

# Strategic Improvement Plan 2021-2025

## Bellata Public School 1175



# School vision and context

## School vision statement

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Our school is place of inclusion, belonging and learning, where all learners are equipped for life as confident, creative and resilient global citizens.

## School context

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Bellata Public School is a small rural school with an emphasis on personalised learning designed to meet the needs of all students in a supportive, safe and happy environment. Our students come from both rural and urban settings with a diverse range of learning experiences. The school community works collaboratively to ensure opportunities are made available for all students so they can each achieve their personal best. Students are caring, supportive and considerate of others, with a strong sense of belonging. Staff at Bellata Public School set high expectations for themselves and all students. They are committed to differentiated teaching and learning programs to ensure success for all. Staff acknowledge that the quality of teaching that occurs each and every day is the single most important influence on student performance. Teacher professional learning is focused on continually strengthening teaching skills to improve student outcomes. Classrooms are vibrant, flexible, fun and well-resourced to engage every learner. Modern technology is available in all areas of the school and students are encouraged to use it to aid their learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

To support the individual learning needs of students, teachers will use, evaluate and refine data to drive quality differentiated teaching practices that are responsive to individual learning needs. Students become active participants who are aware of their own progress and feel confident working with teachers to help direct future learning in reading and numeracy and to build strong foundations for academic success in all key learning areas.

## Improvement measures

### Attendance >90%

Achieve by year: 2023

Increase the percentage of students attending < 90% of the time to be at or above the minimum target of 70% attendance

### NAPLAN expected growth - Reading

Achieve by year: 2023

All students can demonstrate reading growth and achievement from Term 1 to Term 4, using Check In Assessment as a key data point.

### NAPLAN expected growth - Numeracy

Achieve by year: 2023

All students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using Check In Assessment as a key data point.

## Initiatives

### Explicit Teaching and Curriculum Differentiation

A culture of personalised learning, and differentiated classroom practice, focused on the improvement of literacy and numeracy skills of students is embedded across all teaching and learning.

- Literacy and numeracy professional learning and teaching practice is informed by research such as What Works Best and high impact professional learning.
- High impact professional learning will support deep curriculum knowledge and the effective use of literacy and numeracy progressions to personalise learning and understanding across the curriculum.
- Expertly use student assessment data to provide individualised, explicit, differentiated and responsive learning opportunities.

### Data Driven Practices

A culture of agreed assessment strategies and processes is established and embedded where 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.
- Embed data informed, formative assessment practices as an integral part of daily instructions into every classroom.
- Expertly use internal and external student assessment data to reflect on teaching effectiveness and inform planning.
- 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.

### Attendance

Improved attendance is supported by strengthened and agreed practices.

- 'Attendance Matters' supports improved strategies

## Success criteria for this strategic direction

A whole school strategic and planned approach to using evidence-based programs and assessment processes to regularly analysis, monitor and review individual student learning needs. (SEF Learning - Wellbeing)

All teaching and learning programs demonstrate evidence of adjustments, reliable assessments and continuous tracking of student achievement to support individual learning. (SEF Learning - Curriculum)

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 (SEF Teaching - Data Skills and Use)

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. (SEF Teaching - Professional Standards)

The Principal supports collaborative performance development and efforts to continuously monitor improvement. (SEF Leading - Educational Leadership)

## Evaluation plan for this strategic direction

### Question:

How has explicit teaching and personalised learning supported the achievement of student learning goals?

To what extent have quality teaching and data driven practices influenced and enhanced student growth and performance?

### Data:

External Assessment Data: NAPLAN

Internal Assessment Data: PLAN2, PAT

Student Work Samples

# Strategic Direction 1: Student growth and attainment

## Initiatives

- and procedures
- Community supports improved attendance.
- staff support holistic approaches to improved attendance
- student attendance is regularly monitored and supported by all staff.

## Evaluation plan for this strategic direction

Student PLPs and high expectations and learning goals

SEF SaS

Staff PL feedback surveys

### Analysis:

Data will be analysed every five weeks and triangulated through progress and implementation monitoring. The school will review improvement measures to determine areas of improvement or modification for an agile and focussed response.

### Implications:

The findings of the analysis will inform:

- Effective Resourcing
- Professional conversations
- Ongoing implementation and progress monitoring
- Annual reporting

# Strategic Direction 2: Quality Teaching

## Purpose

To ensure every student is highly engaged and shows strong growth in their learning through explicit, research informed teaching. Staff will evaluate their effectiveness and reflectively adopt quality teaching practices through high impact professional learning, and use of student assessment data, to inform teaching.

## Improvement measures

Achieve by year: 2025

100 % of all staff are trained in Embedding Formative Assessment (EFA).

100% of teaching and learning programs demonstrate the use of EFA strategies.

Achieve by year: 2025

*School assessment in the School Excellence Framework (SEF) shows Excelling in the following themes:*

- *Formative Assessment*
- *Feedback*
- *Explicit Teaching*
- *Lesson Planning*
- *High Expectations Culture*

## Initiatives

### Assessment and Feedback

Learning culture is supported by explicit teaching practice, that enables students to create and receive feedback and achieve learning goals to improve literacy and numeracy skills.

- High impact professional learning in 'formative assessment' and 'effective feedback practices' to support development and delivery of explicit and individualised learning opportunities.
- Expert use of assessment strategies to reflect on teaching effectiveness and provide personalised, explicit, differentiated learning opportunities.
- Student feedback is an essential component of planning for explicit teaching.
- Trend data and individual data will be reported appropriately recognising the importance of confidentiality.

