

# Strategic Improvement Plan 2021-2025

## Bangalow Public School 1118



# School vision and context

## School vision statement

To deliver excellence in student learning as a result of our strong, collaborative, visible learning culture.

The school's mission is to foster a lifelong love of learning that best prepares students for a happy and successful future.

Our teaching is explicit and differentiated to deliver connected and deep learning as a result of data driven practices. Our cohesive and dynamic approach to wellbeing is responsive to our community's needs, and supports all students to reach their full potential.

## School context

Bangalow Public School, with a current enrolment of 257 students across K-6 is proud to be a part of a supportive and connected community that makes up the historic village of Bangalow, which stands proudly on Arakwal land within the Bundjalung Nation. Students are at the centre of decision making and everything that we do. Our core values, 'Be Safe, Be Respectful, Be a Learner' underpin our student wellbeing and learning programs. The school prides itself on delivering strong academic, sporting and creative educational opportunities, as well as those focused on sustainability. A student-centred learning environment drives high expectations, continual improvement in learning, engagement and leadership development. This will support our transition into new learning environments and contemporary modes of teaching for future-focused learning in line with our planned upgrade of school facilities. The school provides a friendly, welcoming environment in which parents and staff work in genuine partnership for the benefit of all students. There is a passionate and dedicated parent community who are actively involved in class and whole school programs to support learning.

Through our situational analysis, we have identified three areas of focus for this Strategic Improvement Plan. These build on the work undertaken in the previous school planning cycle and were identified by the self-assessment process in our External Validation, including the use of data and high expectations for student growth, the improvement of teaching to deliver a differentiated curriculum that is responsive to student needs, and the school community working collaboratively to support the wellbeing of all stakeholders.

Analysis of our past NAPLAN data shows inconsistencies in achievement and growth from year to year. We have identified the need to use data driven, high quality teaching practices to ensure all students have access to consistently effective, explicit and differentiated learning. Continual monitoring, deep analysis of and responding to student performance data will be embedded in all teaching and learning practices, in order to ensure that staff 'Know thy Impact'.

We have recognised that a continued emphasis on embedding innovative, evidenced-based teaching and learning practices is required to improve student learning outcomes, ensuring our students achieve expected growth in literacy and numeracy. Through our Visible Learning practices, we will implement the use of Learning Intentions and Success Criteria, Effective Feedback, Learner and Teacher Dispositions to embed a culture of high expectations, engagement and shared responsibility for learning. We will develop a consistent understanding of learning modes to accompany our contemporary learning environments to encourage flexibility and collaboration in order to optimise learning.

Analysis of wellbeing metrics have indicated a need to improve student advocacy and sense of belonging. In addition, staff have indicated the need for a consistent approach to student behaviour. As a result, we will continue the work commenced in 2020 on implementation of Positive Behaviour for Learning. However results from all stakeholders indicates a wider-reaching approach to wellbeing is required, with a whole school focus on evidenced-based activities to be implemented and embedded.

# Strategic Direction 1: Student growth and attainment

## Purpose

To implement evidence-based, differentiated teaching practices, which are responsive to the needs of every student, in order to improve student learning outcomes in reading and numeracy.

## Improvement measures

### NAPLAN expected growth - Reading

Achieve by year: 2023

#### Achievement of 2023 system-negotiated targets:

- 74.5% of students in Years 3 and 5 are achieving school-determined growth targets in reading based on internal and external measures.
- 75% of students in K-6 achieve a year's growth in reading (0.4+ effect size) as measured by longitudinal internal progress and growth data collected through the School's assessment schedule.

### NAPLAN expected growth - Numeracy

Achieve by year: 2023

#### Achievement of 2023 system-negotiated targets:

- 62.8% of students in Years 3 and 5 are achieving school-determined growth targets in numeracy based on internal and external measures.
- 63% of students in K-6 achieve a year's growth in numeracy (0.4+ effect size) as measured by longitudinal internal progress and growth data collected through the School's assessment schedule.

## Initiatives

### Data Driven Practices

In Reading and Numeracy, we will embed sustainable whole school processes for collecting and analysing data on student achievement and progress. The evaluation of this data will regularly be used to inform responsive curriculum delivery. This will be achieved through:

- high impact professional learning in data literacy, data analysis and data use in teaching for all staff aligned to school targets for both achievement and growth;
- establishing school structures that support teaching staff to embed data skills and use in their daily and weekly teaching practice;
- reviewing and adapting school data practices to ensure reliable formative and summative assessment tools are used consistently to analyse student progress, evaluate growth and determine student achievement.

