

Strategic Improvement Plan 2021-2024

Beechwood Public School 1165



School vision and context

School vision statement

Our vision is to develop and empower learners who are confident and creative individuals who value learning and skills that will support them as lifelong learners, to participate in and contribute to the global world and practise the core values of the school: Best Effort, Care and Respect, and Safety. We are committed to providing a safe and supportive environment with a culture of high expectations in which everyone is known, valued and cared for. We aim for all learners to progress and achieve beyond their expectations, embracing a growth mindset. We commit to engage students, families, carers and the community as partners in supporting student learning and wellbeing.

School context

Beechwood Public has an excellent reputation across the Port Macquarie district as a dynamic and effective centre of learning where students grow to be strong, independent learners. The school endeavours to provide strong wellbeing processes in conjunction with quality education, which generates, through communication and cooperation, a highly effective and productive environment for students, staff and parents/carers.

In 2020, Beechwood Public School had an enrolment of 170 students, with approximately 10% of these students identifying as having Aboriginal or Torres Strait Islander descent.

Our Family Occupation and Education Index (FOEI) currently sits at a value of 98 with a state wide average of 100.

Beechwood Public School is located in the NSW North Coast, in the Hastings Valley, some 7 kilometres from the township of Wauchope. The school was built in 1869 and proudly celebrated 150 years of educational delivery in 2019.

Strategic Direction 1: Student growth and attainment

Purpose

Development, implementation and ongoing review of dynamic, differentiated teaching and learning programs utilising the most effective evidence-based teaching methods will ensure student achievement, growth and performance across the full range of student abilities is maximised.

Improvement measures

Target year: 2022

System Negotiated

- Achieve an uplift of 4.5% from baseline (2019) in the percentage of students achieving in the top 2 bands for NAPLAN reading to achieve the lower-bound target.
- Achieve an uplift of 41% from baseline (2019) in the percentage of students achieving expected growth in NAPLAN reading to achieve the lower-bound target..
- Achieve an uplift of 11% from baseline (2019) in the percentage of students achieving in the top 2 bands for NAPLAN numeracy to achieve the lower-bound target.
- Achieve an uplift of 56% from baseline (2019) in the percentage of students achieving expected growth in NAPLAN numeracy to achieve the lower-bound target.

Target year: 2024

School Level

- 100% of students demonstrate growth on PAT when compared to the baseline test data (February - November).
- 100% of teaching programs show evidence of dynamic, differentiated teaching and learning using evidence based teaching practices.
- 100% of teachers demonstrate progress in their self-assessment of capacity in WWB elements.

Initiatives

Dynamic evidence-based teaching and learning programs

Staff exhibit exemplary practice in planning, implementing and reviewing the effectiveness of their learning and teaching programs reflecting ongoing improvement of student outcomes.

- PLC sharing of expertise drives dynamic programming that includes integrated and ongoing formative assessment to inform practice and monitor student growth.
- The learning community has processes in place to support teachers consistent, evidence-based judgements and moderation of assessments.

Expert knowledge and evidence informed teaching practice

For all staff to work with colleagues to review, modify and expand their repertoire of teaching strategies to assist students to use their knowledge, skills, problem solving and critical and creative thinking through targeted and explicit teaching.

- PL focused on deep knowledge acquisition in reading and numeracy to develop syllabus and content knowledge.
- Utilising WWB, High Impact Teaching Strategies and Creative and Critical Thinking Capabilities Framework as a base for narrowing focus of support for staff to work towards teaching practice goals linked to student growth.
- Support for all staff to link explicit teaching practice to identified need based on formative and summative assessment through coaching and mentoring within and across PLC

Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

All staff initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice and the educational outcomes of students. (6.3.3)

Evaluation plan for this strategic direction

Questions

How can we demonstrate that the development, implementation and ongoing review of dynamic, differentiated teaching and learning programs results in student achievement, growth and performance for all students?

Data

- Teacher self assessment survey on WWB elements
- PAT
- PLAN 2 data
- Programming documents
- Programming supervision document
- Classroom observation documents
- NAPLAN
- Professional learning notes and reflections

Analysis

Analysis will be embedded through implementation and progress monitoring. The school will annually review progress towards the improvement measures through annual progress measure evaluations.

