

Strategic Improvement Plan 2021-2024

Bellbrook Public School 1178



School vision and context

School vision statement

At Bellbrook Public School we strive for high performance with a positive and inclusive school culture, that promotes the wellbeing and success of all. We believe that every student should be challenged to learn and continually improve in a respectful, inclusive and engaging environment. Our vision is to be partners in learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners. We want every student to maximise their potential and remain connected to culture through high expectations and strong community connections.

School context

Bellbrook Public School is a small rural school situated in the Macleay Valley, 56 kilometers west of Kempsey on the Mid North Coast. We currently have an enrolment of thirty five students, 71% of which identify as Aboriginal or Torres Strait Islander. The school has a family-orientated atmosphere and strong sense of community. We fosters a culture of high expectations and high levels of community engagement. The learning programs are personalised, supporting a range of diverse learners from different cultural backgrounds. Students have high levels of access to technology, strong social networks and a range of leadership opportunities.

The school is committed to continual school improvement and is focused on ensuring that all students believe that they can be high achievers and strive to do their best. Staff are committed to high quality professional development and the implementation of evidence based approaches to teaching and learning. We maximise student learning through the precise management of our equity funding, utilising impressive staff-student ratios and high levels of staff training to ensure the highest standards of instructional quality in all classrooms. Evidenced-based pedagogies ensure outstanding outcomes are achieved. Innovative practices are a central feature of our school, both in terms of STEM learning and also in linking closely with other agencies to deliver the best outcomes for our students.

Our strong involvement with the Macleay Public Schools and Super Six Learning Community provides extra-curricular activities allowing our students to excel through a range of different experiences. We promote opportunities for students to learn, socialise and integrate with students from our surrounding community of schools. This is achieved through sporting events, camps, connected classrooms, teaching activities and excursions.

Through our situational analysis, we have identified two strong focus areas.

1. The need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. We have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis the school has identified system-negotiated target areas in Reading and Numeracy. There is a need to further build teacher capabilities through collaborative practices. 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.

2. The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TTFM) surveys will be introduced to provide a data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. A Wellbeing program audit will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

Strategic Direction 1: Student growth and attainment

Purpose

To develop student agency and maximise learning outcomes, the systemic collection of school wide assessment data is used to identify and reflect on student achievement and progress to inform future teaching and learning.

Improvement measures

Target year: 2022

System Negotiated Target- Top 2 Bands

Reading:

- Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 2.5% from 2019 baseline.

Numeracy:

- Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 2.5% from 2019 baseline.

Target year: 2023

System Negotiated Target- growth

Reading:

- Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 2.5%. from 2019 baseline.

Numeracy:

- Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 2.5%. from 2019 baseline.

Target year: 2024

School Level Target

Reading

Initiatives

Data Driven Decision Making in Literacy and Numeracy (DDDM)

Within and across schools, student assessment data is regularly used school wide to identify student achievement and progress in order to evaluate on teaching effectiveness and direct future school directions.

- Student data used by all staff to inform the teaching cycle.
- Embedded systems for evaluative practice is consistent across all sites.
- Culture and deep knowledge of evaluative practice across all sites.

Developing Student Agency

Students can identify what they have learnt, why they have learnt it and where to next through goal setting to build deep learning.

- Expert use of Formative Assessment used to inform learning intention, success criteria and feedback.
- Visible Learning framework is used to embed expectation and practice across all schools.