### Differentiation

In Reading and Numeracy, we will develop and embed effective whole school practices to provide individualised, explicit, differentiated and responsive learning opportunities. This will be achieved through:

- high impact professional learning to support the selection of differentiated and explicit teaching strategies in relation to student learning needs;
- teaching staff expertly using student assessment data to reflect on teaching effectiveness and adjustments;
- establishing school structures that support teaching staff to embed differentiated and explicit strategies into their daily and weekly teaching practice.

## Success criteria for this strategic direction

All staff use an integrated approach to quality teaching, curriculum planning, delivery and assessment. (School Excellence Framework [SEF]: Curriculum)

All teachers identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies which promote responsiveness in meeting the needs of all students. (SEF: Effective Classroom Practice; Assessment)

Student data shows achievement towards school performance measures and the school's value-added trend is positive. (SEF: Student Performance Measures)

Student assessment data is regularly used school-wide to reflect on teaching effectiveness and inform future school directions. (SEF: Data Skills and Use)

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, with success that can be measured by improved student progress and achievement data. (SEF: Professional Standards)

The school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities, implementation and improvement. (SEF: School Planning, Implementation and Reporting).

## Evaluation plan for this strategic direction

QUESTION:

To what extent have we achieved impact and improvement of student outcomes in reading and numeracy as a result of data driven practice and differentiation?

DATA:

We will use a combination of data sources, including:

- External assessments, eg. NAPLAN and Check-In

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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data

- Scout - Value added data
- Internal assessment, eg. reading levels, Essential Assessment - Mathematics, phoneme knowledge, data tracking sheet
- Effect size calculations for growth and progress for input (12 month cycles)
- Survey (student and staff)
- Observations
- Document analysis, eg. teacher programs
- School Excellence Framework Self-Assessment Survey.

### ANALYSIS:

Analysis will be embedded within the initiatives through progress and implementation monitoring and will include:

- regular review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures;
- regular professional discussion around data, the SEF elements and themes;
- executive team and whole staff reflective sessions;
- teaching programs show evidence of data informing classroom practice with ongoing adjustments;
- annual review of progress towards improvement measures.

### IMPLICATIONS:

The findings of the analysis will inform:

- future actions;
- annual reporting on school progress measures (published in the Annual Report and on the school website at the end of Term 1 each year).

## Strategic Direction 2: High quality learning culture

### Purpose

To develop a cohesive learning culture focused on high expectations, shared responsibility and continual improvement through collaboration and innovation.

### Improvement measures

Achieve by year: 2023

- The School is externally validated at the Excelling level in the theme of Expertise and Innovation in the Learning and Development aspect of the Teaching domain of the School Excellence Framework.

Achieve by year: 2025

Achieve by year: 2025

### Initiatives

#### Contemporary Learning Environments

Developing consistent understanding of learning modes in our contemporary learning environments to ensure the teachers, students and spaces within them effectively coexist and transition to encourage flexibility, dynamism, collaboration and future focused learning. We will maintain a core focus on intentional decision making on the design of learning space, furniture and technology to enable diversity and flexibility in learning modes for all classes K-6.

- Professional Learning and information sessions to explore and unpack the eight contemporary learning modes.
- Collaboration with students, staff and community to determine an effective school wide approach for implementation of contemporary learning environments.
- Streamlined processes to integrate learning modes into unit, lesson and program planning within our curriculum documents so their use is intentional and effective and aligned to feedback structures.
- Investment into school wide resources and furniture in order to achieve consistent school wide implementation.

#### Visible Learning Strategies

#### Learning Intentions & Success Criteria

Consistent implementation of the Visible Learning framework with a strong focus on the Visible Learner strand to develop a school wide culture and use of Learning Intentions & Success Criteria (LISC) within all literacy and numeracy learning.

- Professional Learning through CORWIN on the characteristics of effective LISC and how to effectually embed these using SOLO taxonomy to support surface > deep > transfer learning in the design and delivery of learning.

### Success criteria for this strategic direction

Integration and embedding of the learning modes to optimise learning within the physicality of our school's learning environments will support the development of a high quality learning culture. (SEF: School Excellence Framework [SEF]: School Resources)

Teaching staff demonstrate and share their expertise within their school and with other schools. (SEF: Learning and Development: Expertise and Innovation)

All teachers have expert contemporary content knowledge and deploy effective teaching strategies. (SEF: Learning and Development: Expertise and Innovation)

The school demonstrates innovative practices and has processes in place to valuate, refine and scale success. (SEF: Learning and Development: Expertise and Innovation)

A whole school culture of Visible Learning will incrementally and consistently develop through the staggered focus of Learning Intentions and Success Criteria and Learner Dispositions to develop autonomous learners.