Implications

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

School Excellence Framework

- Assessment - School evidence sets can demonstrate excelling in the domain of assessment through an external assessment or school self assessment.
- Data Skills and Use - School evidence sets can demonstrate achievement at the excelling level for data use in teaching.
- Curriculum - School evidence sets can demonstrate excelling in the domain of curriculum through an external assessment.
- Student Performance Measures - School evidence sets can demonstrate excelling in the domain of student performance measures through an external assessment.

Evaluation plan for this strategic direction

The findings of the analysis will inform:

- Future directions
- Effective resourcing
- Annual reporting on annual progress measures
- Ongoing implementation and progress monitoring

Strategic Direction 2: Connect, succeed, thrive and learn

Purpose

To further strengthen and improve on a strong school-wide culture of success, support and improvement, nurture student agency, attendance habits and voice. To enable all students to connect and thrive with their local country and community.

Improvement measures

Target year: 2022

Attendance Data (System Negotiated)

- Increase percentage of students attending 90% of the time to 78% from 2019 baseline data collection.
- Increase attendance rate to 95% from 2019 baseline data collection.

Wellbeing Data (System Negotiated)

- Tell Them From Me data indicates an increase in the percentage of students with a positive sense of belonging to 90%.
- Tell Them From Me data indicates an increase in the percentage of students reported positive expectations for success to 90%
- Tell Them From Me data indicates an increase in the percentage of students reported positive advocacy at school to 90%

The data measure for these areas is a 2020 baseline.

Target year: 2024

School Level

- Tell Them From Me data indicates that 100% of Aboriginal students respond *Agree or Strongly Agree* to "I feel good about my culture when I am at school"
- Tell Them From Me data indicates that 100% of Aboriginal students respond *Agree or Strongly Agree* to "My teachers have a good understanding of my culture."

Initiatives

Personal learning journey / Culture of learning

Develop and embed a robust culture of learning and resilience within the school where all learners are equipped with tools and strategies to support their learning and progress and achievement of goals. "*The Learning Landscape*" - James Anderson

- Develop student agency in learning and encourage students to engage in setting and articulating learning and personal goals, and how they will achieve them.
- Develop meta-cognitive strategies and learner qualities to support students in learning about learning/ thinking about learning/ discussing learning through three-way interviews.

Pastoral Care / Connecting to culture

Build and maintain a consistent and planned approach to support evidence-based change in whole school and in-class behaviour expectations - "*When the adults change, everything changes*" - Paul Dix.

- Development and support for a school wide, evidence-based, consistent response to disruptive behaviour and recognition of 'above and beyond' behaviour.
- Implementation of *Aboriginal Pedagogies (8 Ways)* within all Learning Areas.
- Consistent implementation of restorative justice practices among all school staff.
- Further develop Aboriginal student's connection with Country and culture through the 'Biripai buddies' initiative.
- Classrooms embed Aboriginal culture within everyday practice through the implementation of 'learning zones' and Acknowledgement of Country.

Success criteria for this strategic direction

Positive, respectful whole school relationships are evident and widespread among students, staff and families with high levels of engagement and sense of belonging (SEF - wellbeing).

Every child can identify and accurately articulate their learning goals when asked in class, and are comfortable that they differ to that of their peers.

Every child can articulate and demonstrate positive learner qualities/ metacognitive strategies.

Staff representatives further develop links with the local Aboriginal community and strengthen ties with AECG by consistently attending AECG meetings.

Evaluation plan for this strategic direction

Questions

How can we demonstrate a school wide shift in culture to support high level pastoral care, student agency in learning and family connections with student goals and progress.

Data

- Scope and Sequence
- Programs
- Observation and Walk-through data
- Staff PDP Goal reflections
- TTFM Survey
- School Reports
- Behaviour and attendance data
- Student Learning Survey

Analysis

Analysis will be embedded through implementation and progress monitoring. The school will annually review

Strategic Direction 2: Connect, succeed, thrive and learn

Improvement measures

- Tell Them From Me responses indicate an increase in the percentage of students who are interested and motivated in their learning to 85%.
- Increase the number of parents engaging in the Tell Them From Me survey to 50.

The data measure for these areas is a 2020 baseline.

Target year: 2022

School Excellence Framework

- Wellbeing - School evidence sets can demonstrate excelling in the domain of wellbeing through school self assessment.
- Learning Culture - School evidence sets can demonstrate excelling in the domain of Learning Culture through school self assessment.
- Educational Leadership - School evidence sets demonstrate maintenance at the excelling level for community engagement.

