Strategic Improvement Plan 2021-2025

Barellan Central School 1131

School vision and context

School vision statement

Barellan Central School is an inclusive learning community where all students are known, valued and cared for. We foster engaged and connected learners who embody respect, responsibility, resilience, and excellence.

Our collaborative school staff work with our broader partnerships to build students' literacy and numeracy, and educational aspirations in order to develop students as active and involved citizens.

School context

Barellan is located on the lands of the Wiradjuri people in the northern Riverina, 55 km east of Griffith. Barellan Central School was first established as a subsidised school in 1910 by the community, and formally became a provisional school in 1911 under the auspices of the Council of Education.

In 2022, the total school enrolment K-12 was 85 students, including 14 Aboriginal students. Due to a gradual shift in the employment market, there has been a steady decline in enrolment over the last decade. The school's staffing entitlement in 2022 includes 15 teachers and 6 non-teaching staff.

Parental aspirations emphasise intellectual, skill and social development. Parents are strongly supportive of a broad curriculum with opportunities to engage with the local community. Many parents are keen to play roles as mentors for our students in the future.

The school has well-resourced physical spaces including a Trade Training Centre, poultry operation and recently renovated classrooms. The Learning and Wellbeing Centre supports the coordination of complex case management, and assists to manage the multi-categorical class which caters for a range of students with specific support needs including mental health and autism.

Barellan Central School is part of the Riverina Access Partnership (RAP), one of five Access Programs that run in NSW. RAP provides a dynamic, blended online, shared curriculum for senior secondary students across six central schools. The cohorts of students interact with each other and their co-ordinating teachers through online platforms and collaborative technologies, while being supported in their home schools by co-teachers. This enables rural students to complete their secondary education at their local school with the support of their community without having to live away from home.

Current extra-curricular activities include sport at a range of venues, RAP sporting competitions, leadership opportunities, breakfast and lunch club, poultry club, annual major enrichment excursions and homework club. The school is committed to offering a range of new activities from 2022 including the Duke of Edinburgh scheme, increased interschool sporting opportunities, school partnerships, Hands on Learning, and developing stronger student leadership programs.

Through a comprehensive situational analysis, we have identified high level areas for improvement or further development as effective use of assessment to identify where students are at to know where to go next, collaborative explicit instruction to drive purposeful and engaging learning and connected learning communities to build and support high level aspirations for and by all students

We share a commitment to foster high levels of achievement and closing equity gaps. Cultural identity and diversity will be at the forefront of driving aspirations and success whilst fostering a deep sense of belonging and pride.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student achievement in literacy and numeracy, we use student assessment information to evaluate student learning and then use targeted explicit teaching strategies to advance all students' achievement.

Improvement measures

Reading growth Primary
Achieve by year: 2023

Increase the percentage of students achieving or exceeding expected growth in the sub-element understanding texts of the National Literacy Learning Progressions

Numeracy growth Primary
Achieve by year: 2023

Increase the percentage of students achieving or exceeding expected growth in the sub-element additive strategies of the National Numeracy Learning Progressions.

Reading growth Secondary
Achieve by year: 2023

Increase the mean scaled score of Years 7 and 9 students from 2022 to 2023 in the Reading Check-in assessment.

Numeracy growth Secondary
Achieve by year: 2023

Increase the mean scaled score of Years 7 and 9 students from 2022 to 2023 in the Numeracy Check-in assessment.

School Excellence Framework - Data skills and use
Achieve by year: 2025

School assessment in the School Excellence Framework (SEF) shows improvement from Developing to Sustaining and Growing

Initiatives

Effective use of assessment

The school uses systematic and reliable information from a range of sources to evaluate student learning over time, and implement changes in teaching in response to those evaluations.

All teachers have an adept capacity to use a range of assessment strategies and effective teaching practices to advance all students' achievement in literacy and numeracy.

We develop processes to support consistent teacher judgement evidenced by moderation of assessment processes with internal and external data.

Success criteria for this strategic direction

There are explicit systems for collecting student data and providing feedback to sustain quality teaching practice focused on identifying, understanding and implementing the most effective explicit teaching methods

There is a clearly identified process for mapping literacy and numeracy learning targets for all students, such as the use of data walls and online data profiling that is readily available to all staff.

Each student has meaningful identified growth targets that they can articulate and work towards. (consider teacher actions and systems actions)

Evaluation plan for this strategic direction

Question

- To what extent have we maximised student achievement in literacy and numeracy?

Data

- Internal and external assessment data.
- Literacy and numeracy progressions.
- Observations of teaching practice.

