

# Strategic Improvement Plan 2021-2025

## Balranald Central School 1115



# School vision and context

## School vision statement

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Balranald Central School is committed to providing a safe and respectful environment for students to learn. Students are supported by dedicated teachers in partnership with parents and community, to achieve their personal best. Through the delivery of engaging and rich curriculum, and structured well being programs, students connect, succeed & thrive.

## School context

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Balranald Central is a small K-12, rural school, located on the banks of the Murrumbidgee River, catering for students from Kindergarten to Year 12 and drawing from surrounding towns and farms in NSW and Victoria such as Euston, Robinvale, Homebush, Kyalite and Hell's Gate. The school caters for 180 students with 25% being Aboriginal and has recently seen a marked increase in secondary enrolments. Students access an ongoing continuum of learning that provides a pathway into university, further training or employment.

The closest major centres are in Victoria and most services are accessed from these locations. The community and shire are strong supporters of the school and are experiencing economic stimulus success with enterprises such as tourism, mining, renewable energy and large scale commercial farming. The school enjoys the luxury of an interested and proactive P&C. and has partnerships with Sunraysia Solar Farm, Balranald Shire Council, Tronox Holdings and Petaurus Education Group

Balranald Central School has a number of long standing staff combined with beginning teachers that work collectively and collaboratively to achieve meaningful student learning goals.. Some distinctive attributes of the school include a rich well-being program, a strongly supported breakfast club, an Aboriginal youth group, an engaging academic secondary program that supports students to transition to work or further learning. Students enjoy extra curricular activities such as netball, AFL, tennis, golf, fishing, and cricket.

After undertaking a thorough Situational Analysis and consultation with students, staff, parents and the Aboriginal Lands Council, we identified the following areas that needed further development. These areas included: data collection, teacher collaboration, explicit teaching, working closely with parents to support student learning and to develop high expectations across the whole school.

The following areas will become our strategic directions over the next four years:

- Student Growth & Attainment
- Quality Teaching
- Learning Culture of High Expectations.

# Strategic Direction 1: Student growth and attainment

## Purpose

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In order to improve student achievement, growth and performance in literacy and numeracy, teachers will use data driven practices to inform quality teaching practice

## Improvement measures

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### Reading growth Primary

Achieve by year: 2023

Student cohorts can demonstrate improved reading scores in PAT compared to 2022 cohorts

### Reading growth Secondary

Achieve by year: 2023

Student cohorts can demonstrate growth in comprehension in mean scaled Check in scores compared to 2022 cohorts

### Numeracy growth Primary

Achieve by year: 2023

Student cohorts can demonstrate improved numeracy scores in PAT compared to 2022 cohorts

### Numeracy growth Secondary

Achieve by year: 2023

Student cohorts can demonstrate growth in number sense and algebra in mean scaled Check in scores compared to 2022 cohorts

## Initiatives

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### Effective data skills and use

Teachers will collect, interpret and analyse data in order to inform their teaching. Teachers will undertake high impact professional learning on how to use data to inform planning and teaching. These skills will be used to develop teaching practices that are responsive to all students' learning needs, particularly in the areas of Literacy and Numeracy.

### Whole School Systems for Data Collection

Develop and embed quality systems to support the collection of data across the school. This data will be used to inform all teachers' practice in order to support students in their learning.

## Success criteria for this strategic direction

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- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis
- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.
- All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness

## Evaluation plan for this strategic direction

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

- Internal assessments eg PAT testing
- External assessment eg NAPLAN
- Student Reading Levels
- Student Work Samples
- Check-In assessment data
- Literacy & Numeracy PLAN 2 data
- Scout-Value added data

The evaluation plan will involve:

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- regular review of these data sources to provide clarity around whether students are continuously improving and achieving the intended improvement measures.
- Regular professional dialogue around the School Excellence Framework
- Whole staff and Executive reflection
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

# Strategic Direction 2: Quality Teaching

## Purpose

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In order to maximise student learning outcomes, we will embed evidence based teaching strategies across the school, supported by explicit systems for collaboration and feedback.

## Improvement measures

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### HSC achievement - top 3 bands

Achieve by year: 2023

Increase the percentage of HSC course results in the top 3 bands by 10%.

### Aboriginal student HSC attainment

Achieve by year: 2023

Increase the percentage of Aboriginal students across the Deniliquin network of schools attaining the HSC whilst maintaining their cultural identity by 20%

### Collaborative Practice and Feedback

Achieve by year: 2025

An improvement in the themes of 'Collaborative Practice and Feedback' to the level of Excelling as measured by the School Excellence Framework.

## Initiatives

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### Evidence Based Teaching Strategies

Explicit, evidence based teaching practices will be embedded across the school. Targeted high impact professional learning in explicit teaching will support the needs of the teachers to continually refine their practice to enable the active learning of all students.

### Explicit systems for collaboration and feedback

We will establish and embed whole schools systems for teacher collaboration, observation and feedback to sustain high quality teaching practices from K-12.

## Success criteria for this strategic direction

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- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results

## Evaluation plan for this strategic direction

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

- Teacher professional learning opportunities - skills
- HSC RAP data
- Collaboration practices

### Evaluation plan for this strategic direction

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- Feedback strategies in classroom
- Learning sprint data analysis/QTR
- Lesson observation feedback
- Student work samples
- Student surveys
- Student focus groups.
- Teacher surveys

The evaluation plan will involve:

- \* Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- \* Regular professional discussion around the School Excellence Framework elements and themes.
- \* Executive team and whole staff reflective sessions.
- \* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

# Strategic Direction 3: Learning Culture of High Expectations

## Purpose

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To build a school culture strongly focused on high expectations for student learning, underpinned by strengthening effective partnerships with all stakeholders that are responsive in meeting the needs of all students.

## Improvement measures

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### Attendance - Primary >90%

Achieve by year: 2023

Increase the number of students achieving 90% attendance or greater, by 6% from baseline.

### Attendance - Secondary >90%

Achieve by year: 2023

Increase the number of students achieving 90% attendance or greater, by 6% from baseline.

### Wellbeing Primary

Achieve by year: 2023

Increase the number of students achieving Advocacy, Sense of Belonging at School and Expectations for Success from TTFM data by 5.4% from baseline.

### Wellbeing Secondary

Achieve by year: 2023

Increase the number of students achieving Advocacy, Sense of Belonging at School and Expectations for Success from TTFM data by 7.7% from baseline.

## Initiatives

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### High expectations

To establish and foster a culture of high expectations where teachers are differentiating instruction, providing individualised feedback and engaging in meaningful interactions, in order to challenge students, encourage continuous improvement and achieve success.

### Strengthening Effective Partnerships

Strong and effective partnerships will be created between students, teachers and parents to build a responsive learning environment allowing students to connect, succeed and thrive.

## Success criteria for this strategic direction

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- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's well-being and learning needs in consultation with parents/carers.

## Evaluation plan for this strategic direction

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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. This analysis will guide the school's future directions: (these are just some ideas - use what suits your context)

- TTFM
- Attendance
- Sentral Wellbeing data
- Attendance at Parent Teacher Interviews/Community events.
- Sentral Student Growth Plan data
- Student academic reports

## Evaluation plan for this strategic direction

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The evaluation plan will involve:

- \* Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- \* Regular professional discussion around the School Excellence Framework elements and themes.
- \* Executive team and whole staff reflective sessions.
- \* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.