

Strategic Improvement Plan 2021-2025

Barmedman Public School 1137



School vision and context

School vision statement

At Barmedman Public School every student is known, valued and cared for. We inspire every student in their learning and wellbeing, so that they may grow in to confident, capable and resilient citizens that are inquisitive about the world around them. Through personalised learning, every student will grow and improve their understanding of literacy and numeracy to make sense of their world.

School context

Barmedman Public School was established in 1883. It is situated on the lands of the Wiradjuri people, in the Riverina just west of Temora. Most students that attend the school are from the village of Barmedman, which has recently shifted from a more transient population to a stable community. Barmedman is a village with affordable housing and some job opportunities. The school has excellent facilities, comprising large spacious classrooms, performing arts room, library, large shaded COLA, separate shaded equipment, synthetic basketball court and a well-equipped kitchen all located on well-maintained 5-acre grounds.

The staff at Barmedman Public School are passionate about education and are committed to creating safe, happy and academically challenging environments for all children. A strong and genuine bond between the staff and students ensures our school maintains a positive, nurturing environment where the learning, social and emotional growth of every child is the focus. Effective support programs are developed for children identified with additional learning needs which are frequently evaluated by an experienced, caring teaching and learning support team.

Barmedman Public school is well resourced with computers, iPads and smartboards in every classroom and attracts significant funding to support the learning and wellbeing of students. School funding is used primarily to employ a 2nd teacher for five days per week and an Student Learning Support Officer for five days per week. In addition to our curriculum learning, the school incorporates a range of activities to compliment our classroom learning through the wellbeing programs, tennis coaching, scripture and gardening.

The school is an active member of the Rural Innovative Educator's Network, a small schools' collaboration. The team provides staff with regular opportunities to participate in quality professional learning to improve teacher quality, and outcomes for all our students. A range of extracurricular activities are offered to students through alliances with other local schools, including sport, public speaking, debating, curriculum focus days and excursions.

Through our situational analysis, high level areas for improvement or further development were identified as: enhancing formative and summative assessment practices and regularly analysing this data to inform teaching practices; high expectations for learning and wellbeing will continue to be a focus area, ensuring all staff are trained in evidence-based practices. In addition to this, strengthening meaningful and collaborative partnerships within our community.

Strategic Direction 1: Student growth and attainment

Purpose

In order to achieve student growth and attainment in reading and numeracy we will use student progress and achievement data, with evidence based practice to identify and support where to next in learning.

Improvement measures

Data skills in use

Achieve by year: 2025

Data skills in use

School excellent framework assessment in the element of 'data skills in use' indicates an improvement from delivering to sustaining and growing.

Reading

Achieve by year: 2025

Students increase percentage of questions correct at their year level in NSW Common Grade English Assessment in Essential Assessment and demonstrate growth and achievement in the sub-element of Fluency across the National Literacy Learning Progressions.

Numeracy

Achieve by year: 2025

Students increase percentage of questions correct at their year level in NSW Common Grade Maths Assessment in Essential Assessment and demonstrate growth and achievement in the sub-element of Number and Place Value across the National Numeracy Learning Progressions.

Initiatives

Knowing our students and where to next

Teachers collaborate to identify where students are and where to next using evidence-based teaching strategies in reading and numeracy.

Success criteria for this strategic direction

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 through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable analysis.

There is a demonstrated confidence in teaching reading and numeracy strategies that result in all students make learning progress.

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Evaluation plan for this strategic direction

Question: To what extent has evidence-based teaching strategies in reading and numeracy resulted in student improvement?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN); internal student performance measures (Literacy and Numeracy Progressions); PAT testing, Check-in assessments, teaching programs; SCOUT value added data; student PLPs and ILPs; classroom observations; student work samples; self assessment against the School Excellence Framework.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: High impact teaching practice

Purpose

In order to ensure students are achieving at or above expected growth, staff will learn and apply evidence-based teaching practice in a collaborative approach.

Improvement measures

Learning and development

Achieve by year: 2025

Learning and development

School excellent framework assessment progressing towards excelling the teaching element of 'learning and development.'

Reading growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in understanding text over the year, using the National Literacy Learning Progressions..

Numeracy growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in number sense over the year, using the National Numeracy Learning Progressions..

Initiatives

High impact professional learning for student growth

High impact professional learning approaches for staff will build knowledge and understanding of evidence based teaching practices to support student growth. Staff will embed effective collaborative practices to evaluate where student learning is and where to next.

- Data to inform teaching
- Feedback
- Assessment
- Collaboration

Success criteria for this strategic direction

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement.

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Teachers collaborate with staff in other schools to share and embed good practice.

Staff evaluate high impact professional learning activities to identify and implement the most effective strategies to improve teaching.

Evaluation plan for this strategic direction

Question: To what extent have high impact professional learning approaches and evidence based collaborative practice impacted expected growth?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN); internal student performance measures (Literacy and Numeracy Progressions); teaching programs; PAT tests; classroom observations; student work samples; PDP goals; MyPL training; surveys; teaching programs.

Analysis: Data sources are analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 3: High expectations culture in learning and wellbeing

Purpose

In order to further develop a highly aspirational school culture that values all voices - students, parents and staff collaborate to meet individual learning needs.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance

Increase the percentage of students attending school more than 90% of the time to at least or above the school's negotiated lower bound target of 70%.

Wellbeing

Achieve by year: 2023

Wellbeing

The school will maintain and grow positive levels of wellbeing according to the three domains in the tell them from me surveys and internal surveys.

Learning Culture

Achieve by year: 2025

Learning Culture

School Excellence Framework judgement progressing towards excelling in the element of 'learning culture.'

Initiatives

Partnerships for success

Develop and deepen productive partnerships that facilitate a collective responsibility for improvement so students connect, succeed, thrive and learn.

Success criteria for this strategic direction

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

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

Staff regularly and accurately monitor attendance and take prompt action to ensure student absences do not impact on learning outcomes.

Regular and ongoing whole school planning, monitoring and evaluation processes of students wellbeing and engagement.

Evaluation plan for this strategic direction

Question: To what extent have we used evidence-based strategies to drive student engagement, attendance and improvement in learning?

Data: These data sources will be collected and analysed by relevant teachers, leaders and teams: surveys - student, parent and staff; wellbeing program participation; attendance rates learning support team/staff meeting minutes; community attendance to functions at school; SCOUT data; classroom observations; high expectations culture community connections survey.

Analysis: Data sources are analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.