

Strategic Improvement Plan 2021-2025

Bermagui Public School 1204



School vision and context

School vision statement

Bermagui Public School is committed to promoting equity, excellence and creativity in a collaborative, supportive and respectful learning environment so that all students thrive and flourish in school and beyond.

School context

Bermagui Public School is located on the Far South Coast of New South Wales. There were 166 students enrolled at the beginning of 2022. 38 students identify as Aboriginal and there are a number of families from other cultural backgrounds. The school structure consists of 8 classes as a disaster teacher has maintained this teaching entitlement after the Bushfires in early 2020. The staff consists of a non-teaching Principal, 3 Assistant Principals, classroom teachers, an Aboriginal Education Officer and Support Staff. A high percentage of our students attend Narooma High School when they graduate from Bermagui Public School.

The school strives for quality programs in the academic, sporting, creative and cultural areas. Bermagui Public School assesses and evaluates its programs and implements strategies to improve student learning. Teaching staff have high expectations and are committed to achieving high quality outcomes for all students. The school has a strong emphasis on student welfare and has expectations of being respectful, responsible and safe.

Our school is supported by a strong and energetic P&C and community. The school planning process is consultative at all levels - students, staff and community.

During 2020 Bermagui Public School underwent a rigorous situational analysis and consultation process resulting in our School Plan for the coming 4 years targeting these strategic directions:

- Student academic growth and attainment
- Effective classroom practice
- High expectations and continuous improvement

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 academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

NAPLAN expected growth - Reading

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for Reading in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for Numeracy in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2025

School Excellence Framework assessment indicates improvement in the element of Data Skills and Use (Teaching Domain) from Delivering to Sustaining and Growing or higher.

Initiatives

Reading Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery in Reading.

- Establish and use Instructional Leader time for Assistant Principals to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level with Reading.
- 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.
- Embed data informed formative assessment practices as an integral part of daily Reading instruction in every classroom.
- All staff engage in professional learning in data literacy, data analysis and data use in planning and teaching.

Numeracy Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery in Numeracy.

- Establish and use Instructional Leader time for Assistant Principals to work with teachers using data to monitor and assess student progress and design future Numeracy learning on a whole class, group and individual level.
- 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.
- Embed data informed formative assessment practices as an integral part of daily Numeracy instruction in every classroom.
- All staff engage in professional learning in data literacy, data analysis and data use in planning and

Success criteria for this strategic direction

- Teachers expertly apply a range of formative and summative assessment strategies to inform teaching and learning that leads to measurable improvements.
- Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy.
- All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.
- Data and feedback inform teaching practice and direct learners and learning.
- All students articulate, understand and achieve their literacy and numeracy learning goals.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose?

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

- NAPLAN data
- Check In Assessments
- Scout data
- PAT assessments
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- SEF SaS.

Analysis: Ongoing analysis will measure the success of initiatives and identify areas for improvement or

Strategic Direction 1: Student growth and attainment

Initiatives

teaching.

Evaluation plan for this strategic direction

modification through:

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

Implications: Where do we go from here? The findings of the analysis will inform future directions, next steps and resource allocation.

Strategic Direction 2: Effective Classroom Practice

Purpose

To enable teachers to build strong foundations for effective classroom practice through consistent structures and processes that engage students in learning.

Improvement measures

Achieve by year: 2025

School Excellence Framework assessment indicates improvement in the element of Effective Classroom Practice (Teaching Domain) from Delivering to Sustaining and Growing or higher.

Achieve by year: 2025

Annual teacher surveys on What Works Best themes indicates teacher growth with Explicit Teaching, Effective Feedback and Classroom Management.

Achieve by year: 2025

School Excellence Framework assessment indicates improvement in the element of Assessment (Learning Domain) from Delivering to Sustaining and Growing or higher.

Initiatives

Explicit teaching

Ensure explicit teaching strategies are used in all classrooms to ensure students are succeeding in their learning.

- Through ongoing professional learning with a focus on research into explicit teaching practices, teachers continue to collaboratively plan, scope and sequence lessons from the syllabus to systematically build student understanding of skills, concepts and content knowledge.
- Embed a whole-school approach to explicit teaching strategies to create a common language to support teacher collaboration and strengthen classroom observation practice.

