

Strategic Improvement Plan 2021-2024

Berridale Public School 1206



School vision and context

School vision statement

Towards a better world

Our core business is to provide the best education for the students in our care. As educators we strive to instill high academic aspiration in students, and for students to focus on themselves as learners that give and provide feedback on their learning journey.

In consultation with parents we place a strong focus on students' academic, sporting, social and cultural needs.

We strive to prepare our students for the wider world, building their character and awareness of self. Under the guidance of the Alice Springs (Mparntwe) Education Declaration we strive to provide the best possible education that promotes excellence and equity for students and prepares them for a rapidly changing world. We aim to ensure our students are confident and creative individuals, are successful life-long learners and active and informed community members.

We support our community and our community supports us.

School context

Berridale Public School is a small rural school in the Snowy Mountains, situated between Cooma and Jindabyne. It is in the Snowy Monaro Shire Council and is part of the Monaro Education Group. It has 3 multistage classes with an increasingly complex student body.

Berridale Public School provides a dynamic and caring environment with a strong emphasis on developing foundational literacy and numeracy skills, values and citizenship. Whole-school welfare programs encourage children to be independent problem-solvers who are resilient and caring. The school offers a variety of opportunities for students to connect, succeed and thrive such as: learning to play the ukulele and guitar, biennial drama performances, art activities, developing STEM and IT skills, Premier's challenges, learning about sustainability and biodiversity, contributing to community events and Student Leadership.

The school has 5 hectares of open school grounds with cricket nets, a tennis court and ample fixed equipment. The school is also the site for the Snowy Monaro Historical and Science Centre in partnership with the Snowy River Historical Society. Across the road we have access to OOSH, the town pool, oval and Community Hall.

Berridale PS provides a wide range of opportunities in all key learning areas with an emphasis on developing strong literacy and numeracy skills. The school is supported by parents and community members, including an active P&C.

Our school conducted a rigorous Situational Analysis with staff, students and the wider community. Our Director of Educational Leadership and Principal School Leadership assisted in the construction of this document. Our P&C worked with school staff to refine and understand the purpose of our Situational Analysis and our strategic directions.

As a result our whole school focus for the 2021-24 School Plan will be on student academic growth and attainment, and student and community engagement to support learning. Reflecting upon the findings of our Situational Analysis it was evident that our focus needed to be on delivering collaborative teaching strategies, consistent school-wide assessment practices and an understanding and use of data that had a high impact on student growth. We found through the voice of our students and community that innovative teaching and learning practices would drive high engagement with students and parents to support academic aspiration.

Strategic Direction 1: Student growth and attainment

Purpose

Berridale Public School students will develop foundational skills in Literacy and Numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Teachers will demonstrate a personal and collective responsibility for improving their teaching practice in order to improve student learning. Learning opportunities are engaging and teaching strategies are evidenced-based. Teachers evaluate the effectiveness of their practices, as well as student performance measures, to plan for the ongoing learning for each student in their care.

Improvement measures

Target year: 2024

School Excellence Framework

SEF elements 'Data skills and use' and 'Student performance measures' are excelling.

SEF element 'Learning and developing' is excelling.

SEF elements 'Learning culture' and 'Educational leadership' are excelling.

Target year: 2022

NAPLAN Top 2 Bands - Numeracy

Increase the percentage of students achieving in the Top 2 bands of NAPLAN numeracy by 5.8%.

Target year: 2022

NAPLAN Top 2 Bands - Reading

Increase the percentage of students achieving in the Top 2 bands of NAPLAN reading by 6%.

Target year: 2024

Literacy and Numeracy Progressions

At least 90% of students completing Year 3 will have

Initiatives

Collaborative teaching practices to maximise learning

Professional learning is aligned with the priorities in the Strategic Improvement Plan, and its impact on the quality of teaching and student learning outcomes is evaluated. This drives ongoing, school-wide improvement in teaching practice and student results:

- Build individual and group teacher capacity by providing professional learning that allows collaborative teaching practices to deliver future-focused, innovative and effective classroom teaching and learning across all Key Learning Areas.
- Develop and embed explicit systems to facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice and timely feedback.

