

Strategic Improvement Plan 2021-2024

Bargo Public School 1134



School vision and context

School vision statement

At Bargo Public School we create a culture of high expectations and collaboration in teaching, learning and community connections. We use a whole school approach to foster student wellbeing, ensuring every student is provided with a supportive and engaging environment for effective learning. Student learning is supported through quality teaching practices that are evidence based, driven by research and data. Our purposeful, consultative approach ensures teachers, parents and students work collaboratively in positive partnerships to achieve the academic and social aspirations of the school community.

School context

Bargo Public School is in a semi-rural township located in the lower plains of the Southern Highlands of NSW, and has a Family Occupation and Education Index (FOEI) of 117. There are approximately 270 students enrolled catering for students Kindergarten to Year 6. 10% of the student enrolment identify as Aboriginal and Torres Strait Islander and students 2.5% from English as an Additional Language and Dialect background. The school consists of 11 classes, including one support class catering for students with Autism.

The school is set in a very natural setting and is steeped in history, recently celebrating 150 years in 2019.

Bargo Public School has a strong relationship with an energetic P&C consisting of parents, carers and members of the wider community.

Over the past 3 years the school has committed to improving its processes, procedures and practices. The school has developed explicit and embedded systems to support a high level of accountability to ensure the implementation, monitoring and evaluation of school wide processes and practices. It is important that this plan builds on the successful gains made by students and staff in the areas of curriculum, wellbeing, data informed practice and teacher professional learning and collaboration.

The situational analysis highlighted areas for focus and improvement:

- * Valuing learning through the promotion of high expectations and aspirations for the academic, social and emotional future of every student.
- * Improving student engagement in learning through quality teaching practices.
- * The understanding that all students have the opportunity to come to school to be safe, be happy and learn.
- * Clear, concise expectations for student learning and behaviour using procedures and systems that are communicated to all stakeholders.
- * A staff desire to improve student achievement levels using evidenced based research and internal and external student data.
- * The continuation of quality teacher professional learning that involves collaboration and reflective teacher practice while also ensuring it is targeted to school, student and teacher need.
- * A commitment to appointing an Instructional Leader to focus on academic success in Literacy and Numeracy.
- * To provide positive wellbeing support to students.
- * Developing stronger connections with the school community. Triangulation of the

School vision and context

School vision statement

School context

student/home/school as partners in learning.

* Engaging with the wider community in business partnerships and connections with external agencies.

* Public and positive promotion of Bargo Public School as a school of excellence.

* The improvement of school facilities.

The success of our 2021-2024 school plan will support student learning progress and improved classroom teaching practice.

Strategic Direction 1: Student growth and attainment

Purpose

To achieve sustained and measurable improvements in student performance, we will further develop processes for the use of student data to inform and implement evidenced based teaching practices that are responsive to the needs of individual students. Students will be informed learners, demonstrating an awareness of their own learning requirements and progress.

Improvement measures

Target year: 2022

NAPLAN TOP 2 BANDS

Reading:

- Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases to be above 34.4%% (lower bound system-negotiated target).

Numeracy:

- Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases to be above 27% (lower bound system-negotiated target).

PAT??

Target year: 2023

NAPLAN GROWTH

Reading:

- Increase of 8% of Year 5 students achieving expected growth in NAPLAN reading to 59.4% (lower bound system- negotiated target).

Numeracy:

- Increase of 7% of Year 5 students achieving expected growth in NAPLAN numeracy to 58.5% (lower bound system- negotiated target).

Initiatives

Data Driven Teaching Practice

Effective strategies and processes are developed to analyse and interpret data for improved teaching practice:

- Engage teachers in accessing professional learning that builds data literacy skills - analysis, interpretation and use of.
- Develop whole school processes for collecting and analysing data.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Establish and use Instructional Leader positions to work with teachers to use data to monitor and assess student progress and design differentiated future learning on a whole class, group and individual level.

Explicit Literacy and Numeracy Teaching

Deliver best practice teaching and learning activities in literacy and numeracy:

- Review, define and implement quality, evidenced based literacy and numeracy teaching sessions/lessons.
- Establish and use Instructional Leader positions to work with teachers to implement best practice (observations, modelling).
- student negotiated learning goals

Success criteria for this strategic direction

- School internal data measures demonstrate student growth in literacy and numeracy achievement.
- Consistent whole school explicit teaching practices in literacy and numeracy are evident in each classroom.
- Implementation and use of whole school data collection processes. by all staff
- All staff are aware of and using internal and external data sources to implement evidenced based teaching practices that are targeted to individual student need.
- Staff are trained in and use the literacy and numeracy progressions to determine how data can be used to improve student achievement.
- Staff engage in conversations about uses of data to inform teaching practice.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
- Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy.

