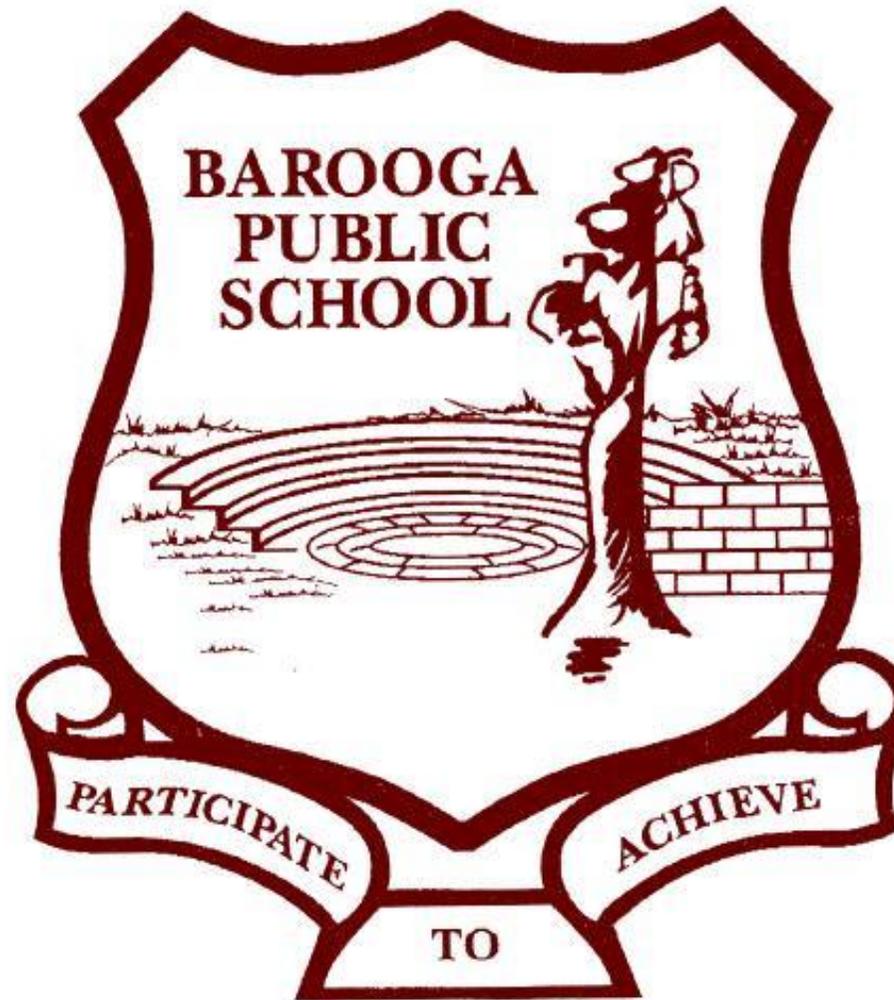


# Strategic Improvement Plan 2021-2024

## Barrooga Public School 1139



# School vision and context

## School vision statement

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At Barooga Public School we believe that every student should be challenged to learn and continually improve in a respectful, safe and responsible way in an inclusive environment which has high expectations. We want our students to be empowered, confident, organised, resilient, persistent and successful learners.

## School context

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Barooga Public School is the only school located in the rural town of Barooga, adjacent to the Murray River. The school's student population has been declining over recent years, currently having 108 students. The school provides education for students drawn from the Barooga township, its surrounding rural farming area and the larger Victorian town of Cobram. The FOEI is just over 100. There is less than 5% Aboriginal students attending Barooga Public School. The land on which Barooga lies is claimed by Yorta Yorta, Bpangerang and Jeithi, part of the Wiradjuri people.

In 2020 the school completed its External Validation and a situational analysis which identified three areas of focus for this Strategic Plan, building upon the the work undertaken in the previous School Planning cycle.

Analysis shows that student performance in both literacy and numeracy generally sits below that of similar schools, although 2019 NAPLAN results showed considerable improvement. Numeracy has historically been lower than literacy with Check- In Assessment in 2020 confirming this. In Reading Vocablurary was consistently the lowest, while in Numeracy Measurement and Geometry was lowest. Our whole school focus on high expectations, explicit teaching and data use will be underpinned by the evidence base provided by What works best; 2020 update and supporting professional learning.

Student attendance has previously been above state average, we will continue to pursue improvement in attendance, with some major challenges, such as home learning, border closures and restricted travel to Melbourne, our nearest state capital in 2020. Review Policy and Procedures in-light of Sentral providing a more user friendly facility.

