

Strategic Improvement Plan 2021-2025

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

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

Increase the mean scaled score of Years 3 and 5 students from 2023 to 2024 in the Reading Check-in assessment.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

Increase the mean scaled score of Years 3 and 5 students from 2023 to 2024 in the Numeracy Check-in assessment.

Initiatives

Collaborative and Quality Teaching Practices

High impact professional learning is driven by identified student needs and is applied to strengthen teaching practice. Teachers collaborate on developing quality teaching practices, reflecting on progress and focusing on sustained, consistent evidence based strategies which result in ongoing progress and achievement for all students.

- 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 leading to student growth.
- Develop and embed explicit systems to facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice and timely feedback.

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 enhance teacher capacity to collaboratively analyse student data to identify student learning needs and identify priorities for strategic improvement at a class, grade and school level.
- Implement data driven practices for equitable differentiation and personalised learning support in numeracy.
- Build staff collective capacity to analyse reading assessment data, leading to the implementation of data driven practices in the explicit teaching of reading to improve differentiation and personalised learning programs.
- 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,

Success criteria for this strategic direction

A whole school approach to planning ensures the most effective evidence-based quality teaching practices optimise student growth in learning.

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

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 growth and achievement.

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

All teachers use a full range of assessment strategies that are used responsively and as an integral part of classroom practice.

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.

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

Student learning goals are informed through analysis of data.

Feedback from students on their learning informs future teaching.

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

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Initiatives

- analyse their own impact on student learning.
 - Develop a whole-school approach to effective summative and formative assessment whereby consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum.
 - 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.
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Evaluation plan for this strategic direction

Question: How have these initiatives improved teacher capacity to analyse assessment data, collaborate on quality teaching practices, and deliver high impact teaching and learning leading to 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
- 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.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- 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. In education, this means teachers and schools have 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

Attendance

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

Achieve by year: 2027

Increase the proportion of students attending school by 1.1% from baseline data towards the system-negotiated improvement measure.

Initiatives

Wellbeing & Engagement

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 leading to increased attendance, engagement and wellbeing.

- 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.
- Research and develop a whole-school structure for wellbeing and engagement which is aligned to the principles of the Wellbeing Framework and embeds evidence-based processes and strategies resulting in measurable improvements in wellbeing and attendance.
- Implement systematic processes, procedures and programs that support the effective tracking of student wellbeing and attendance and allow for adjustment of practice and targeted intervention to optimise student wellbeing, engagement and learning conditions.

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 demonstrates a focus on high-quality service delivery to ensure that the most effective strategies are embedded and implemented to support student learning, wellbeing and engagement.

Individual and whole-school attendance data is regularly analysed and supported by consistent systematic processes that ensure student absences do not impact on learning outcomes.

Formalised communication and wellbeing systems and processes are in place to drive ongoing school-wide improvement.

Positive relationships exist between students, staff parents and community members and contribute positively to the school and wider community. The school community is committed to the school's strategic directions and practices to achieve educational priorities.

Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.

The school collaborates between parents, students and the community to inform and support continuity of learning for all students at transition points.

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

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

Evaluation plan for this strategic direction

Question: To what extent has the school implemented evidenced-based systems and processes to enhance student wellbeing, attendance and engagement? What does the data tell us about targeted interventions in place to enhance student wellbeing, attendance and engagement? What evidence exists that there is a holistic

Evaluation plan for this strategic direction

approach and schoolwide collective responsibility for student wellbeing and engagement? To what extent have parents and the broader school community actively engaged with the school to support the development of students?

Data:

- Tell Them From Me student, parent and teacher data
- School improvement parent, staff and student survey
- School Excellence Framework self-assessment
- PBL schoolwide systems staff and student surveys
- Sentral incident reports
- SCOUT attendance data
- Anecdotal observations (playground and classroom)
- Community participation in school-based events
- P&C / School collaborations

Analysis: Ongoing analysis of internal and external data will measure the success of initiatives and identify areas for improvement or modification.

Implications: The findings of the analysis, along with self-reflection and peer review, will inform future directions, resource allocation and adjustments to schoolwide interventions. The school community will celebrate student achievement in a culture that encourages all students to connect, thrive and succeed.