Evaluation plan for this strategic direction

The school will use a combination of data sources to evaluate the effectiveness of initiatives and inform future directions, including:

- NAPLAN data
- Check in data
- PAT data
- Scout data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student semester achievement reports

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

SCHOOL TARGET

Improvement from delivering to excelling in all areas as measured by the School Excellence Framework:

1. Domain: Learning

Element: Curriculum (Excelling)

Focus themes: Differentiation

2.. Domain: Learning

Element: Assessment (Excelling)

Focus themes: Formative Assessment, Summative Assessment, Whole School Monitoring of Student Learning

3. Domain: Teaching

Element: Effective Classroom Practice (Excelling)

Focus themes: Explicit Teaching

4. Domain: Teaching

Element: Data Skills and Use (Excelling)

Focus themes: Data literacy, Data use in teaching; Data use in planning., data analysis

Evaluation plan for this strategic direction

- Student and staff focus groups
- SEF SaS.
- Classroom observations

Strategic Direction 2: High Expectations for Quality Teaching Practice

Purpose

To develop, support and promote a culture of a high performing professional learning community. To improve professional knowledge and expertise we will engage in a process of continuous improvement through targeted professional learning, researching the most effective teaching and learning strategies.

(developing collaborative and reflective practices that include professional discussions, observations and feedback opportunities)

Improvement measures

Target year: 2024

SCHOOL TARGET

Improvement as measured by the *School Excellence Framework*

1. **Domain: Teaching**

Element: Learning and Development (Delivering to Excelling)

Focus themes: Collaborative Practice and Feedback

2. **Domain: Leading**

Element: Educational Leadership (Delivering to Excelling)

Focus themes: Instructional Leadership, High Expectations Culture, Performance and Development Management

Improvement as measured by the *High Impact Professional Learning Tool*:

Element: Collaborative and applied Professional Learning Strengthens Teaching Practice (Delivering to Excelling)

Element: School Leadership Teams Enable Professional

Initiatives

Effective Collaborative Practice

- Research, establish and develop a classroom practice program that supports authentic mentoring, coaching and observational practices.
- Promote a culture founded on trust and confidentiality to implement effective classroom observations.
- Allocation of time and resources to reflect upon best teaching practice.
- Establish links within the Picton Community of Schools to observe, share and discuss best teaching practice, pedagogy and research.
- *Professional Learning on Quality Teaching Framework.*
- *Staff engage in development of classroom observation using AITSL's Classroom Practice Guide and Continuum. (activities????)*
- Engagement in and with Newcastle University to implement the high impact approach of Quality Teaching Rounds to improving teaching and learning

High Impact Professional Learning Community

- Development of a collective responsibility of all staff to consistently engage in ongoing professional learning to improve teaching practice with the understanding that student achievement increases.
- Research, understand and implement an effective model of a professional learning community
- Improve our 2021 school based judgment across the 5 areas of the High Impact Professional Learning (HIPL) policy. (*target??*)
- Engage in evidenced based research projects (*using supportive process such as Spirals of Inquiry. Action Research and Learning Sprints - out????*) that are targeted at the greatest need across the school and cohorts of students
- Development of targeted professional learning plans

Success criteria for this strategic direction

- Teachers understand the importance of a collective responsibility to improve practice and collaborate effectively in an empowering and highly motivated PLC model.
- Classrooms demonstrate examples of the Quality Teaching Framework in practice. There is evidence of the QTF language and concepts during collaborative staff discussions.
- Establishment of a high impact professional learning school process is evidenced and defined by the scheduling and provision of needs based professional learning activities.
- Teaching demonstrate a willingness to share their expertise within their school and across other schools.
- Collaboration and professional dialogue about quality pedagogical practices exists between staff at all levels, and across/with other school settings.
- Teachers and school leadership teams work collaboratively to create a culture and common practice of openness to sharing expertise, knowledge, observation and research.

