Strategic Improvement Plan 2021-2025

Ballimore Public School 1111

School vision and context

School vision statement

At Ballimore Public School, we aspire for all students to have exceptional skills in literacy and numeracy, the ability to learn, adapt and to be responsible citizens who demonstrate critical thinking, creativity, communication and collaboration as well as developing the vital skills for flourishing - now and in the future years.

School context

Ballimore Public School is located 32km north east of Dubbo on traditional lands of the Wiradjuri People and belongs to the Mudgee Network of Schools. The school, with an enrolment of 16 students, 31% Aboriginal and/or Torres Strait Islander, is a small rural school with a committed staff and high expectations that all students learn and grow through a supported and inclusive environment. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Ballimore Public School.

At Ballimore Public School we:

- have an experienced, dedicated staff committed to achieving improved student learning outcomes
- showcase the academic, cultural and sporting achievements of our students at every opportunity
- ensure our teaching and learning programs are differentiated to cater for the diverse learning needs of our students
- are committed to our core values of Excellence, Respect, Participate and Cooperate, Responsibility and Care and explicitly teach expectations of behaviour across all settings
- embrace the use of technology to enhance learning programs of students
- actively engage our community in the decision making processes at school
- are supported by a hard working P&C Association
- work closely with the Small Schools Network to provide our students with a vast range of extra curricula experiences

As a result of careful assessment of school practices the following areas have been identified as strengths in our school: Wellbeing, Reporting, Professional Development and School resources.

Areas for further development have been identified as:

- Building teacher capacity
- Ensuring that every student demonstrates growth every year
- Building collaborative practice across the school through increased data skills and use
- Document school practices to ensure consistency in areas of administration and teaching
- Developing effective assessment processes and practices to inform teaching and learning

The consultation process involved all staff, parents/carers and students for both the Situational Analysis and the Strategic Improvement Plan. Consultation was conducted in

School vision statement

School context

both face-to-face and via a brief survey.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes, we will explicitly teach literacy and numeracy through all subject areas, leading to success that is measured by improved student growth and achievement.

Improvement measures

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: 2024

All students are able to demonstrate growth and achievement in phonic knowledge and word recognition from Term 1 to Term 4 2024, using the National Literacy Learning Progression

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: 2024

All students are able to demonstrate growth and achievement in number sense and algebra (additive strategies) from Term 1 to Term 4 2024, using the National Numeracy Learning Progression

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 0.8% in the attendance rate, from 93.1% in 2023 to 93.9% in 2027.

Initiatives

Differentiation for Literacy and Numeracy Success

Build teacher capabilities to ensure explicitly differentiated curriculum, evidence based teacher decision-making and provide feedback to students through goal setting, so that learning is maximised for all. To do this, we will:

Ensure that all students show expected growth with internal and external measures for literacy, through:

- Analysing individual and cohort performance data on a regular basis
- Undertaking consistent assessment practices including literacy progression tool
- Explicitly teaching and modelling types of text, comprehension and fluency

Ensure that all students show expected growth with internal and external measures for numeracy, through:

- Explicit teaching of number and algebra
- Undertaking consistent assessment practices including numeracy progression tool`

Attendance

The school, parents and carers work together to address the needs of students to get them back into school more often, through:

- developing a Strategic Attendance Improvement Plan
- fostering regular attendance through a positive, welcoming school environment
- addressing attendance concerns by identifying and providing targeted strategies for students needing more support
- re-engaging students with learning by providing tailored interventions for students with significant support needs

Success criteria for this strategic direction

Literacy and Numeracy

Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them

Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made.

Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Attendance

All students attend school regularly, and have few partial absences.

All student absences are explained and justified

Evaluation plan for this strategic direction

Literacy and Numeracy

The school uses internal as well as external assessments to assess student progress and achievement against syllabus outcomes e.g. NAPLAN, PAT, progressions, work samples, ALAN

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Attendance

SCOUT *Attendance and Engagement* app will be used to

Evaluation plan for this strategic direction

monitor attendance improvements and attendance concerns.

The school will use *Tell Them From Me* extracts to develop questionnaires for students and parents/carers..

Student performance in NAPLAN, PAT, progressions and work samples will be used to corroborate attendance frequency.

Strategic Direction 2: Building High Quality Practice

Purpose

We will ensure all staff are consistently implementing effective, evidence based practices and working collaboratively to improve student outcomes.

Initiatives

Collaborative Practice

Develop collaborative practice within the school and across Mudgee Small Schools Network

- Professional Learning on use of literacy and numeracy progressions to personalise learning and understanding
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities
- Regular evaluative practices will support ongoing high quality administrative processes

Data Skills and Use

Develop deep understanding of data to inform teaching and learning

- Develop whole school assessment strategies, formative and summative, to support teaching and learning.
- Professional Learning in data literacy, data analysis and data use in teaching for all staff
- Use Assistant principal, curriculum and instruction position to work with staff using data to monitor and assess student progress and design future learning on a whole class, group and individual level
- Collaboration with Small Schools network to ensure consistency of teacher judgement.

Success criteria for this strategic direction

Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning.

Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.

Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.

A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning

Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data

The whole staff regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.

Evaluation plan for this strategic direction

A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

Assessments are developed/sourced and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for

Evaluation plan for this strategic direction

improvement.