

Strategic Improvement Plan 2021-2024

Bellingen Public School 1181



School vision and context

School vision statement

At Bellingen Public School, on Gumbaynggirr land, we create and promote a positive and inclusive learning environment, where all students are excited about learning and all student learning needs are valued, understood and catered for.

We strive to empower all students to achieve their best, build their emotional, social and physical well-being, to become lifelong learners and responsible citizens ready to meet the challenges of the future.

We nurture and maintain relationships built upon trust, empathy, respect and high expectations. We embrace and celebrate the diversity within our community and value the strong partnerships that exist to enhance the culture of our school. Our school highly respects these partnerships as we share a commitment to and responsibility for ensuring a safe, collaborative, compassionate and quality learning environment for all.

By working together, we ensure that learning is meaningful, relationships positive and individuals successful.

School context

Bellingen Public School is located in the Mid North Coast and has a student enrolment of 368. Students come from a wide range of socio-economic backgrounds with 8% of students identifying as Aboriginal. There is one Multi-categorical Class. Bellingen Public School has 23 teaching staff and 5 Administration staff. We also employ a large number of SLSO's who support our students across the school. Our school has a Family Occupation and Employment Index (FOEI) of 77 which categorises the school as 'slightly advantaged'. The school has a strong relationship with the P&C. Extra-curricular opportunities in Sport and Creative and Performing Arts enable our students to excel through a range of different experiences. We have a long history of providing opportunities in the performing arts and we are widely recognised for excellence in this area.

Consultation with the whole school community on the new Strategic Improvement Plan 2012-2024, was achieved in the following ways: Students were involved in 'Tell Them From Me' surveys from years 4-6, Parents and community were asked to complete a School Based Survey and 'Tell Them From Me survey', Staff completed CESE Leed surveys, a school based survey and 'Tell Them From Me' survey. The school P&C have been presented with results and updates throughout the development of the Situation Analysis and School Improvement Plan (SIP).

It is important to note that the SIP builds upon the strong foundation and work undertaken in the previous school planning cycle around the "Forward Four" and the deeper teacher understanding and implementation of Visible Learning across the school.

Through our situational analysis, we have identified three focus areas:

1. Student Growth and Attainment - When analysis was conducted against student outcome measures it was evident that in Reading our school continues to show good growth however growth in numeracy varies depending on the year group. Our areas of focus in Reading will be main idea and comprehension, and in Numeracy - whole number, addition and subtraction (Number Sense and Algebra). Our whole school focus to improve student growth and Value Add in both areas will be supported with continued focus from *What Works best: 2020 update*.

2. Wellbeing and Attendance - Our analysis of 'Tell Them From Me' data and internal school data measures indicated that students' sense of belonging and social and emotional wellbeing are areas for continued focus. We will be looking at practical strategies for teaching and learning as well as whole school practices as outlined in *What Works best: 2020 update* and the *Student Wellbeing Framework*. We will undertake a review of our Welfare Policy and ensure current Department policies and research based practices are included on a school level.

3. Educational Leadership and Community Partnerships - Our analysis of information across all surveys and internal data demonstrated a need for strengthening communication and high expectations for students, staff and parents/carers. As a school we will delve deeper into 'High Expectations' and 'Community Engagement.'

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

2022 Improvement measure

Numeracy

- The number of Year 3 and 5 students in the top 2 bands will increase from the baseline by at least 10% which equates to 10 students.

Reading:

- The number of students in Year 3 and 5 in the top 2 bands will increase from the baseline by at least 8.5% which equates to 9 students.

Target year: 2023

Numeracy

- The number of students Year 3 and 5 in the top 2 bands will increase from the baseline by at least 12% which equates to 12 students.
- The number of Year 3 and 5 students achieving expected growth increases from the baseline by at least 8.6 % which equates to 9 students in NAPLAN.

Reading:

- The number of students Year 3 and 5 in the top 2 bands will increase from the baseline by at least 11.2% which equates to 12 students.
- The number of Year 3 and 5 students achieving expected growth increases from the baseline by

Initiatives

Data Driven Practices

- Develop and refine formative and summative assessment data practices to identify student learning needs.
- Assessment data is monitored by stage AP's and teachers and used to plan for improvement.
- Review current Assessment practices K-6.
- Professional Learning provided for staff on Assessment Literacy, Progressions, Reading and Numeracy current practice .
- Develop a Whole School Assessment Schedule for English and Mathematics.
- Implement consistency of teacher judgement through shared assessment and data reflection sessions.

Teaching and Learning Cycle

- All staff participate in professional learning around using data to inform teaching in Literacy (Understanding Text and Spelling) and Numeracy (Additive Strategies and Quantifying numbers).
- Develop targeted and differentiated learning opportunities for students, K-6.
- Learning Intention, Success Criteria and Teacher Feedback are implemented and contribute to the creation of learning goals.
- Review and develop Scope and Sequences for English and Mathematics.
- Review programs used across the school based on data analysis for value to student support.
- Develop a consistent program format to be used K-6 for English and Mathematics.
- A consistent Personal Development Program schedule is developed and implemented which includes classroom observations which are in line with current plan improvement measures.

