

Strategic Improvement Plan 2021-2025

Berrigan Public School 1207



School vision and context

School vision statement

To foster a safe, nurturing and supportive learning environment where students can achieve their personal best and bring out the best in others.

School context

Berrigan Public School services a small rural community of approximately 1500 people. For over 100 years the school has provided quality public education to the children of Berrigan and the surrounding district. The school has a teaching principal and maintains four multistage classes. BPS has 2.8% of students identifying as Aboriginal and 4.25% from a NESB background. 'Play your Part' is the school's motto and reflects our core belief that everyone - students, staff, parents and families have a shared responsibility to foster a safe and supported educational environment where the school's values - safe, proud, responsible and respectful define us.

Berrigan Public School sits on the Aboriginal lands of the Bangerang people, '*Berrigan*' in Bangerang language means '*big rocks*', and these are situated at the southern entrance to the town. It is a rural area, largely agricultural and irrigation is a predominant part of the landscape. The area has been impacted greatly by the drought and ensuing water debacle which had made headlines over the past few years.

Passionate teachers, administrative and support staff, excellent resources and a supportive parent body and wider community provide an environment conducive to pursuing excellence for all. Programs, initiatives and learning opportunities that focus on the performing arts, the environment, emerging technologies, healthy life styles, leadership and sport are evident across the school.

Berrigan Public School is a founding member of the BiJOU Learning Community along with Urana and Jerilderie. The partnership was formed in 2013 to provide a vehicle to develop teachers' capacity to work collaboratively to meet the literacy and numeracy needs of all students. It is known for its work with robotics and coding, its STEAM Camp, along with the professional learning opportunities it has sourced for staff from across the network. BPS also has a strong history in the performing arts and its annual Drama Camp workshops students from across the network in voice, improvisation and character development.

Following the completion of the situational analysis the school data, parent and student feedback we have identified the following areas for strategic improvement:

Student Growth and Attainment

We have determined that we need to place our emphasis on embedding quality teaching practices across the school including professional learning for staff in using data to inform their teaching. We also need a renewed focus on the use of different formative and summative assessment practices. Strengthening the use of feedback to enable students to achieve expected growth in their learning will also be a focus going forward.

This will be coupled with professional learning to build staff capacity to use high impact teaching strategies and effective differentiation to support student growth and develop students' skills in identified areas. Staff will also conduct effective peer observations to continue the work on delivering effective classroom practice, as a collective, in and across our classrooms.

School vision and context

School vision statement

School context

Connect, Succeed, Thrive and Learn

It is imperative that we improve the attendance of a group of students who are attending less than 85% of the time. There is a notable link between attendance and achievement as is there a link between disengagement, literacy levels and social, emotional skills all of which can be seen in the schools data.

The school will work in partnership with the parents and carers to increase the numbers of students attending greater than 90%. There will be a focus on developing systems to support improved attendance, improved behaviour and implementation of effective well-being programs.

Strategic Direction 1: Student growth and attainment

Purpose

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

Improvement measures

Reading growth

Achieve by year: 2023

Increase the mean scaled score of Year 3 and Year 5 from 2022 to 2023 in the Reading Check-in assessment.

Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Year 3 and Year 5 students from 2022 to 2023 in the Numeracy Check-in assessment.

Initiatives

Data Driven Practices

Ensure effective strategies and processes for **data analysis and reflection** are used for responsive curriculum delivery, particularly in the areas of **reading instruction and numeracy**

- High impact **professional learning** in data literacy, data analysis and data use in teaching for all staff. This will be linked to gap analysis data.
- Establish and use a part time 'in house' **Instructional Leader role** to work with staff, using data to monitor and assess student progress and design future 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 instruction in every classroom
- Quality teaching and learning programs link student achievement data with curriculum outcomes and learning progressions to **plan point of need instruction and evaluation of impact**

Explicit Teaching

Teachers effectively deliver the curriculum, engaging in rigorous practice that is anchored by **explicit instruction**, clearly articulated **learning intentions** and **success criteria**.