Data skills inform and improve teaching and learning

A whole-school approach to effective data use and analysis informs teaching and identifies student achievement and progress:

- Develop, implement and embed school structures that support all teachers to collaboratively analyse student data to identify student learning needs and inform and improve teaching and learning.
- Implement data driven practices for equitable differentiation and personalised learning that support student success in all KLA's including a focus on data driven practice in reading and numeracy.
- Establish and implement a sustained professional learning program which enables Teachers to access tools, skills and expertise to interpret and use data effectively.
- Develop and implement school frameworks that allow Teachers to independently, and with peers, analyse their own impact on student learning.

Consistent, school-wide assessment practices improve student learning outcomes.

Success criteria for this strategic direction

Initiative 1

A whole school approach to ensure the most effective evidence-based methods optimise learning progress for all students.

Curriculum planning, delivery and explicit teaching occurs and teachers employ evidenced based effective teaching strategies to drive ongoing school improvement.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Students, teachers and parents work together to create a school environment that celebrates learning and student success.

Initiative 2

All teachers have a sound understanding of student assessment and data, collaboratively using this to inform planning and interventions.

All teachers use a full range of assessment strategies that are modified and responsive, formative and summative.

Student learning goals are informed through analysis of data.

School staff collaborate with the school community to use achievement data to identify strategic priorities, improve understanding of student learning and strengthen student learning outcomes.

Student confidence is paramount to student progress.

Initiative 3

The five elements are an embedded practice in Literacy and Numeracy across the school.

Assessment is used responsively and as an integral part of classroom practice.

Strategic Direction 1: Student growth and attainment

Improvement measures

achieved the learning indicators within the Numeracy Progression sub-element of Additive Strategies and the Literacy Progression sub-element of Understanding Texts.

Target year: 2024

NAPLAN Value-added

Value added data in Scout for K-3, Yr 3-5 and 5-7 increases from "Delivering" to 'Sustaining and growing'.

Target year: 2023

Expected growth - Reading

Improvement in the percentage of students achieving expected growth in reading to be at or above the school's lower bound system-negotiated target.

Target year: 2023

Expected growth - Numeracy

Improvement in the percentage of students achieving expected growth in numeracy to be at or above the school's lower bound system-negotiated target.

Initiatives

A whole-school approach to effective summative and formative assessment is incorporated whereby consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum:

- Adopt reliable and consistent formative and summative assessment strategies to inform the teaching and learning cycle for student and staff improvement. This will include regularly monitoring student progress and learning achievement in literacy and numeracy.
- Develop and embed data driven formative assessment structures into daily practice to effectively inform explicit descriptive feedback on a daily basis in every classroom
- Develop school processes where Individual learning goals that are differentiated and responsive to student need are informed through the multiple relevant assessment tools including peer assessment and self-assessment practices.

Success criteria for this strategic direction

Teachers respond to trends in student achievement at individual, group and school levels.

Feedback from students on their learning informs future teaching.

The school identifies what growth is expected for each student.

The school analyses student progress and achievement data and uses systematic and reliable assessment information to evaluate student learning.

Teachers involve students and parents in planning to support learning and share expected outcomes.

Students and parents understand the assessment processes used in the school and their benefits for learning

Evaluation plan for this strategic direction

Question: How have these initiatives improved student growth and attainment for all students?

Data:

- Reading comprehension assessment
- Running records (baseline from 2020)
- Pre/mid/post data from Essential Assessment (baseline from 2021 of all Mathematics strands and reading comprehension)
- LST Teacher creates K-6 spelling database to pinpoint student areas of need
- Case studies of student engagement and confidence
- Essential Assessment/PLAN2 correlation
- Yr 3 and 5 NAPLAN and Yr 4 and 6 NAPLAN check-in
- Student work samples

Evaluation plan for this strategic direction

- Teacher pre and post lesson collaborative teaching notes
- Evidence in teaching and learning programs of effective student assessment
- Best Start assessment
- 2021 Australian Early Development Consensus.

