

# Strategic Improvement Plan 2021-2025

## Belltrees Public School 1182



# School vision and context

## School vision statement

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Belltrees Public School (BPS) is committed to providing quality education in a supportive and caring environment. At BPS, we motivate and support students to reach their full potential as learners, setting high expectations to inspire students to be their best. We work together as a whole school community to ensure all students are active, confident and resilient participants in an ever changing and challenging world to ensure they connect, succeed and thrive.

## School context

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Belltrees Public School (BPS) is a small rural school with deep historical value within the school community. Our school has been delivering high quality education for more than 140 years. The school is located on the Belltrees property, 33km east of Scone. We have a current student enrolment of 6 students, with families from the surrounding townships of Moonan Brook, Moonan Flat, Stewarts Brook, Belltrees and Gundy attending. The school is well equipped, with the latest technology and resources that allows teachers to provide engaging, hands-on learning opportunities focusing on academic growth and development. Students have the opportunity to enjoy flexible learning spaces within the classroom that allow them options for maximising their engagement with each other and the curriculum. The cattle yards, poultry house and vegetable gardens also provide students the opportunity for leadership and environmental education activities. BPS is a collaborative school which interacts with other schools in the Upper Hunter region and beyond. Through our collaborative efforts, students enjoy academic workshops, sporting events and social experiences which lead to lasting friendships and strong bonds, especially as students move into high school. The parents and carers of BPS have positive partnerships with staff to improve the learning and wellbeing experiences for their children and are valuable contributors to our school community.

# Strategic Direction 1: Student growth and attainment

## Purpose

This direction aims to foster a holistic commitment to aspirational expectations towards excellence for all students, through embedding explicit instruction to enhance the teaching and learning experience. A collective school focus on embedding high-quality, evidence-based teaching methods will ensure continuous improvement for all students and cater for the full range of abilities.

## Improvement measures

### Improved reading outcomes

Increase % of students achieving growth in reading

Achieve by year: 2024

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

### Improved numeracy outcomes

Increase % of students achieving growth in numeracy

Achieve by year: 2024

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

## Initiatives

### Strengthening explicit instruction

#### Why this matters?

The school prioritises systematic explicit instruction for teaching and learning of reading and numeracy. This focus incorporates effective data use and analysis to foster student-centric learning.

#### What is new?

The school investigates and implements a range of explicit instruction teaching practices to enhance learning outcomes in reading and numeracy. The priority for program identification is based of a data-driven, best practices process for determining what works best for students at our school.

- Collective responsibility to foster a school-wide culture of high expectations for teaching and learning of reading and numeracy.
- Strategic leadership from experts, both internal and external to the school, to identify and implement effective teaching and learning programs.
- Targeted professional learning to build the capacity of teachers to support students in identified areas for reading and numeracy.
- Effective data use and analysis of student's growth and attainment in reading and numeracy. This includes monitoring internal and external data to evaluate students' progress.

#### Demonstrate understanding:

- There is a school-wide approach ensuring teachers understand and explicitly teach reading and numeracy through the curriculum to students across all achievement levels and subject areas. There are embedded evaluative processes for utilising student progress and achievement data to measure impact.
- The school's curriculum provision and evidence-informed teaching practices provide a high expectations framework, within which all students

## Success criteria for this strategic direction

### Initiative - Strengthening explicit instruction:

- Teachers collaborate to develop expertise in the teaching of reading, numeracy and explicit teaching.
- Teachers embed explicit instruction teaching practices consistently into classroom practice.
- Student data is used to demonstrate growth and determine next steps.
- Student data (external) is used to show trend data and triangulate internal data.
- Systems and processes within the school support the development of teacher capacity to improve reading, numeracy and explicit teaching outcomes for students.
- Informal and formal feedback guides program evaluation and teaching and learning evaluative practices.

## Evaluation plan for this strategic direction

### Initiative - Strengthening explicit instruction:

- What impact does a systematic focus with collective responsibility have on the explicit teaching of reading have on student growth and attainment?
- What impact does a systematic focus with a collective responsibility have on the explicit teaching of numeracy have on student growth and attainment?

