

Strategic Improvement Plan 2021-2025

Baryulgil Public School 1146



School vision and context

School vision statement

Baryulgil Public School recognises that each child is an individual and that all children need to succeed. Therefore Baryulgil Public School respects the individual needs of children, fosters a creative and caring environment and emphasises the social, emotional, physical and intellectual development of each child under the umbrella of the unique cultural heritage of the students.

School context

Baryulgil Public School is a small isolated school situated in the Upper Clarence Valley, 85 kilometres North west of Grafton. The area has no commercial services. The school, the community hub and the Aboriginal Lands Council are the only government organisations with a permanent presence. The community hub provides a range of community services.

The Baryulgil area is a unique community consisting of the 2 small settlements of Baryulgil and Malabugilmah, as well as surrounding commercial farm land.

The school has an average enrolment of 10 students that identify as Aboriginal.

Although Baryulgil Public School has a strong focus on improving literacy and numeracy outcomes, cultural inclusivity is highly valued.

Early Action For Success (EAFS), provides funding support to targeted literacy and numeracy programs that support student growth .

The school motto 'Working With the Community' is integral to the school ethic. Community participation, feedback and support is encouraged and focused on improving the learning outcomes and opportunities for students to strive and succeed.

The school has completed a situational analysis which has been communicated to the school community.

Students and staff are afforded opportunities to engage with other schools through sporting visits, combined excursions and cultural events. The school is a proud member of the Clarence Valley Community of Small Schools.

Baryulgil has an ICSEA (Index of Community Socio-Educational Advantage) rating of 594 where the Australian average is average is 1000. This places us as one of the lowest socio economic areas in the state.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students are continuously learning in literacy and numeracy through rigorous high impact professional learning and establishing a culture of high expectations, individualised instruction and effective feedback processes .

Improvement measures

Reading growth

Achieve by year: 2023

To improve individual students' check-in assessment scores in reading in relation to statistically similar school groups.

Numeracy growth

Achieve by year: 2023

To improve individual students' check-in assessment scores in numeracy in relation to statistically similar school groups.

Initiatives

Supporting Individual Students

Teachers share criteria for student assessment in both summative and formative assessment.

Teachers deliver timely feedback from student work samples related to defined success criteria that supports and improves student learning.

Building Teacher Capacity

Teachers analyse literacy and numeracy assessment data.

Assessment data is used to plan individual learning goals that support individual instruction.

Success criteria for this strategic direction

Students can master assessment tasks using the clear and defined success criteria in each learning program.

Students are engaged in their learning and are self paced learners.

Assessment strategies for learning, as learning and of learning are evident in teacher planning.

Reflection of assessment strategies, achievement and teacher effectiveness is evident in teacher programming.

Teachers engage in Professional learning in numeracy in particular working mathematically.

Teachers program maths units that engage learners in higher order thinking and problem solving using working mathematically outcomes.

Teachers across schools - take part in virtual learning walks on lessons in writing.

Evaluation plan for this strategic direction

The extent to which students have achieved growth in Literacy and Numeracy and the effectiveness of teaching practice will be evaluated and regularly monitored through the analysis of :

- PLAN 2 progress monitoring
- Class teaching and learning programs
- Internal assessment data and student work samples

Question: Is teacher feedback effective in supporting student growth?

Data: student assessment data / comparative to teacher programming reference to individual learning conferences

Analysis:

Implications: student enrolment numbers, Students identified with additional learning needs.

Strategic Direction 2: Positive connections to succeed and thrive

Purpose

Positive connections to culture and community.

There will be a planned approach to develop and monitor wellbeing processes that support high levels of student engagement and promote high expectations for positive learning experiences for all students.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance

70% of students will be achieving an attendance rate of 90% or greater.

Achieve by year: 2025

Reduction in negative behaviour incidents.

Increase in positive behaviour incidents.

Achieve by year: 2025

School excellence framework survey sees Wellbeing move from sustaining and growing to excelling with strong evidence and clarity of high expectations on student behaviour and engagement in all learning settings.

The school has experience implementing the Reconciliation Action Plan and there is evidence of RAP initiatives being embedded in the school.

Initiatives

Student engagement

Embed a wholeschool approach to finetuning processes that increase student engagement where there is shared responsibility among key stakeholders for student learning and success.

- School staff are collecting, monitoring, analysing student behaviour data that informs teaching learning to improve student engagement.
- School staff collect, monitor and analyse student attendance data to implement layered initiatives for attendance improvement.
- Shared responsibility among key stakeholders in meeting student learning needs for Aboriginal students, students with low level disabilities and from remote low socioeconomic background to improve engagement and connection to learning.

Positive educational culture & aspiration

Strong leadership promotes open communication, effective collaboration and Professional Learning opportunities between teachers, parents and students to maximise student learning and wellbeing outcomes.

A strategic, effective and proactive leadership approach which develops student aspirations. Positive relationships, community consultation, interaction within the network of small schools, similar schools and Grafton schools, and effective transition pathways for students is evident.

Allied health professionals and other community services are engaged to enhance student learning and wellbeing opportunities, to increase early intervention and to provide targeted support for vulnerable students. Agencies have appropriate options for the facilitation of their service at Baryulgil Public School.

Success criteria for this strategic direction

Teachers demonstrate quality teaching and learning of students with complex behaviours and trauma.

Differentiation strategies are evident in teacher programming, student learning goals, and PLPs.

Collaborative behaviour matrix that drives high expectations for teaching and learning on student behaviour.

Increase in positive behaviours demonstrated by students recorded and collected in student behaviour data and teacher programs.

Positive respectful relationships are evident and widespread across the school and community with positive parent and student partnerships in learning.

Evaluation plan for this strategic direction

The success of the whole school wellbeing programs will be evident in the analysis of data gained from:

- Student and parent wellbeing surveys
- Student incident monitoring
- Student attendance data

Question: How effective has the leadership been to promote student wellbeing as a shared responsibility amongst the school community?

Data: Student/ parent survey, attendance plans, specialist services engagement, behaviour data, communication documentations.

Analysis: Review data termly.

Implications: Determined from data analysis.