Visible Learning impact cycle walkthrough data collection points will demonstrate consistent increases on implementation and embedding of these key cultural strategies to support students to become assessment capable learners each term and across the School Improvement Plan period.

School culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. (SEF: Learning Culture: High Expectations)

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF: Learning & Development)

The school leadership team model instructional leadership and support a culture of high expectations and

## Strategic Direction 2: High quality learning culture

### Initiatives

- Sustained focus and structure within collaborative planning processes to develop and embed LISC in learning plans and programs for literacy and numeracy using SOLO taxonomy and extending this into other KLAS.
- Term based Visible Learning walkthroughs K-6 to collect LISC data for student awareness, ownership and effectiveness including: identification & examples of how their learning demonstrates the Learning Intention and Success Criteria.

### Learner Dispositions

Consistent implementation of the Visible Learning framework with a strong focus on the Visible Learner strand to develop a school wide culture of the school determined Learner Dispositions.

- Collaboration with other Visible Learning schools to explore options and pathways to embed Learner Dispositions for school culture.
- Professional Learning and resources to further develop learner dispositions to refine, define and roll out Learner Dispositions K-6.
- Sustained focus and structure within stage teams to support school wide teaching and development of the Learner Dispositions.
- Semester Visible Learning walkthroughs K-6 to collect Learner Disposition data where students can identify, describe and provide examples of their development for each disposition (1-2 focus dispositions per term).
- Annual student vox pop 4x students per class on 'What it means to be a good or effective learner at BPS?' to measure uptake, understanding and application of these elements of VL within students.

### Assessment Capable Learners

As a result of our cohesive implementation of Visible Learning framework over the last three years aligned to our strong data driven practice from SD1, in 2023 we are establishing clear and consistent, student focused goal

### Success criteria for this strategic direction

community engagement, resulting in sustained and measureable whole school improvement. (SEF: Educational Leadership)

The school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities, implementation and improvement. (SEF: School Planning, Implementation and Reporting)

### Evaluation plan for this strategic direction

QUESTION:

To what extent have we embedded a high quality learning culture and how can we demonstrate this?

DATA:

We will use a combination of data sources, including:

- Visible Learning walkthrough data over the school plan period against Learning Intentions & Success Criteria (LISC) and Learner Dispositions
- Document analysis of stage, grade and class learning programs to evidence planning for LISC, learner dispositions and learning mode design for physicality of learning environments
- Teacher feedback surveys on quality and impact of professional learning models aligned to degrees of collective efficacy
- Observations and feedback processes and documentation for teachers
- Professional Development Plans
- Student surveys, interviews and focus groups relating to the use and implementation of LISC, learner dispositions and learning environments
- School Excellence Framework Self-Assessment Survey.

ANALYSIS:

## Strategic Direction 2: High quality learning culture

### Initiatives

setting and reflection strategies centred around student progress data to support our students to be effective, visible learners:

- Professional Learning through CORWIN on the characteristics of effective feedback and how data is used by students to effectively understand and continuously answer the 3 key questions of 'Where am I going? ' How am I going? 'Where to next?'.
- Collaborative development of a student goal setting tool (booklet) that helps them identify, track and determine progress for learning goals in the areas of reading, writing and numeracy across the year using assessment data and feedback from teachers. Students are supported to learn the process and power of setting SMART long term achievement goals and SMART short term skills based goals in each area from their data to help them achieve learning goals specific to their progress at every point in time.
- 3 way interviews with parents in Term 1 support the visibility and value of these processes and skills and lift student voice and ownership to share their learning goals, progress and strategies with a stakeholder audience important to them
- Education Week Open classrooms in Term 3 will involve all students sharing their goals/progress/reflections in the answer to those three big 'Assessment Capable/Visible Learner' questions: Where am I going? ' How am I going? 'Where to next?'. This strategy builds and strengthens community awareness and collaborative ownership of our high quality, visible learning culture and this will build year on year.