This evaluation process will be undertaken through analysis of:

- Best Start, NAPLAN, Check-in assessments and Progressive Attainment Testing (PAT)
- Internal formative and summative assessments
- Lesson observations, staff programs and professional learning feedback
- Formal and informal student, teacher and parent feedback

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- effectively develop their knowledge, understanding and skills.
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Students have agency in articulating their learning and understand what they need to learn next to enable continuous improvement.
- The teaching and learning cycle clearly underpins all teaching and learning programs. Programs are inclusive and describe expected student progression in knowledge, understanding and skill. This is aligned and assessed against NSW syllabus outcomes.
- There is a school-wide explicit teaching approach which incorporates modelled, guided and independent practice. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs and use a range of explicit strategies to explain and break down knowledge.
- Lessons are systematically planned as part of a coherent program that has been collaboratively designed. Teachers use their professional judgment to make adjustments to suit student needs as they arise. Lesson planning is informed by students' prior achievement, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.
- Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.
- Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve school-wide practice.

## Evaluation plan for this strategic direction

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- SCOUT data analysis

# Strategic Direction 2: Connect, succeed and thrive

## Purpose

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This direction focuses on the school being recognised within the community for its culture of high expectations and commitment to nurturing, guiding, inspiring and challenging students. The school community prioritises student wellbeing and learning engagement. The school is responsive to the range of learning needs of all students and provides rich learning experiences that are significant to the student's family and community. The school takes a creative approach to school resourcing, ensuring the availability of a wide range of elements to optimise learning, including the physical environment.

## Improvement measures

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### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

To sustain an attendance rate above 90%

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## Initiatives

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### Connection and Belonging through Environment

#### Why this matters?

The school prioritises a shared responsibility for developing a learning environment that fosters a whole-school approach to wellbeing and belonging, high expectations and positive connections.

#### What is new?

There is a high expectations culture of embedding a thriving sense of wellbeing and high attendance rates within the school. This approach is underpinned by a school-wide and data informed framework to support students to recognise the value of learning at school everyday. This will be achieved by:

- Collective responsibility to foster a school-wide culture of high expectations for attendance, wellbeing and engagement.
- Effective data use and analysis of student wellbeing and attendance.
- Prioritising the school's learning environment to enhance a school-wide approach to wellbeing and engagement.
- Evaluation and refinement of the school's current wellbeing approach and realignment with best practice.
- Strategic leadership, from experts both internal and external to the school, to develop a best practice approach.

#### Demonstrate understanding:

- There is a high expectation culture of high attendance rates for all students. Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Staff are equipped and supported with the

## Success criteria for this strategic direction

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### Initiative - Connection and Belonging through Environment:

- Student data (attendance rate and wellbeing) is used to strategically identify plans for continuous improvement.
- A holistic school-wide approach to wellbeing is evident and the school recognises a shared responsibility in embedding these priorities.
- The school embraces expertise from internal and external supports to embed best practices for student wellbeing and engagement.
- Communications strategies are in place to support the focus on attendance, wellbeing and engagement.
- Formal and informal feedback strategies are recorded and used to monitor the school's goals and outcomes towards wellbeing, attendance and engagement.
- Establishment of case management procedures are implemented to support identified students requiring intervention.
- Student and school achievements are recognised and celebrated.

## Evaluation plan for this strategic direction

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### Initiative - Connection and Belonging through Environment:

- What impacts does a systematic focus with collective responsibility have on students' attendance rate, sense of wellbeing and learner engagement?

This evaluation process will be undertaken through analysis of:

- Attendance rate - school/student
- Connect, Succeed and Thrive feedback survey
- Six Star Wellbeing survey
- SCOUT data

## Strategic Direction 2: Connect, succeed and thrive

### Initiatives

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- knowledge and skills to understand the diverse wellbeing needs of students. Embedded processes are in place to ensure that all students feel empowered and can access staff members for guidance, support and assistance.
- There is an embedded school-wide and data-informed approach to support student and staff wellbeing. Student and parent voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.
  - Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school. As a result, maximised learning time is a focus in every classroom.
  - The leadership team has established a strong professional learning community with a sustained focus on evidence-informed teaching, wellbeing, and leadership practices. There is a collaborative culture of high expectations and continuous improvement across the school, underpinned by high staff wellbeing.
  - The leadership team takes a creative and sustainable approach to the use of the physical environment, ensuring that it optimises learning and wellbeing within the constraints of the school design and setting.
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### Evaluation plan for this strategic direction

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- Informal student, teacher and parent feedback