

Strategic Improvement Plan 2021-2024

Bega Valley Public School 1168



School vision and context

School vision statement

At Bega Valley Public School we prepare young people to be active and informed members of society. We support the development of life long learners with a focus on student academic growth, wellbeing, and social success. Teachers, support staff, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

All members of the Bega Valley Public school is committed to ensuring that our school values of **respect, responsibility, responsibility, cooperation** guide our actions and all that we do.

School context

Bega Valley Public School, a proud member of the Sapphire Coast Learning Community (SCLC), is the only public primary school located in the small rural town of Bega. The current enrolment of approximately 300 students includes 11 mainstream classes K- 6 and a Creative Learning Centre comprising of four multi categorical Units. 18% of Bega Valley Public School students have Aboriginal heritage. Our students come from a wide range of socio-economic backgrounds.

Targeted funding support is received for students who require high, moderate or low level adjustment for disability, or who require specific support. Equity loadings provide funds to support Aboriginal students and students from low socio-economic backgrounds, as well as a rural and remote component.

Extra-curricular opportunities in Sport, Science, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

Our school has participated in the Early Action for Success program since 2015, receiving additional staffing to access the highest quality instructional leadership support aimed at improving literacy and numeracy performance of our students K-6. We continue to build on the strengths of this program and continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success. Bega Valley Public school has fostered strong partnerships with external support and health agencies, universities, local community of schools, community groups and our Parents and Citizens Association. Parents support is strong and highly valued.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan: Student Growth and Attainment, Successful Students and High Expectations Continuous Improvement Culture. It is important to note that this builds upon the work undertaken in the previous school planning cycle around quality implementation of explicit teaching and using assessment data to differentiate the curriculum. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy: Reading - comprehension strategies- literal and inferential and identifying the purpose and main idea of a text, and Numeracy - whole number, addition and subtraction and measurement.

Strategic Direction 1: Student growth and attainment

Purpose

Creating and sustaining whole school processes for collecting and analysing data to ensure the implementation of contextually appropriate curriculum provision and informs high impact professional learning, resulting in learning excellence and responsiveness in meeting the needs of all students.

Improvement measures

Target year: 2022

Increase the proportion of students in the top 2 bands for numeracy in years 3 and 5 to 24.4%, an uplift of 11.7%.

Target year: 2022

Increase the proportion of students in the top 2 bands for reading in years 3 and 5 to 34.6%, an uplift of 6.4%.

Target year: 2024

At least 80% of students completing Year 4 will have achieved the learning indicators within the Additive Strategies sub-element of the Numeracy Progressions, an uplift of 45.0%.

Target year: 2024

At least 80% of students completing Kindergarten will have achieved within Level 4 of the understanding texts sub-element of the Literacy Progression, an uplift of 30.0% .

Target year: 2024

At least 80% of students completing Year 4 will have achieved within Level 8 of the understanding texts sub-element of the Literacy Progressions, an uplift of 35.0%.

Target year: 2023

Increase the percentage of students achieving expected growth in numeracy above the lower bound target of 52.9%, an uplift of 11.0%.

Initiatives

High impact teaching

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

In reading and numeracy, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform the selection of teaching strategies and tiered interventions.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Data informed personalised learning

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 of quality, valid and reliable data.

Patterns and trends in student progress are continually analysed at a whole school, student cohort and individual teacher level to determine professional learning requirements and plan for school-wide responses.

Ongoing formative and summative data of student progress is collated, analysed, and applied at a class, student cohort and whole school level to inform professional learning requirements, leading to consistent high quality targeted teaching.

Success criteria for this strategic direction

- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.
- Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.
- Teachers share criteria for student assessment with students and provide opportunities for feedback.
- Valid teacher judgment is evident across the school with regular updating of PLAN2.
- Consistent teacher judgement collaborative opportunities evident.
- Data and feedback inform teaching practice and direct learners and learning.
- Processes in place to ensure professional learning is directly aligned to students identified needs.
- All students articulate, understand and work towards achieving their literacy and numeracy learning goals
- EAfS and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in growth and attainment?

Data: 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.

- NAPLAN data
- Scout - Value added data

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2023

Increase the percentage of students achieving expected growth in reading above the lower bound target of 61.4%, an uplift of 6.5%.

Evaluation plan for this strategic direction

- Learning sprint data analysis
- Student work samples, rubrics and marking criteria
- Literacy and numeracy PLAN2 data
- Student focus groups.
- Teacher evaluation and reflection on PL
- Teaching programs- differentiated according to student need
- Staff/Stage/Exec meeting agendas and minutes
- Individualised Learning Programs and adjustments

Analysis: This analysis will guide the school's future directions

The evaluation plan will involve:

* Regular review of these 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.

* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implication: After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Successful students

Purpose

To build curious, autonomous and self-regulated learners through the use of a common language about learning and creating a shared value around learning dispositions resulting in an improvement in attendance, student satisfaction and commitment to lifelong learning. Effective partnership will result in student success.

Improvement measures

Target year: 2022

Increase the percentage of students attending school 90% to 79.8%, an uplift of 10.6%.

Target year: 2022

Increase the percentage of students reporting positive wellbeing through Tell Them From Me to 89.2%, an uplift of 4.5%.