Success criteria for this strategic direction

Leader

- The leadership team establishes a professional learning community which focuses on continuous improvement of teaching and learning. (Australian Professional Standards for Teachers (APST) 5.1, 5.3, 7.4)
- The leadership team has a sustained focus on improving student progress and achievement in all aspect of student reading and numeracy development. (APST 5.3, 5.4, 2.3)
- Leaders identify trends and patterns in data across and within schools.(APST 5.5, 5.4,)
- A shared commitment from all staff to contribute to education networks, supporting the learning of others and development of pedagogy. (APST 6.2, 6.3, 6.4)

Teachers

- Consistent use of a common assessment schedule across and within schools. (APST 5.1)
- All staff engage in and model professional discussion with colleagues across schools to evaluate practice, directed at improving professional knowledge and practice and the educational outcomes of all students. (APST 5.4)
- All teachers are skilled in using assessment 'for, as and of' learning. (APST 5.2, 5.3, 5.4)

Students

- Through feedback processes students co-develop learning goals informed by analysis of internal and external student and achievement data.
- Students can identify and articulate learning goals and assessment progress.

Evaluation plan for this strategic direction

Question

Strategic Direction 1: Student growth and attainment

Improvement measures

Early Stage 1: Increase the percentage of students achieving levels 3-5 in the Understanding Texts sub-element of the literacy learning progressions by 4% from the 2020 baseline.

Stage 1: Maintain the percentage of students achieving levels 4-6 in the Understanding Texts sub-element of the literacy learning progressions from the 2020 baseline.

Stage 2: Increase the percentage of students achieving levels 6-8 in the Understanding Texts sub-element of the literacy learning progressions by 6% from the 2020 baseline.

Stage 3: Increase the percentage of students achieving levels 8-9 in the Understanding Texts sub-element of the literacy learning progressions by 7% from the 2020 baseline.

Numeracy

Early Stage 1: Maintain the percentage of students achieving levels 3-6 in the Quantifying Number sub-element of the numeracy learning progressions from the 2020 baseline.

Stage 1: Increase the percentage of students achieving levels 6-8 in the Quantifying Number sub-element of the numeracy learning progressions by 7% from the 2020 baseline.

Stage 2: Increase the percentage of students achieving levels 8-10 in the Quantifying Number sub-element of the numeracy learning progressions by 3% from the 2020 baseline.

Stage 3: Increase the percentage of students achieving levels 11-12 in the Quantifying Number sub-element of the numeracy learning progressions by 7.5% from the 2020 baseline.

Target year: 2024

School Excellence Framework (Internal)

Evaluation plan for this strategic direction

How and in what ways can we measure the extent to which staff have built their capacity to enable ongoing improvement 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 in the Strategic Direction. This analysis will guide the schools future directions:

- Progressions graphs,
- Essential assessment data
- walk throughs
- student learning goals.
- NAPLAN/check-in assessment
- work samples
- teaching and learning programs
- ILP/PLP,
- PDP,
- student voice (TTFM)
- community focus groups
- AITSL (teacher and leadership self-assessment tool) financial expenditure.

Analysis

The evaluation plan will involve:

- Regular review of these data sources (Essential assessment) 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 teams and within and across school staffing teams reflective sessions.

Strategic Direction 1: Student growth and attainment

Improvement measures

Learning Domain

In the element of **Assessment** our Professional Learning Community (PLC) will reach the goal of **Excelling** for **Formative Assessment, Summative Assessment, Student Engagement and Whole School Monitoring of Student Learning.**

Teaching Domain

In the element of **Data Skills and Use** The PLC is working at Excelling in the areas of **Data use in Teaching, Data Use in Planning**

In the element of **Learning and Development** the PLC is working at excelling for **Collaborative Practice and Feedback, Coaching and Mentoring , Professional Learning and Expertise and Innovation.**

Evaluation plan for this strategic direction

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

After analysing the data, a determination will be made as to the School Improvement Plan future implementation.

Implications The findings of the analysis will

- Future actions
- Annual reporting on school progress measures

Strategic Direction 2: Wellbeing, Everyone's Business

Purpose

To embed, communicate and implement an inclusive strategy that enhance cognitive, social, emotional, physical and spiritual wellbeing in students through highly effective whole-school evidenced based strategies.

Improvement measures

Target year: 2022

System Negotiated Target - Attendance

Achieve and uplift in the students attending more than 90% of the time by 8.5% from the 2020 baseline.