Effective Feedback

Effective feedback strategies are used in all classrooms ensuring students are succeeding in their learning and striving towards and achieving meaningful goals.

- Professional learning to strengthen teachers' understanding of effective feedback as a core component of teaching practice and its influence on student achievement.
- Embed feedback strategies in classroom practice across the whole school, using a common language and explicit routines to check that students are engaged, learning and able to self-assess their learning towards mastery.

Classroom Management

Ensure staff enable success by contributing to positive, supportive and encouraging learning environments that allow students to thrive by delivering high-quality learning experiences.

- Ongoing professional learning using the PBL Classroom Systems modules and the Classroom Management Fundamentals e-learning to ensure

Success criteria for this strategic direction

- 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.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
- A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose?

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

- Sentral data
- PBL evaluation tools
- Suspension data
- Behaviour support plans
- LST referrals
- Evidence of student voice
- Classroom observation process
- TTFM surveys
- Scout reports
- Annotated teaching and learning programs
- School-wide feedback processes
- Work samples evidencing feedback in combination with tracked student performance data
- Staff professional learning being embedded into

Strategic Direction 2: Effective Classroom Practice

Initiatives

teachers know how to create an environment that minimises disruptions, maximises instruction time and encourages students to engage in learning. Opportunities for subsequent monitoring, feedback and planning support for relevant staff.

- Establish consistent school-wide systems and procedures for managing behaviours in the classroom.
 - Proactive wellbeing support for teachers, particularly teachers of students with additional learning and support needs and early career teachers.
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Evaluation plan for this strategic direction

practice

Analysis: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification through:

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

Implications: Where do we go from here? The findings of the analysis will inform future directions, next steps and resource allocation.

Strategic Direction 3: High expectations and continuous Improvement

Purpose

To develop a school-wide culture of high expectations and continual improvement through embedded and sustainable systems that strengthen leadership, collaboration and commitment to lifelong learning.

Improvement measures

Achieve by year: 2025

School Excellence Framework assessment indicates improvement in the element of Educational Leadership (Leading Domain) from Delivering to Sustaining and Growing or higher.

Achieve by year: 2025

School Excellence Framework assessment indicates improvement in the element of Learning and Development (Teaching Domain) from Delivering to Sustaining and Growing or higher.

Wellbeing

Achieve by year: 2023

Increase in percentage of students responding positively with Wellbeing (TTFM) to the lower bound of the system negotiated target of 89.9%.

Attendance (>90%)

Achieve by year: 2023

Increase the percentages of students attending greater than 90% of the time, with an uplift of 13% or higher from attendance target baseline data.

Initiatives

Leadership and Collaboration

Create a school-wide culture of high expectations and continual improvement through leadership and collaboration.

- Develop culture and structures that build and facilitate learning and growth in all teachers and staff members.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support the aspirations of every learner.
- Mentoring and coaching supports the ongoing development and progression of all teachers in relation to the Professional Teaching Standards.
- Embed quality opportunities for the development of Consistent Teacher Judgement.
- The school's high expectations for every student and staff member will contribute to learning environments which allow students to thrive through the delivery of high quality learning experiences.

Wellbeing and Attendance

The school is focused on a whole school approach to wellbeing and attendance.

- Build individual and collective wellbeing through a caring, positive and safe environment.
- Students are self-aware and regulate their own emotions and behaviours, including social and emotional skills to develop and maintain positive relationships.
- Ensure connectedness and a sense of belonging with Bermagui Public School, including cultural, religious and spiritual backgrounds.
- Resources are used to best meet individual and collective student need.
- Whole school develops positive connections, values attendance and engagement in learning.

Success criteria for this strategic direction

- Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, stages, or for particular student groups.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.
- Teachers collaborate with staff in other schools to share and embed good practice.
- There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose?

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

- Evidence of engagement in Wellbeing programs
- Tell Them From Me surveys
- Schools PBL data
- Learning and Support team meeting minutes, referrals and results
- Attendance data, including Scout enrolment and attendance reports
- Evidence of parent communication promoting the importance of school attendance

Analysis: Ongoing analysis will measure the success of

Strategic Direction 3: High expectations and continuous Improvement

Evaluation plan for this strategic direction

initiatives and identify areas for improvement or modification through:

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

Implications: Where do we go from here? The findings of the analysis will inform future directions, next steps and resource allocation.