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.

All students articulate, understand and achieve their literacy and numeracy learning goals.

Teachers participate in targeted professional learning to build capacity in collecting and analysing Literacy and Numeracy data.

Teachers will analyse and interpret data and use it to inform planning, identify interventions and modify practice. (SEF - Data skills and Use - Data literacy)

Reporting on student performance will be based on valid and reliable data and analysis. (SEF - Data Skills and Use - Data Analysis)

A full range of assessment strategies will be used in determining teaching directions, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness. (SEF - Data Skills and use - Data use in teaching)

Systematic and reliable assessment information will be used to evaluate student learning and implement changes in teaching that lead to measurable improvement. (SEF - Assessment - Whole school monitoring of student learning)

Evaluation plan for this strategic direction

Question:

Is the use of data driving teaching practice and if so, has there been an improvement in students' reading and numeracy outcomes?

Data:

- NAPLAN data
- Essential Assessment data

Strategic Direction 1: Student growth and attainment

Improvement measures

7.9% which equates to 8 students in NAPLAN.

Target year: 2024

Numeracy

- The number of Year 3 and 5 students in the top 2 bands will increase from the baseline by at least 14% which equates to 14 students.
- The number of Year 3 and 5 students achieving expected growth increases from the baseline 10.8% which equates to 11 students in NAPLAN.

Reading:

- The number of Year 3 and 5 students in the top 2 bands will increase from the baseline by at least 13.5% which equates to 14 students.
- The number of Year 3 and 5 students achieving expected growth increases from the baseline 10.1% which equates to 10 students in NAPLAN.

Evaluation plan for this strategic direction

- PAT data
- Scout- Value added data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs/IEP's
- Check in Assessment

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?'

Question:

Are teachers differentiating and are they providing effective feedback to improve student learning outcomes?

Data

- Class programs - LI/SC/Feedback
- Professional Learning log
- PDP's
- Assessment Schedule implemented and followed.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

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.
- 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: Wellbeing and Attendance

Purpose

To support student wellbeing and attendance through practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community.

Improvement measures

Target year: 2022

- Increase baseline student attendance over 90% of the time by 10%.
- The number of students who report positive wellbeing increases from the baseline by 6%.
- Tell Them From Me baseline wellbeing data improves in all 3 aspects from 2020 data. (Advocacy 82%, Expectations for Success 89% and Sense of Belonging 62%)
- That 100% of students requiring an ILP or PLP have their plan reviewed and updated on a regular basis.

Target year: 2023

- Increase baseline student attendance over 90% of the time by 12%.
- The number of students who report positive wellbeing increases from the baseline by 7%.
- Tell Them From Me baseline wellbeing data improves in all 3 aspects from 2022 data. (Advocacy 82%{2020}, Expectations for Success 89% {2020} and Sense of Belonging 62%{2020})
- That 100% of students requiring an ILP or PLP have their plan reviewed and updated on a regular basis.

Target year: 2024

- Increase baseline student attendance over 90% of the time by 15%.
- The number of students who report positive wellbeing increases from the baseline by 8%.

Initiatives

Attendance

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF)

- Parents and Community consistently informed of Departmental procedures and expectations for student attendance.
- Staff are provided with professional learning on school routines regarding Attendance in NSW Schools.
- Use system, network, school and individual student support strategies to improve attendance.

A planned approach to Wellbeing

A strategic planned evidence-based approach to developing whole school processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. (SEF - Wellbeing)

- Amend the current whole school wellbeing policy to include evidence-based practices.
- Develop a consistent whole school approach to wellbeing.
- Staff, students and community have a common understanding of the Wellbeing Guidelines and its implementation is consistent across the school.

Success criteria for this strategic direction

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes. (SEF - Learning Culture - Attendance)
- Evidence -based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF - Wellbeing - A planned approach to wellbeing)
- There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students. (SEF - Wellbeing - Individual Learning needs)
- Data and feedback inform actions of support and intervention for attendance and wellbeing. - Attendance data, timeout/detention data, LaST referrals.

Evaluation plan for this strategic direction

Question:

Has the number of students attending school at least 90% of the time increased as a result of specific strategies used?

Data:

This analysis will guide the school's future directions:

- SENTRAL attendance data
- SCOUT Enrolment and Attendance data
- Implementation plan of Attendance information
- Professional Learning log
- LaST referrals and minutes from meetings
- HSLO referrals

Analysis:

Strategic Direction 2: Wellbeing and Attendance

Improvement measures

- Tell Them From Me baseline wellbeing data improves in all 3 aspects from 2023 data. (Advocacy 82%{2020}, Expectations for Success 89% {2020} and Sense of Belonging 62%{2020})
 - That 100% of students requiring an ILP or PLP have their plan reviewed and updated on a regular basis.
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Evaluation plan for this strategic direction

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 attendance
- LaST 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?'

Question:

How has the implementation of Wellbeing practices supported students' engagement and improved their sense of belonging, advocacy and expectations of success?