Target year: 2024

School Level Target:

TTFM Wellbeing data (advocacy, belonging, expectations) increases 8% from the 2021 baseline survey data.

Target year: 2024

School Excellence Framework

In the element of **Wellbeing** in the **Learning Domain** we demonstrate excelling in **A Planned Approach to Wellbeing** and **Individual Learning Needs**.

In the element of **Educational Leadership** in the **Leading Domain** we demonstrate excelling in the theme of **Community Engagement**.

Initiatives

Whole School Wellbeing Processes

Embed a whole school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through;

- Embedding the Wellbeing Framework into school culture through on going staff professional learning in effective wellbeing strategies using the self assessment tool.
- Review current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.
- Updating whole school wellbeing processes to ensure ongoing monitoring, analysing and evaluation of student behaviours, attendance, wellbeing, learning and engagement data.
- Whole school systems for Staff Wellbeing through group and individual check.
- Review and improve the Individual Learning/Behaviour Plans process for students to include extensive information, regular monitoring and parent/student connection.

Responsive partnerships- belonging and purpose (Engagement)

The school is recognised as excellent and responsive by it's parents/carers because it uses best practice to embed a culture of High Expectations and effectively caters for the range of equity issues in the school.

- Engaging parent in the ILP/Behaviour Plans and Visible Learning journey through online portals, focus groups, parent sessions and classroom involvement to understand their child's goals and expectations. (Learning Maps, Learning Journals)
- Regular Surveys and Feedback that capture the ongoing views and perceptions of student and families in regards to learning and behaviour

Success criteria for this strategic direction

Leader:

- Regular and ongoing planning, monitoring and evaluation of whole school practices that facilitate measurable improvements in wellbeing and engagement. (APST 1.1, 1.4, 1.5, 4.3, 4.4), Principal Standards, Leading Improvement Innovation and Change)
- Positive and respectful relationships are evident among students and staff, promoting wellbeing to support optimum learning conditions. (SEF Learning, wellbeing, behaviour, APST 4.1)

Teacher:

- Explicit teaching and reflection of school values and expectations to build positive relationships to support wellbeing. (SEF Teaching, Effective classroom practice, explicit teaching, APST 4.3, 4.4)
- Wellbeing and learning is informed by holistic information about each student's needs in consultation with families. (APST 7.3, 1.2, 1.3, 1.4, .1.5, 1.6, SEF, Learning, reporting, parent engagement and Individual learning needs).

Student:

- Students develop the skills to reflect on and positively shape their personal decision making. (SEF Learning, wellbeing, behaviour) Students have a strong sense of meaning and purpose.(SEF learning, wellbeing) Student voice is valued, heard and actioned

School Community:

- Work together to support consistent and systematic wellbeing processes that promote and ensure growth in student engagement and attainment. (SEF, Leading, Educational engagement, community. Standard 7.3)

Evaluation plan for this strategic direction

Strategic Direction 2: Wellbeing, Everyone's Business

Initiatives

expectations.

- PL and support from local agencies to develop broader school based community programs.
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Evaluation plan for this strategic direction

Question:

How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful and impacted student learning and engagement?

Data:

The following data sources will be regularly collected and reviewed to establish the effectiveness of the initiatives in achieving the purpose and improvement measures in the Strategic Direction.

- Wellbeing Framework Self-assessment pre and post data.
- Attendance data and plans
- PBL data/ school based awards Incident reports. Suspension data. Extra-curricular group data.
- TTFM - Staff, Student wellbeing, family satisfaction. Learning Support team referrals and data (ILP's, Tier 2 and 3 interventions)
- External program data (Life Skills Go)
- Community satisfaction and attendance at school events.
- Resources expenditure.

Analyse:

After analysing the data, a determination will be made as to the School Improvement Plan future implementation.

Implications

The findings of the analysis will inform

- Implementation and progress monitoring.
- Annual reporting on school progress measures.