

Strategic Improvement Plan 2021-2024

Beelbangerá Public School 1167



STRIVE FOR THE BEST

School vision and context

School vision statement

As a school our commitment to the community is to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world.

Our school has quality staff, supporting quality learning every day for every student.

School context

Beelbangera Public School (170 students) is located in the Riverina, 8km North East of Griffith.

Our school is the hub of a caring and supportive rural community with a highly involved and proactive Parents and Citizens' Association. We are committed to providing a safe and secure environment through the promotion of strong values in learning and behaviour.

We believe that throughout the early years of learning and student development each individual child will be known and understood, and their individual potential developed.

As students progress, it means knowing that they are identified and supported as increasingly self motivated learners who are confident and creative individuals.

Our dedicated, professional and experienced staff promote a culture of family, school pride, and responsibility.

The school has completed a situational analysis that has identified two areas of focus for this school improvement plan.

Student Growth and Attainment

This new plan builds on from previous plans with a continued focus around consistent and explicit teaching across the school using assessment data to plan for student achievement, meet learning goals and cater for individual needs by differentiating the curriculum. Continued use of Curiosity and Powerful learning principles along with high impact teaching strategies will provide opportunities to improve teacher practice and establish more consistency across the school setting and ensure students achieve expected growth and attainment in their learning. This will be achieved by providing effective self-directed learning opportunities for students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning practices that promote increased student achievement.

Well being

Continue to develop a school wide understanding of the departments well being framework and effective well being practices to support student belonging that ensures optimum conditions for student learning across the whole school., while developing healthy habits, self-care and learning routines in partnership with parents and the wider school community.

Strategic Direction 1: Student growth and attainment

Purpose

In order to increase Literacy and Numeracy learning outcomes for every student, all staff will develop and sustain whole school processes for collecting and analysing data to determine the learning focus for each individual student and to inform differentiated teaching programs. Students learn how to become more self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Improvement measures

Target year: 2022

An increase in students in Year 3 and 5 achieving in the top 2 NAPLAN bands in reading and numeracy by 5% (system-negotiated target)

Target year: 2023

Students achieving expected NAPLAN growth increases by 7.5% in reading and numeracy (system-negotiated target).

Initiatives

Whole School Processes

Explicit systems for collaboration and feedback to sustain quality effective teaching practice and evidence-based teaching strategies.

High Expectations - meeting the needs of all learners - Students and Staff

An integrated approach to quality teaching, curriculum planning and delivery and assessment that promotes high expectations and meets the learning needs of all students is developed and implemented across the school.

Success criteria for this strategic direction

All teachers use formative assessment data to accurately track and monitor student achievement across Reading, Writing and Numeracy using PLAN2.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices and differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

Feedback from students on their learning derived from assessments informs further teaching and reporting to parents.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

There is a professional learning culture which is focused on continuous improvement of teaching and learning.

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 of the strategic direction. This continued analysis will guide the school's future improvement measures and direction.

Student progress monitored against syllabus outcomes as measured by:

- NAPLAN data
- Scout - value added data
- Student work samples
- Literacy and Numeracy PLAN2 data
- Writing data
- Student PLP's

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Teaching programs that clearly show differentiation of curriculum
- Student voice

Staff progress monitored by:

- Australian Professional Standards for Teachers
- Active participation in the PDP (Performance & Development Plan) process

The evaluation plan will involve:

Regular review of data sources to monitor the achievement of intended improvement measures.

Scheduled collegial discussions around the School Excellence Framework, reflection of practice and monitoring of improvement measures.

Active participation in the PDP process, peer observations and feedback, coaching and mentoring.

Strategic Direction 2: Wellbeing

Purpose

To ensure that each and every student is known, valued and cared for by deepening the partnership with parents and the wider community to foster positive wellbeing, academic success and regular monitoring and review of individual student learning needs. Positive, respectful relationships that are built on values, high expectations and genuine feedback to ensure optimum conditions for student learning will be evident across the school.

Improvement measures

Target year: 2022

Whole-school percentage of students attending over 90% of the time increases by 5% (system-negotiated target).

Target year: 2024

Tell Them From Me results in students experiencing a positive sense of belonging increases by 5%

Initiatives

Learning and Leading Culture

The school develops structures that encourage strong collaboration between staff, parents, students and the community that inform and support continuity of learning for all students.

Success criteria for this strategic direction

- All students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help them fulfill their potential.
- A collaborative Learning and Support team provides support interventions for individuals and groups of students in consultation with students, parents and carers.
- Students will demonstrate resilience, interest and motivation in learning and a sense of belonging.
- Students will regularly demonstrate respectful relationships with staff and other students in line with high expectations for an accepting and tolerant school culture.

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 of the strategic direction. This continued analysis will guide the school's future improvement measures and direction.

Evaluation will be measured by:

- Tell Them From Me survey responses from students, staff and parents.
- Increased student voice and representation in planning of school direction.
- Reduced number of negative behaviour incidents across the school.
- Increase in observable self-care, self-regulation and de-escalation behaviours across the school.
- Staff implementation of the class Dojo app as a way to strengthen and develop increased means of parent communication and involvement in fostering a positive school culture.