Evaluation plan for this strategic direction

blurb

- HIPL tool
- Staff PL surveys
- PDP process
- Classroom observations
- SEF SaS

Strategic Direction 2: High Expectations for Quality Teaching Practice

Improvement measures

Learning (Delivering to Excelling)

Target year: 2024

Embedded and explicit systems are established and used by the school to facilitate collaborative practices - engaging in professional dialogue, classroom observation, modelling of effective practice and providing specific and timely feedback between teachers, driving ongoing school wide improvement.

Target year: 2024

All teachers can articulate and are directly involved in the practices and implementation of a High Impact Professional Learning Community that promotes improvement in teacher practice, student and school need.

Target year: 2024

A high proportion of staff engage in a school process for the improvement of practice, developing a professional learning plan that will target school priorities, the needs of their students and the achievement of their professional goals.

Initiatives

for all teachers that provide rigorous PL activities in response to student and staff needs.

- Engagement in Leading Evaluation, Evidence and Data Professional Learning for executive staff to promote a culture of best practice in data use for teaching.
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Strategic Direction 3: Strong, Positive Connections

Purpose

To provide an environment where students, parents and carers feel a sense of connection and belonging to the school and their child's learning. To strengthen the school's Wellbeing Vision Statement ensuring that there is a school-wide, shared responsibility for the social-emotional wellbeing of every student to connect, thrive and succeed. We will establish improved connections with our Community of Schools and the wider school and business community.

Improvement measures

Target year: 2024

Improvement from delivering to excelling in all areas as measured by the School Excellence Framework:

1. Domain: Leading

Element: Educational Leadership (Excelling)

Focus themes: *Community Engagement*

2. Domain: Leading

Element: Educational Leadership (Excelling)

Focus themes: *Facilities*

3. Domain: Learning

Element: Learning Culture (Excelling)

Focus themes: High Expectations, Attendance

4. Domain: Learning

Element: Wellbeing

Focus themes: All

Target year: 2024

Wellbeing:

Initiatives

Quality Community Partnerships

- Develop a "Positive Partnership for Learning" culture throughout the school community where learning is valued and high expectations are evident for all students at home and at school.
- Opportunities are provided across K-6 for students and community to collaborate and share their learning journey.
- Events are held to provide community with information around high expectations, curriculum and programs.
- Community are regularly provided with the opportunity to give feedback.
- Improve communication, connectedness and opportunity for school community and local business to engage in the school.
- Develop a communication strategy to publicly promote the school.

Wellbeing

- Wellbeing practices engage students and support them to achieve overall success.
- Expectations of student behaviour are explicitly and consistently taught and applied across the school to ensure optimum conditions for student learning. and social interactions.
- Streamline wellbeing process and structures.
- Awareness and acting upon the school wellbeing vision statement to know that every student is known, valued and cared for.
- Identify students for targeted and specific interventions so they can be supported through differentiated well being programs.
- Students actively participate in decision making on things that shape their educational experiences.
- Improve partnerships with outside agencies to

Success criteria for this strategic direction

- All students, teachers and parents are exposed to the process of setting a literacy and numeracy goal.
- Students are engaged learners and are able to articulate their literacy and numeracy goals.
- Development of whole school student goal setting process.
- The school is recognised as excellent and responsive by its community as it uses best practice to embed a culture of high expectations and caters for the entire school community.
- The school regularly requests and addresses feedback from students, staff and parents.
- The leadership team measures school community satisfaction, shares the analysis and actions with the community.
- Physical learning spaces are created and used to support the broad range of student needs and to optimise learning opportunities, within the constraints of the school design and setting.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness and successes of the initiatives:

TTFM data - student, teacher, parent

Wellbeing Framework for Schools

Purpose of Learning Student Survey

SEF SaS

Net Promoter Score

SCOUT - Attendance data

Strategic Direction 3: Strong, Positive Connections

Improvement measures

At least 20% uplift of students reporting a sense of belonging as measured in the Tell Them From Me survey. (Baseline 61% 2020)

An increase in student school advocacy to be above a score of 8.0 as measured in the Tell Them From Me survey.

Target year: 2022

ATTENDANCE:

Increase of students attending over 90% of the time to 80.4% (lower bound system target).

Initiatives

support student wellbeing and school families.

Attendance

Review current school process and practice for monitoring of student whole and partial absence.

Regularly monitored and communicated to staff and parents.

Incentives are implemented across the school to encourage and reward student attendance.