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, both quantitative and qualitative
- Regular review of data and evidence to provide clarity around whether we are on track for achieving intended progress and improvement measures
- Regular profession discussion around the School Excellence Framework elements, themes and collection of evidence.
- Regular reflective sessions from staff and leadership.

Implications: The findings of the analysis will inform future directions and resource allocation, as well as ongoing monitoring of success and reflection of best practice. Teaching staff will celebrate successes with the school community.

Strategic Direction 2: Student and Community engagement

Purpose

At Berridale PS every child is known, valued and cared for. There is a school wide responsibility for student learning and success. Parents want the very best for their children. In education, this means teachers and schools with a commitment to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world. As students progress, it means knowing that they are well supported as increasingly self-motivated learners - confident and creative individuals, with the personal resources for future success and well-being.

Berridale Public School will commit to a shared sense of responsibility for student engagement, learning, development and success. Students benefit from a planned and proactive engagement with parents. Berridale Public School acknowledges that effective partnerships in learning with parents and students means students are motivated to deliver their best and continually improve.

Improvement measures

Target year: 2022

Wellbeing

Tell Them From Me wellbeing data (advocacy, belonging and expectations) increases with an uplift of 5% from the baseline data.

Boys and girls high advocacy/high expectations, and high belonging/high expectations are at or above SSG and State percentages.

Student engagement (high skills/high challenge) is at or above the current NSW Government norm.

Target year: 2024

School community feedback

95% of teachers, parents and carers feedback survey is returned.

Initiatives

Innovative Teaching and Learning Practices.

Embed a whole-school approach to student engagement in and out of the classroom where there is a collective responsibility for student learning and success.

- Build staff capacity through provision of sustained collaborative professional learning that develops skills and expertise in evidence-based high impact teaching strategies for improved classroom practice.
- Research and implement high impact, evidence based teaching strategies to support explicit teaching, data driven practice and effective feedback to inform teaching and learning.
- Research, develop and embed innovative, collaborative and future focused teaching strategies in every classroom that support students to be self directed and independent learners who are prepared for life and learning beyond primary school.

Community engagement.

Engage with our wider community to have a tangible impact on learning, administrative systems, structures and processes which underpin ongoing school improvement and the professional effectiveness of all school members.

- Developing a school-wide, collective responsibility for student success and learning through positive partnerships with parents and the wider community.
- Providing opportunities for parents and the wider community to have a positive impact on and understanding of learning, child development, welfare and attendance so students can connect, succeed, thrive and learn.

Success criteria for this strategic direction

The school's curriculum provision supports high expectations for student learning.

The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.

Students' learning and courses of study are monitored longitudinally (for example K-2; K 6) to ensure continued challenge and maximum learning.

Evidenced based change is implemented to whole-school practices resulting in measurable improvement in well being and engagement.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

A school-wide, collective responsibility for student learning and success is shared by parents and students.

Evaluation plan for this strategic direction

Question: Were strong community partnerships and effective teaching and learning practices created so students could find genuine joy in learning, personal success and motivation to deliver their best?

Data:

- Tell Them From Me student, parent and teacher data.
- Community of Practice Schools Learning Ecosystems project requirements - plan, implement and refine a program.
- Sustainable Schools Grant project requirements.
- School-based parent, staff and student feedback.

Strategic Direction 2: Student and Community engagement

Improvement measures

Target year: 2022

Attendance

Increase the percentage of students attending school 90% of the time or more with an uplift of 5.7% to the school lower-bound system negotiated target.

Target year: 2024

School Excellence Framework

SEF element 'Learning and developing' is excelling.

SEF elements 'Learning culture' and 'Educational leadership' are excelling.

Evaluation plan for this strategic direction

- School Excellence Framework self-assessment.

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, both quantitative and qualitative
- Regular review of data and evidence to provide clarity around whether we are on track for achieving intended progress and improvement measures
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- Regular student feedback practices.
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Implications: The findings of the analysis will inform future directions and resource allocation, as well as ongoing monitoring of success and reflection of best practice. Teaching staff will celebrate student achievement with the school community.