### Evaluation plan for this strategic direction

Analysis will be embedded within the initiatives through progress and implementation monitoring and will include:

- regular review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures;
- regular professional discussion around data, the School Excellence Framework elements and themes;
- executive team and whole staff reflective sessions;
- teaching programs show evidence of Learning Intentions, Success Criteria, Learner Dispositions and learning modes;
- annual review of progress towards improvement measures.

#### IMPLICATIONS:

The findings of the analysis will inform:

- future actions;
- annual reporting on school progress measures (published in the Annual Report and on the school website at the end of Term 1 each year).

## Strategic Direction 3: Collective wellbeing

### Purpose

To develop a consistent and strategic school-wide approach to collective wellbeing, focusing on creating a safe environment, ensuring connectedness, engaging students in their learning and promoting social and emotional skills.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

#### Achievement of 2022 system-negotiated target:

- Increase the percentage of students attending school more than 90% of the time by 8.2% from the system-generated baseline data.

#### Wellbeing

Achieve by year: 2023

#### Achievement of 2022 system-negotiated target:

- Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School by 3.6% to meet lower bound system-negotiated target as measured by Tell Them from Me wellbeing data.

Achieve by year: 2023

- School Excellence Framework self-assessment of the theme 'Community Engagement' from the element 'Educational Leadership' indicates improvement from Sustaining and Growing to Excelling.

### Initiatives

#### Collaboration for Engagement

Embed a culture of collaboration which fosters engagement of all stakeholders to promote the collective wellbeing of our school community.

- Review and adapt current communication procedures to create further opportunities for inclusion and genuine collaboration between all stakeholders.
- Develop practices and programs alongside network schools and communities to promote the wellbeing of students, staff and the community.
- Professional learning on Wellbeing, High Potential and Gifted Education and Learning and Support strategies to build teacher capabilities and collective pedagogical practice.

#### Whole School Wellbeing Approach

Implement and embed a whole school approach to student wellbeing where there is a collective responsibility for students to connect, succeed and thrive. This will be achieved by:

- continuing to review current wellbeing processes, drawing on Department of Education policies, guidelines, resources and school community values to refine a planned, consistent approach to the school's discipline and wellbeing system;
- embedding a whole school approach to wellbeing processes to monitor, analyse and evaluate student behaviour and wellbeing data;
- continuing to refine Learning and Support and High Performance Gifted Education processes and practices to ensure all students are supported to achieve.

### Success criteria for this strategic direction

A whole school culture of collective wellbeing will continue to grow and develop through the implementation of evidence-based change to whole-school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

High functioning Learning and Support and High Performance and Gifted Education processes guide and assist teachers and parents in actively supporting students.

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. (School Excellence Framework [SEF]: Wellbeing)

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (SEF: Learning Culture: Transitions and continuity of learning)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF: Learning Culture: Attendance)

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. (SEF: Educational Leadership: Community engagement)

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience. (SEF: Management Practices and Processes: Community satisfaction)

### Evaluation plan for this strategic direction

### Evaluation plan for this strategic direction

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#### QUESTION:

To what extent have we developed a school-wide approach to collective wellbeing and how can we demonstrate this?

#### DATA:

We will use a combination of data sources, including:

- Wellbeing Framework for Schools self-assessment pre and post data
- Suspension, attendance and enrolment data - Scout, Sentral, EBS
- Learning and Support data such as referrals, case loads, meeting records, Personalised Learning and Support plans, student Behaviour and Risk Management plans
- Tell Them from Me survey data
- Sentral wellbeing records and data
- Positive Behaviour for Learning School-wide Self Evaluation data
- High Performance and Gifted Education (HPGE) data such as participation, results, surveys
- Evidence of implementation of LaS and HPGE strategies such as teacher program annotations
- Surveys and feedback from students, staff, parents and the community
- Transition to school/Orientation program data
- Evaluation of individual wellbeing programs eg. Smiling Mind, LifeSkills
- School Excellence Framework Self-Assessment Survey.

#### ANALYSIS:

Analysis will be embedded within the initiatives through progress and implementation monitoring and will include:

- regular review of data sources to provide clarity around whether we are on track for achieving the

### Evaluation plan for this strategic direction

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intended improvement measures;

- regular professional discussion around data, evidence, the School Excellence Framework elements and themes;
- executive team and whole staff reflective sessions;
- teaching programs show evidence of effective implementation of LaS and HPGE differentiation strategies
- annual review of progress towards improvement measures.

#### IMPLICATIONS:

The findings of the analysis will inform:

- future actions;
- annual reporting on school progress measures (published in the Annual Report and on the school website at the end of Term 1 each year).