Analysis

- Evaluate expected and actual achievement for students across data sets
- Review personal targets for students.

Implications

- Modify learning interventions and targets for all students.
- Review of resourcing to maximise mentoring and professional collaboration

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Strategic Direction 2: Effective classroom practice to engage all learners

Purpose

In order to empower students to maximise their learning, teachers use evidence-based teaching methods and engage in professional dialogue, training and collaboration to constantly improve teaching and learning practices.

Improvement measures

HSC achievement - top 3 bands
Achieve by year: 2023

Improvement (across RAP)

Increase in the percentage of students in the Riverina Access Partnership achieving in the top 3 bands of HSC course by a minimum of 5.1% by 2022 (in order to meet the lower bound system-negotiated target of 53.8%)

School Excellence Framework - Effective classroom practice
Achieve by year: 2025

The school self- assessment of the School Excellence Framework within the element of Effective Classroom Practice will be at Excelling level.

Initiatives

Collaborative explicit instruction

Build the capacity of teachers to work collaboratively to improve effective classroom practice and further develop consistent and effective explicit teaching methods

- Collaboratively design curriculum within and across primary and secondary sections of the school to maximise teaching and learning opportunities.

- High impact professional learning on explicit teaching methods and strategies.

- Implement evidence informed practices drawing on insights from the What Works Best Framework and cognitive science.

- Embed sustainable systems for teachers to work collaboratively to enhance the acquisition of domain specific knowledge.

Success criteria for this strategic direction

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 teachingstrategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Evaluation plan for this strategic direction

Questions

- To what extent are teachers using evidence-based teaching methods to maximise student learning?
- Are collaborative practices around curriculum design embedded across all KLAs?
- Are explicit teaching methods and strategies having a positive impact on student engagement and achievement?

Data

- Teaching and learning programs, observation, student samples and assessment tasks, achievement data
- Survey of teacher confidences

Analysis

- What evidence is present of an improvement in teaching practice (formative assessment, models of instruction)?
- What change is there in teacher confidence in using formative assessment and the path for acquiring domain specific knowledge?

Implications

- Improved teacher efficacy with evidence-informed practices
- Improved student achievement and engagement with learning

Strategic Direction 3: Connected learning communities

Purpose

The school culture is strongly focused on learning and building students' educational aspirations with a culture of high expectations, individual responsibility, personalised curriculum pathways and community partnerships.

Improvement measures

Attendance - Secondary (>90%)
Achieve by year: 2023

The number of students attending school 90% of the time or more will increase from 80% of students to 83-88% of students

Attendance - Primary (>90%)
Achieve by year: 2023

The number of students attending school 90% of the time or more will increase from 80% of students to 83-88% of students

Wellbeing (Secondary)
Achieve by year: 2023

Increase in student advocacy, expectations for success and sense of belonging in the Tell Them From Me survey by at least 6% from a baseline of 51.8%.

Wellbeing (Primary)
Achieve by year: 2023

Increase in student advocacy, expectations for success and sense of belonging in the Tell Them From Me survey by at least 6% from a baseline of 51.8%.

School Excellence Framework - Learning Culture
Achieve by year: 2025

The school self- assessment of the School Excellence Framework within the element of learning culture will be at Excelling level.

Initiatives

Connected learning communities

Establish a culture where students play an active role in developing their curriculum pathways and key school transitions. Students are supported, in partnership with school staff and the community, to build their educational aspirations and opportunities.

- Positive and respectful partnerships between staff and students advance student achievement and aspirations.
- Develop systems to enhance students' capacity as active and engaged citizens through enriching and purposeful mentoring programs and authentic leadership opportunities.
- Teachers, parents and the community work together to support creative and authentic curriculum and effective, personalised transitions from primary to secondary, and post-school.

Success criteria for this strategic direction

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Teachers, parents and the community work together to promote high levels of achievement.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Evaluation plan for this strategic direction

Questions

- To what extent have we achieved our purpose?

Data

- Tell them from me and internal wellbeing surveys.
- Attendance data.
- Individualised plan evaluations.
- Post-school destinations.
- Sentral data for positive and negative referrals.

Analysis

- Growth in student advocacy, interest and motivation, value schooling outcomes, positive teach-student relationships and relevance.
- Effectiveness of individualised plans for target transitions.

Implications

- Monitor and review individualised plans for students.
- Monitor effectiveness of Choice Theory and Positive Behaviour for Learning (PBL).
- Annual monitoring of TTFM data for progress monitoring.