## Success criteria for this strategic direction

Consistent school-wide practices for assessment and the provision of feedback are used to monitor, analysis, plan for, and report on, student learning across the curriculum. (SEF Learning - Assessment)

All teachers regularly provide explicit, specific and timely formative feedback related to defined success criteria to support improved student learning. (SEF Teaching - Effective Classroom Practice)

The Principal supports a culture of high expectations and professional learning that is focused on continuous improvement of teaching and learning. (SEF Leading - Educational Leadership)

## Evaluation plan for this strategic direction

### Question:

What has been the impact of using regular and reliable feedback strategies on student performance?

To what extent has professional learning supported teachers to collaborate, reflect on and adapt practices?

To what extent have quality teaching practices driven student growth?

### Data:

External Assessment Data: NAPLAN

Internal Assessment Data: PLAN2, PAT

Teaching and Learning Programs

Student Work Samples

SEF SaS

Professional Learning Surveys

### Analysis:

## Strategic Direction 2: Quality Teaching

### Evaluation plan for this strategic direction

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Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

#### **Implications:**

The findings of the analysis will inform:

- Effective Resourcing
- Ongoing implementation and progress monitoring
- Future Directions
- Annual reporting

## Strategic Direction 3: Quality Partnerships

### Purpose

Teachers will effectively collaborate with all sectors of the school community to establish a positive, high expectations, purposeful and professional learning community that is focussed on student learning and achievement.

### Improvement measures

#### Quality Teaching Rounds

Achieve by year: 2025

Quality Teaching Rounds not pursued after 2021.

Achieve by year: 2025

100% of staff engage in TTFM Teacher surveys, 2024 data shows improvement on 2023 data.

Achieve by year: 2025

70% of teaching staff are actively engaging in and contributing towards at least one PLC within the Barwon COS.

Achieve by year: 2025

70% of families respond to internal surveys to measure community engagement and satisfaction. Levels of engagement and satisfaction have improved on 2023 data.

Achieve by year: 2022

Transition programs are underpinned by documented processes to support key transition points, including Pre-school to Kindergarten, Year 2 to Year 3, Year 6 to Year 7.

Achieve by year: 2025

School assessment in the School Excellence Framework (SEF) shows Excelling in the following themes:

- Curriculum Provision
- Collaborative Practice and feedback

### Initiatives

#### Quality Partnerships

A culture of professional development and agreed high impact practices are established to ensure a shared vision of quality teaching and learning, focused on enhanced learning achievements by all students.

- Teachers engage in collaborative professional learning focusing on pedagogy including the Barwon Community of Schools (COS) and the Professional Learning Alliance with Mallawa Public School.
- Teachers collaborative practice ensures that pedagogy aligns to quality teaching practices.
- Embedded explicit consistent systems for teacher collaboration, observation and feedback sustain quality teaching practices.
- Teachers engage in the analysis of their own and others pedagogical practices, across the professional learning community, through Quality Teaching Rounds (QTR) and are provided with specific feedback about their lessons.
- Engage families in student learning through the provision of workshops, information sessions and whole school activities to enhance the transparency of school operations and increase community engagement across the school and learning opportunities.
- Transition Programs support a consistent and systematic approach to supporting students through educational transitional points.

### Success criteria for this strategic direction

70% of teaching staff are actively engaging in and contributing towards at least one PLC within the Barwon COS.

Respectful and positive relationships are evident throughout the school with high levels of family engagement. Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs.

Curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations. This will reflect in lesson observations, annotated feedback between teachers, Executive planning sessions, QTR fidelity checklists and professional learning surveys. (SEF Learning - Curriculum)

Embedded and explicit systems facilitate professional dialogue, collaboration, classroom observations, the modelling of effective practice and the timely feedback between teachers, driving ongoing school-wide improvement in teaching practice and student results. Lesson coding observations of practice will be evidenced after each QT 'Round'. (SEF Teaching - Learning and Development).

Instructional Leadership supports a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. The Executive team plan for continuous improvement through high impact professional learning for staff and community. This will be evidenced by a professional learning schedule, executive minutes and workshop records. (SEF Leading - Educational Leadership)

The Executive Team drives the school vision and strategic directions, supporting change that leads to improvement. Feedback on the impact of change will be collected from each Quality Teaching 'Round' and the impact of change monitored through bi-annual program reviews. (SEF Leading - School Planning, Implementation and Reporting)

# Strategic Direction 3: Quality Partnerships

## Improvement measures

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- High Expectations Culture
  - Continuous Improvement
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## Evaluation plan for this strategic direction

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### Question:

To what extent has the quality of teaching practice improved as a result of teachers having engaged in QTR?

To what extent has the collaborative culture across the school and COS improved?

To what extent has QTR improved student growth and attainment?

To what extent has community engagement supported a culture of high expectations learning?

### Data:

Pre and Post teacher surveys focusing on the strength and impact of PLC's

QTR fidelity check analysis

TTFM teacher and SCOUT data

Teacher Professional Development Plans

Evidence of QT in teaching programs

SCOUT student performance data

PLAN2 Data

PLP

### 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



## Strategic Direction 3: Quality Partnerships

### **Evaluation plan for this strategic direction**

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Effective resourcing

Annual reporting on annual progress measures

Ongoing implementation and progress monitoring