Target year: 2024

Downward trend in major negative incident data for individual students resulting in detention (internal - Sentral) from an average of 6.1% per week to less than 4%.

Target year: 2024

Value Add Data for K-3 and 3-5 to improve from delivering to sustaining and growing.

Initiatives

Creating the visible learner

Teachers routinely review learning with each student individually and in a group setting, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

With students at the centre of all decision making, teachers work collaboratively for their ongoing learning by creating challenging, engaging and differentiated learning opportunities

Through the explicit teaching of visible learning strategies the students develop effective learning habits to select from when faced with problems to solve ideas to evaluate or decisions to make. This will become a shared language of learning across the school.

Partnerships for student success

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes and student well being is at the forefront of decision making.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the needs of every student in the school

There is a strong focus on increasing student resilience and stamina through the implementation of well-being initiatives and the support of student voice. School system and processes ensure students have regular opportunities to build positive relationships with staff members resulting in high levels of trust.

Success criteria for this strategic direction

- Students report a greater sense of wellbeing as a result of regularly monitoring data to identify students who require further support and intervention-PBL.
- Implementation of whole school systems and programs that support student wellbeing- Smiling Minds lessons (mindfulness) embedded in PD lessons across the school.
- Student attendance is systematically reviewed and addressed with proactive approaches taken to engage students with attendance less than 90%.
- Positive and respectful relationships are evident and wide spread among students and staff
- Effective feedback delivered between teachers and students.
- Student able to articulate their learning goals and teachers show clarity by consistently sharing LI and SC.
- Teachers embedding rubrics and marking criteria in programs.
- Teachers collaboration around student improvement and effect sizes of programs
- External agencies supporting individual students, NDIS, FRS
- Parent involvement in student learning
- Opportunities for student voice- school parliament, leadership opportunities
- Cohesive school systems and process within learning and support.
- Students and teachers together in co-planning the learning and success criteria

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of our initiatives?

Evaluation plan for this strategic direction

Data: 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.

* TTFM Data

* Scout - suspension rate

- Sentral data- student wellbeing incidents
- Attendance data
- NAPLAN Value Add Data
- 3 way Interview parent engagement
- P and C agenda and minutes
- Evaluation of student reports
- Internal surveys-student satisfaction
- Learning and support agenda minutes and student well-being data.
- Evidence of community engagement
- PBL data
- Specialist Staff engagement- Speech Path, OT, Hearing
- Well-being programs
- Staff professional development
- Teaching and Learning programs
- Professional Learning evaluations
- Student work samples-Learning Dispositions
- Student focus groups.

This analysis will guide the school's future directions:

Analysis: The evaluation plan will involve:

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

Evaluation plan for this strategic direction

Regular professional discussion around the implementation of programs such as Visible Learning, Berry Street and Smiling Minds

Executive team and whole staff reflective sessions. Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implication: After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 3: High expectations and continuous improvement culture

Purpose

To enable teachers to build strong foundations for academic success through consistent and sustainable processes from distributive instructional leadership. A strong focus on collaboration and innovative practice supports the building of educational aspiration and ongoing performance improvement across the school.

Improvement measures

Target year: 2024

Increase the reported effectiveness of Professional Learning opportunities from the People Matter Survey to 85%, an uplift of 10%.

Target year: 2024

Improve the SEF SaS in the theme of 'Learning and Development' from Sustaining and Growing to Excelling.

Target year: 2024

Increase the rating in 'Collaborative Practice' in the TTFM teacher survey from 7.8 to be greater than 8.5.

Initiatives

Collaboration and innovative practice

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.

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Strategic determination of professional learning communities within the school provides mentoring and coaching support to ensure the ongoing development and improvement of teachers.

Instructional leadership

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

School leaders implement a broad range of collaborative approaches to professional learning such as collaborative planning, co-planning, co-teaching, co-reflection and peer coaching and these are integrated and embedded in everyday school life.

The principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations resulting in sustained and measureable whole school improvement.

Success criteria for this strategic direction

- Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated.
- All teaching staff are involved in a professional mentoring/coaching relationship in order to build instructional leadership capacity.
- There are explicit systems for collaboration and feedback to sustain quality teaching practice.
- 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.
- Teachers are supported and support one another to continuously develop their skills and knowledge.
- The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of other schools.
- Staff actively engaged in PDP process
- Effective feedback of teacher lesson observations shared amongst staff
- Effective learning communities supporting each other across the school
- Distributive instructional leadership school wide
- Respectful relationships between staff
- Engagement in effective Professional Learning opportunities.
- Staff achieving higher levels of accreditation
- Instructional rounds observation and feedback embedded in school process.

Evaluation plan for this strategic direction

Question: How does school leadership identify and prioritise professional learning for all staff?

Strategic Direction 3: High expectations and continuous improvement culture

Evaluation plan for this strategic direction

Data: 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.

- Student internal and external data results
- Stage and staff meeting exec meeting minutes and agendas
- Leadership pathways programs; accreditation pathways
- TTFM, Student, Staff and Parent Surveys
- Staff evaluations of professional learning
- People Matter survey results

* Data from Learning Walks

* Student Focus Groups

* Teacher evaluations and surveys.

* SEF

Analysis: The evaluation plan will involve:

Regular review of these 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.

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Implication: After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'