The school attracts equity funding to support the needs of students based on;

- Socio-economic background
- Aboriginal background
- Low level adjustment for disability
- Isolation

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student outcomes in Reading and Numeracy, building strong foundations for academic success, we will further develop and refine data driven teaching practices that are sustainable and responsive to the learning needs of individual students.

## Improvement measures

### Target year: 2022

At least 38% of students achieving top 2 bands in Reading as a system negotiated target.

### Target year: 2022

At least 29% of students achieving top 2 bands in Numeracy as a system negotiated target..

### Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be above the school's system negotiated target of 58%.

### Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be above the school's system negotiated target of 56%

## Initiatives

### Data Use

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Establish and use a teaching positions to work with teachers and students using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- 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.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom
- Evidence based teaching

### High Expectations

Ensure every teacher has high expectations of every student

- Targeted professional learning in classroom practice of high expectations, impacting student achievement, and learning, behaviour, motivation, self-esteem and attendance.
- Ensure differentiation and challenging curriculum meet the specific needs of individual students.
- Creating a culture of high expectations, impacting student achievement.

## Success criteria for this strategic direction

1. Assessment data is collected in reading and numeracy on a regular and planned manner and is used to inform teaching practice and direct learners and learning.
2. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

## Evaluation plan for this strategic direction

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:

- NAPLAN data
- Check-in Assessment data
- Scout data
- TTFM Survey
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- SEF SaS.
- Teacher planning documentation
- Classroom Observations

### The evaluation plan will involve:

- Regular review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the What works best:2020 update and the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

# Strategic Direction 2: High Impact Teaching

## Purpose

Support teachers, leaders and non-teaching staff in their ongoing development, which is critical to the progress and achievement of every student, teacher and school.

## Improvement measures

### Target year: 2024

In the SEF element of Learning and Development we will improve from Delivering to Excelling.

### Target year: 2024

In the SEF element of Effective Classroom Practice we will improve from Delivering to Excelling.

## Initiatives

### High Impact Professional Learning

Ensure Professional Learning supports the professional growth of all teaching staff to deepen teaching practice for ongoing growth in student progress and achievement.

- Unpack High Impact Professional Learning document and its 5 elements, embedding the framework within the schools Professional Learning
- Review and revise existing PDP structures and implement negotiated and planned
- Enhance school improvement by implementing evidence based practices in What works best:2020 update

### Explicit Teaching

Ensure every teacher has explicit teaching strategies embedded in their teaching practices

- Targeted professional learning in the classroom practice of explicit teaching using evidence-based What works best:2020 update.
- Every teacher is using direct instruction, learning intentions, and success criteria in all lessons.

## Success criteria for this strategic direction

- 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.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.
- 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.

## Evaluation plan for this strategic direction

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:

- Professional Development Plans
- NAPLAN data
- Student work samples
- SEF SaS.
- Teacher planning documentation
- Classroom Observations

### The evaluation plan will involve:

- Regular review of data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the What

## Evaluation plan for this strategic direction

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works best:2020 update and the School Excellence Framework elements and themes.

- Executive team and whole staff reflective sessions.

# Strategic Direction 3: Wellbeing and Engagement

## Purpose

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To ensure that all of our students are able to connect, succeed, thrive and learn, here will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

## Improvement measures

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### Target year: 2022

At least 80% of students are attending school more than 90% of the time.

### Target year: 2022

TTFM Wellbeing Data improves to be at or above the lower bound system negotiated target of 93.2%.

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## Initiatives

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### Attendance

Ensure all students are attending school on a regular basis and engaged in regular learning and success.

- Revise School Attendance Policy, incorporation current absence recording, notification methods and supporting students to improve attendance.
- Systematic and regular reviews by the Learning and Support Team of attendance data focusing on vulnerable students.

### Wellbeing

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success.

- Utilise the Wellbeing for School Excellence, Evaluation Support Tool to evaluate current wellbeing practices and provide guidance for planned improvements.
  - Review current wellbeing practices within the Wellbeing Framework and revise strategies to ensure monitoring, analysis and evaluation of behaviour, attendance, wellbeing, learning and engagement.
  - Development and implementation of best practice wellbeing programs, providing differentiated support.
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## Success criteria for this strategic direction

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- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

## 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 Attendance date
- Scout data
- TTFM Survey
- SEF SaS.
- Wellbeing for School Excellence

### The evaluation plan will involve:

- Regular review of 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.