- Build staff **curriculum knowledge**, collaborative development of the literacy and numeracy teaching opportunities across all KLAs
- Build staff professional knowledge of the educational research base supporting **explicit teaching, learning intentions and success criteria** and their effective implementation in schools
- Develop staff proficiency in **programming** and delivering explicit instruction

Success criteria for this strategic direction

A whole school assessment and data analysis schedule that provides a structure for the effective collection and use of data is developed and implemented.

Areas of Focus (AoF) are developed and are intuitive to individual learning needs and provide evidence of improvement in numeracy and reading.

Teaching programs are responsive and directly informed by student achievement data on a 5 week cycle for literacy and numeracy.

Systems of peer observation, structured feedback and reflective practice are in place and provide evidence of increased teacher proficiency in explicit instruction.

Effective and supportive program review processes are in place that provide evidence of practice improvement and self reflection

Improvement as measured by the School Excellence Framework:

Learning:

Curriculum - Sustaining and Growing

Assessment - Sustaining and Growing

Teaching:

Effective Classroom Practice - Sustaining and Growing

Data Skills and Use - Sustaining and Growing

Learning and Development - Sustaining and Growing

Leading:

Educational Leadership - Excelling

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Initiatives

- Establish **programming requirements** and **program review processes** that support teachers to effectively plan for, and document, curriculum delivery and to engage in reflective practice

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can we demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

We will use a combination of data sources. These will include:

- Internal assessments - Essential Assessment, PAT R (Reading), PLAN2, Macqlit, Heggertys, Phonological Awareness Screening assessments
- External Assessments - check in assessments, NAPLAN
- surveys
- observations
- interviews

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress towards the improvement measures annually.

Implications:

The findings of the analysis will inform:

- future actions
- annual reporting on school progress measures

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

To ensure that all students are supported to connect, succeed, thrive and learn, there will be a planned approach to developing whole school well-being processes that support improved attendance and higher levels of well-being and engagement.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending > 90% of the time

Wellbeing

Achieve by year: 2023

The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School in the TTfM surveys is 95%.

Initiatives

Wellbeing and Engagement

Embed a whole-school approach to student well-being and engagement where there is a collective responsibility for all student learning and success. *'Know they Impact'* (John Hattie) and *'Put faces to the data'* (Lyn Sharratt). This will be achieved by:

- complete Berry St Education Model training to deepen knowledge around trauma informed practice
- Update the whole-school approach to the well-being processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, well-being, learning and engagement data takes place
- Develop school culture through ongoing professional learning in effective well-being strategies whilst taking a lesson study approach to adjust, refine and improve practice
- Embed differentiated support that allows for the inclusion of all students

Success criteria for this strategic direction

Teacher's demonstrate increased expertise in catering for students with complex trauma and/or challenging behaviours.

Strong learning and support processes guide and assist teachers and parents in actively supporting students.

Respectful and positive relationships are evident throughout the school through the explicit teaching of and reflection upon the school's values and expectations.

Planning and provision of learning is informed by holistic information about each student's well-being and learning needs in consultation with families and where possible the 'team' of support surrounding these students

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student well-being, attendance and engagement.

Improvement as measured by the School Excellence Framework:

Learning:

Learning Culture - Sustaining and Growing

Wellbeing - Excelling

Curriculum - Sustaining and Growing -

Teaching:

Effective Classroom Practice - Sustaining and Growing

Leading:

School Planning, Implementation and Reporting - Sustaining and Growing

Management Practices and Processes - Sustaining and Growing

Evaluation plan for this strategic direction

Question:

How can the school determine that it's systems and processes for enhancing student well-being, attendance and engagement have been successful?

Data:

PDPs

Attendance weekly data

Incident reports

Suspension data

Extra curricula survey data

TTFM data

Analyse:

We will analyse the data to determine the extent to which the purpose has been achieved.

Implications:

What are the implications of the work we have done?

The data will influence our future directions and next steps.