Evaluation plan for this strategic direction

progress towards the improvement measures through annual progress measure evaluations.

Implications

The findings of the analysis will inform:

- Future directions
- Effective resourcing
- Annual reporting on annual progress measures
- Ongoing implementation and progress monitoring

Strategic Direction 3: Collaborative high performance culture

Purpose

Establish and grow a high performance professional learning community across school sites driven by continuous improvement of teaching and learning with a clear focus on student progress and achievement and innovative collaborative practice.

Improvement measures

Target year: 2022

System Negotiated

- Achieve an uplift of 4.5% from baseline (2019) in the percentage of students achieving in the top 2 bands for NAPLAN reading to achieve the lower-bound target.
- Achieve an uplift of 41% from baseline (2019) in the percentage of students achieving expected growth in NAPLAN reading to achieve the lower-bound target..
- Achieve an uplift of 11% from baseline (2019) in the percentage of students achieving in the top 2 bands for NAPLAN numeracy to achieve the lower-bound target.
- Achieve an uplift of 56% from baseline (2019) in the percentage of students achieving expected growth in NAPLAN numeracy to achieve the lower-bound target.

Target year: 2024

School Level

- 100% of teachers can use classroom programs, assessment data and PDP reflections to evidence an increased collective capacity to meet the needs of all learners across the Professional Learning Community

Target year: 2024

School Excellence Framework

- Assessment - School evidence sets can demonstrate

Initiatives

Collective Efficacy

Focus on building the collective capacity of staff to contribute to networks that supports the learning of others and the development of outstanding educational pedagogy. Leadership teams' model collaborative practice and engage with other schools to facilitate innovative mindsets for learning.

- Combined Executive team across sites focuses on PL, PDP, SEF and SIP mapping and develops evidenced based teaching focus
- Combined PL sessions that addresses CTJ, moderation, programming and curriculum planning
- Consistent systems and documentation across all sites: scope and sequences, programs, assessment schedules, tracking and monitoring tools
- Combined baseline data across sites to track and monitor in Reading and Maths
- Regular and ongoing collaboration and feedback inclusive of PDP's and observations across sites

Highly effective data skills and use

Teachers apply a full range of assessment strategies in determining teaching directions, monitoring student progress and achievement, as well as using data to reflect on teaching effectiveness.

- PL on data skills and use to build analysis skills and knowledge
- PL on formative assessment
- Formative assessment consistent and captured in programs across both sites

Success criteria for this strategic direction

- Student assessment is regularly used within and across schools to identify student achievement and progress in order to reflect on teaching effectiveness
- Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught
- There is an embedded and explicit system that facilitates professional dialogue, collaboration, classroom observations, the modelling of effective practice and the provision of specific and timely feedback between all teachers.
- The Bago Professional Learning Community is a high functioning PLC focused on continuous improvement of teaching and learning.
- All staff work with colleagues to use data from internal and external student assessment for evaluating learning and teaching. identifying interventions and modifying teaching practice (5.4.3)

Evaluation plan for this strategic direction

Questions

1. How can we demonstrate the existence of a high performing PLC that has impacted teaching, learning and student progress and achievement?
2. How can we demonstrate innovative collaborative practice within our PLC?

Data

- Executive Team structure with Minutes
- PL Minutes
- Schedules and Systems developed
- Cross site tracking and monitoring data
- PDPs
- Observation and Feedback documents

Strategic Direction 3: Collaborative high performance culture

Improvement measures

- excelling in the domain of assessment through an external assessment or school self assessment
 - Data Skills and Use - School evidence sets can demonstrate achievement at the excelling level for data use in teaching
 - Learning and Development - School evidence sets can demonstrate excelling in the domain of learning and development through an external assessment or school self assessment
 - Maintain Excelling in Educational Leadership as validated in 2020.
-

Evaluation plan for this strategic direction

- Staff surveys baseline and ongoing (WWB)

Analysis

Analysis will be embedded through implementation and progress monitoring. The school will annually review progress towards the improvement measures through annual progress measure evaluations.

Implications

The findings of the analysis will inform:

- Future directions
- Effective resourcing
- Annual reporting on annual progress measures
- Ongoing implementation and progress monitoring