

# School Excellence Plan 2021-2025

## Congewai Public School 1822



# School vision and context

## School vision statement

As a learning community we know, care for and value every student, each with their own unique talents and personalities. We share responsibility to nurture, guide, inspire and challenge students. High quality teaching develops confident and creative individuals with the personal resources for future success and wellbeing.

## School context

Congewai Public School is underpinned by a culture where all students are treated as individuals, all with unique talents and personalities. Our school's educators know our students view the world in unique ways and we tailor their educational opportunities with an emphasis on learning to fulfill potential, in a manner that makes the learning both engaging and memorable. Our core values of Safety, Respect and Learning provide a strong foundation for all aspects of school planning and implementation. Parents and community are highly supportive and have a strong desire to ensure that the needs of their children are being met.

Literacy and Numeracy learning are at the core of our work and the development of strong foundation skills is of the highest priority. Integrated Units support learning across the KLA's in a multi-stage class setting.

Our school provides a unique learning environment for its students. Situated on several hectares of idyllic bushland, our small school is immersed in environmental learning activities, with students enjoying experiences including vegetable gardening and aquaponics and garden design projects such as a fairy garden and mud play area. The school boasts its own tennis court and various other facilities for outdoor activity. The school community places strong value on creativity and students participate in a range of artistic opportunities provided by specialist art and music teachers employed by the school.

The school has had stable leadership over the past two years after a period of significant change. Enrollment numbers have fluctuated between 22 and 9 students within this period. The current enrollment is 10 students. Congewai is an inclusive school and believes that Aboriginal Education is everyone's business.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices to build foundation skills in literacy and numeracy. Using high impact teaching strategies and data informed practices will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop and implement explicit teaching experiences supported by effective feedback strategies.

There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

We are prioritising a strong emphasis on resilience, critical and creative thinking and confidence building.

Our school will aim continually, to strengthen, innovate and refine its practices to meet the

# School vision and context

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needs of each and every student, raise expectations and develop within our students, the personal resources for future success and wellbeing.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to build strong foundations and maximise outcomes for literacy and numeracy success for all students, staff will engage in data driven practices which support differentiation through formative assessment and high expectations and are responsive to student learning needs.

## Improvement measures

### Progressions

Achieve by year: 2025

#### Progressions:

- Four-year trend data will show an increase in % of students meeting or exceeding expected growth in Literacy and Numeracy using the literacy and numeracy progressions PLAN2 data for Understanding Texts in Literacy and Quantifying Numbers and Additive Strategies in Numeracy

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2027

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2027

*Demonstrate shift of 12% across cohorts in Numeracy Check-in assessment against school achievement data, compared to 2022 baseline.*

## Initiatives

### Data and Assessment

Ensure effective strategies and processes for data and assessment are used for responsive curriculum delivery.

- Developing school systems for tracking and monitoring which facilitates differentiated practice.
- Ongoing professional learning around Formative Assessment and explicit teaching strategies with effective implementation in classroom practice.

### Effective Teaching Programs

Strengthen the pedagogical base for teaching and learning through greater consistency and collaborative planning and programming which is responsive to the needs of students.

- Developing school systems to ensure that planning and programming is collaborative, consistent and aligned to the needs of students.
- Embed individualised programming which is responsive to student needs and ensures that all students develop foundation skills for lifelong learning.

## Success criteria for this strategic direction

### Initiative 1: Data and Assessment

Teaching and learning programs are responsive to the needs of *all* learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.

Student assessment data is regularly used K-6 to identify student learning and progress, reflect on teaching effectiveness and inform future directions'. Student data is reviewed and student goals negotiated and set at 2 weekly intervals, communicated in the Student Progress Report and Learning Plans - a written feedback report and three-way conference.

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

### Initiative 2: Effective Teaching Programs

Literacy and Numeracy are explicitly taught in the school. Programming is highly differentiated to meet the needs of students across a K-6 setting. The use of Success Criteria and Learning Intentions frames the learning and students are able to set their own learning goals with the support of staff. This is communicated actively to parents/carers.

Cycles of intervention are being implemented through individualised, evidence-based programs which meet the needs of all students.

Students meet or exceed expected growth in the development of foundation skills.

## Evaluation plan for this strategic direction

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:

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Student progress checked and monitored against progressions and syllabus standards using PLAN2
- Regular professional discussion around the School Excellence Framework elements and themes
- Teaching programs show evidence of data informing classroom practice with ongoing adjustments
- Student work samples
- Student Progress Report and Learning Plans
- Student voice evidenced in goal setting (Progress Report and Learning Plans)
- Family/community feedback

This analysis will guide the school's future directions.

## Strategic Direction 2: Wellbeing and Engagement

### Purpose

To ensure that all of our students are able to connect, succeed and thrive, there will be a planned approach to developing whole school programs and processes that support high levels of wellbeing and engagement.

### Improvement measures

#### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 86.13% in 2023 to 87.2% in 2027

### Initiatives

#### Attendance

Ensure effective strategies and processes for attendance which promote a culture of high expectations:

- Promotion of positive attendance behaviours
- Collecting, analysing and acting on attendance data, responsive to individual needs

#### Wellbeing and Engagement

Embed a whole school approach to wellbeing and engagement through:

- Staff professional learning in areas of need including Growth Mindset, Aboriginal Pedagogies and Minds Wide Open
- Providing engaging well-developed and evidence-based programs which support students in building resilience and developing the skills and dispositions for critical and creative thinking
- Opportunities which value and enhance staff engagement and promote capacity building and leadership expertise

### Success criteria for this strategic direction

#### Initiative 1: Attendance

Systems are in place and attendance data is reviewed and managed responsively on a weekly cycle. Personalised plans have been established for at-risk students.

Consistent messaging is delivered to students and community through the PBL framework and the school's communication platforms.

Positive attendance behaviours are celebrated through the PBL framework.

#### Initiative 2: Wellbeing and Engagement

Teachers demonstrate increased expertise and responsiveness in teaching and supporting students with diverse learning needs. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

A whole school approach has been adopted with regard to wellbeing and engagement. Growth Mindset is embedded and this is reflected in the language and the culture of the school and its community.

There is regular and ongoing planning, monitoring and evaluation of the school's approach to student wellbeing and engagement which acknowledges feedback from staff, students and community with a focus on supporting critical and creative thinking.

### Evaluation plan for this strategic direction

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:

- Attendance data
- Regular professional discussion around The Wellbeing Framework

## Strategic Direction 2: Wellbeing and Engagement

### Evaluation plan for this strategic direction

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- Regular professional discussion around the School Excellence Framework elements and themes
- Critical and Creative Thinking progressions
- PBL data
- Student work samples
- Student Progress Report and Learning Plans
- Student feedback
- Family/community feedback

This analysis will guide the school's future directions:.