Data:

- SENTRAL timeout/Detention data
- SENTRAL positive data
- Tell Them From Me data
- Program Evaluations
- Referral System

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 wellbeing

Strategic Direction 2: Wellbeing and Attendance

Evaluation plan for this strategic direction

- LaST team and whole staff reflective sessions.
- Wellbeing committee

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: Educational Leadership and Community Partnerships

Purpose

To support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Improvement measures

Target year: 2022

2022 Progress Measures

- All executive and aspiring leaders are able to demonstrate improvement in instructional leadership using Highly Accomplished and Lead standards and descriptors.
- TTFM parent survey data that parents are informed increases by 1.1 points and that school supports learning increases by 1.5 points.
- TTFM staff data learning culture increases by 1 point and challenging and visible goals increase by 1 point.
- TTFM staff planned learning opportunities increases from 1.0.
- Staff responses on the CESE LEED survey for, 'Collaboratively planning' improve by 2.4 points by the end of 2024.
- Staff responses on the CESE LEED survey for, 'Regularly observe lessons' improve by 2.00 points by the end of 2024.
- 100% of teachers maintain their Accreditation at proficient.
- 100% of staff using Learning Intentions, Success Criteria for Literacy and Numeracy.

Target year: 2023

2023 Progress measures

- All executive and aspiring leaders are able to further demonstrate improvement in instructional leadership using Highly Accomplished and Lead standards and descriptors.

Initiatives

Instructional Leadership and Community Partnerships.

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. (SEF)

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community. (SEF)

- Executive staff are supported to develop their leadership capacity using the Australian Professional Standards for Teachers.
- Professional Learning opportunities and collaborative planning are provided for staff to improve instructional capacity.
- Aspiring leaders are provided with opportunities to develop skills across the school and broader community.
- Instructional leaders are observed in modelling and presenting best practice.
- School community actively provides feedback to the school where applicable.
- School community actively participate in whole school and class activities and professional learning.

High Expectations Culture and Performance Management

The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address under performance. (SEF)

Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. (SEF)

Success criteria for this strategic direction

- Executive staff show strong evidence against designated standards at the Highly Accomplished and Lead level.
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF - Educational Leadership - High Expectations Culture)
- Professional learning is programmed across the school and aligned with strategic directions.
- The school demonstrates a clear focus on student progress and achievement and high quality service delivery. (SEF - Educational Leadership - Performance management and delivery)
- The school leadership team supports the recognition of high performing teachers through the teacher accreditation process. (SEF - Educational Leadership - Performance management and delivery)
- Aspiring Leaders in the school embrace opportunities for leadership and are working towards gathering evidence Highly Accomplished standards.
- Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers. (SEF - Learning and Development - Coaching and mentoring)
- The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community. (SEF - Education Leadership - Community Engagement)
- The leadership team measures parent and student satisfaction and shares its analysis and actions in response to the findings with its community. (SEF - Management practices and process - Community satisfaction)

Evaluation plan for this strategic direction

Question:

Strategic Direction 3: Educational Leadership and Community Partnerships

Improvement measures

- TTFM parent survey data that parents are informed increases 1.6 points and that school supports learning by 2 points.
- TTFM staff data learning culture increases by 1.5 points and challenging and visible goals increase by 1.5 points.
- TTFM staff planned learning opportunities increases by 2.3 points..
- 100% of teachers maintain their Accreditation at proficient.
- 100% of staff using Learning Intentions, Success Criteria for Literacy and Numeracy.

Target year: 2024

2024 Improvement measures

- All executive and aspiring leaders are able to further demonstrate improvement in instructional leadership using Highly Accomplished and Lead standards and descriptors.
- TTFM parent survey data that parents are informed increases by 2.1 points and that school supports learning from 2.5.
- TTFM staff data learning culture increases by 2 points and challenging and visible goals increase by 2 points.
- TTFM staff planned learning opportunities increases by 1.5 points.
- 100% of teachers maintain their Accreditation at proficient.
- 100% of staff using Learning Intentions, Success Criteria for Literacy and Numeracy.

Initiatives

- Staff Performance and Development Framework is embraced as a useful and supportive process to enhance and build teacher capacity.
- Program reviews and classroom observations are undertaken regularly and feedback is provided and acted upon.
- Opportunities are provided for collaboration, mentoring and coaching for all staff this will occur internally and in partnerships with other schools.

Evaluation plan for this strategic direction

Has instructional leadership improved, to what extent and what has been the impact on teaching practice and learning outcomes?

Data:

- School Plan
- Professional Learning Log
- Staff LEED survey
- Teaching Standards descriptors as per individual staff PDP's.
- Calculation of effect size using PAT, Essential Assessment,

Analysis:

The evaluation plan will involve:

- Regular review of teachers PDPs and reflections
- Regular professional discussion around student performance based on teaching and learning programs including differentiation

Implication:

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

Question:

Has there been an improvement in the extent to which the community is actively involved in providing feedback?

Data:

- Tell Them From Me Survey
- School Survey
- Social Media analysis

Analysis:

Strategic Direction 3: Educational Leadership and Community Partnerships

Evaluation plan for this strategic direction

The evaluation plan will involve:

- Regular review of parent surveys and the feedback implications across the school.
- Amount of parents completing surveys and providing support increases.

Implication:

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