

Initiatives

Effective Communication About Learning

We will have clearer communication with families about their child's learning achievements and wellbeing and how they can partner with us to support that learning at home through:

1. Developing a learning communication framework which includes clear guidelines about the purpose and form of communication which will be adjusted in accordance with parent feedback.
2. Evaluating our formal learning communication tools (Snapshot, Reports, parent/teacher interviews) and adjusting according to parent, teacher and student feedback.
3. Reviewing our current homework policy and procedures incorporating feedback from students, teachers and parents. Implementing an engaging, high impact home/school work program which facilitates a link between home and school and incorporates student voice.

Community relationships and engagement

We will develop and strengthen relationships with our education partners and local community organisations, and we will enhance parental involvement in core school business by:

1. Developing a partnership plan which includes clear guidelines about how we can connect with our education partners to provide better opportunities for our students. These partners include preschools, high schools, the AECG and the local Aboriginal community, NDIS service providers, local schools, education networks and support services.
2. Developing a community identity through active involvement with local organisations such as Tocal College, local business and government and emergency services.
3. Increasing parent involvement in our school at all levels including in the classroom, canteen, sport, P&C and school planning committees.

Success criteria for this strategic direction

Parents, teachers and students are regularly using the variety of communication tools in accordance with the guidelines.

A high rate of homework completion with parent sign-off and teacher tracking, with students expressing positive views towards homework.

Students are involved in setting their own homework.

Academic reports are written in parent friendly language and there will be student voice embedded in the formal reporting process.

Regular communication and interactions between our school and education partners and the local community take place.

Parents are involved in all aspects of school on a regular basis.

Evaluation plan for this strategic direction

Question: To what extent have we improved our community partnerships and connections through better communication and engagement?

Data:

- TTFM
- SEF SaS
- Homework Tracking
- Tracking of Seesaw and Facebook interactions through weekly report.

Analysis: Analysis of data will take place at one executive meeting each term with the reference to the improvement measures. The whole staff will review progress towards improvement measures each term. The SiP parent committee will review progress once each term.

Implications: The findings will inform future adjustments to initiatives and provide data for annual reporting on improvement progress.