

Strategic Improvement Plan 2021-2024

Bigga Public School 1223



School vision and context

School vision statement

Our aim is that all students will have equal opportunities to reach their full potential within an environment of high expectations and learning opportunities, addressing the individual growth and development of the cognitive, emotional, social, physical and spiritual wellbeing of all school members. Each child will be supported by the school, the parents and the community, to produce confident and self-regulated students who are learning to actively contribute to the community and society in which they live and have a life-long appreciation of learning.

School context

Bigga Public School is a small, isolated school in the South West tablelands of NSW. It is very well resourced and provides quality educational programs. It has a dedicated and professional staff, committed to developing the success of every student in the school. The school is staffed by a teaching principal with the support of a part time teacher. It has a part time School Administration Manager, 2 part time School Learning Support Officers (SLSO) and a general assistant, who provide efficient and valued support. Our school places great emphasis upon providing opportunities for all students to grow to their full potential both in and out of the classroom. As a small school it provides ample opportunities for close and positive working relationships to develop between staff and students. These relationships are highly advantageous to the students in developing their individual abilities and achieving to their highest expectations. The school is committed to providing social and cultural opportunities to help overcome the isolation which can exist when living in a small rural community. In seeking to meet these needs we take the opportunity to work with the neighbouring local small schools network on a regular basis through our Shared Learning Days. Bigga is a proud and productive small school that has a tradition of supplying a quality education for all children and maintaining a strong relationship with the community.

The high level areas for improvement as identified through the consultative Situational Analysis are Student Growth and Attainment, Social and Emotional Learning and Educational Leadership. These priorities will be funded through a range of equity funding including Low Level Adjustment for Disability, Location Allowance, Professional Learning Allowance, Principal Support Allowance, Literacy and Numeracy Allowance and Quality Teaching Successful Students Allowance.

Strategic Direction 1: Student growth and attainment

Purpose

Every student, every teacher and every leader improves every year.

Every student is engaged and challenged to continue to learn.

Every student has a strong foundation in Literacy and Numeracy, deep content knowledge and confidence in their ability to learn.

Improvement measures

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands to be above the networks lower bound target in reading of 47.3% and numeracy 36.4%.

Target year: 2023

Improvement in the percentage of students achieving expected growth to be above the networks lower bound system - negotiated target in reading of 60% and numeracy of 60%.

Initiatives

Effective Classroom Practice

Literacy and Numeracy - All literacy and numeracy teaching and learning experiences will be targeted, individualised and specific to the needs and abilities of our students.

Evidence-informed, research based and collaboratively developed programs across the Crookwell Small Schools Professional Learning Community (Bigga, Binda, Laggan, Taralga) will be embedded K-6.

Literacy

* Use an engaging approach to developing reading, which integrates both decoding and comprehension skills.

*Teach students to use strategies for developing and monitoring their reading comprehension.

*effectively implement a systematic phonics program

*teach students to use strategies for planning and implementing their writing..

*develop students speaking and listening skills and wider understanding of language.

*Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling.

*Use high quality information about students' current capabilities to select the next best steps for teaching.

Numeracy

* use assessment to build on students' existing knowledge and understanding

* use manipulatives and representations

* teach strategies for solving problems

* enable students to develop a rich network of

Success criteria for this strategic direction

Value added trend is positive in Literacy and Numeracy with demonstrated targeted growth for all students (Learning- Student Performance Measures).

Our school identifies what expected growth is for each student. Students are achieving higher than expected growth on internal school progress and achievement data.

Evidence informed programs and high quality professional learning underpins effective classroom practice.

A case managed approach is effectively utilised by all staff across the PLC.

Evaluation plan for this strategic direction

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

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:

&middledot; NAPLAN and SCOUT data

&middledot; Literacy and numeracy PLAN 2 data

&middledot; internal student data including check in assessments, phonics, Soundwaves and reports.

&middledot; What Works Best guide

&middledot; lesson plans, teaching programs, classroom observations and teacher reflections.

&middledot; student work samples, rubrics, assessment tasks, student reflections and goals

&middledot; Personalised Learning data analysis

Strategic Direction 1: Student growth and attainment

Initiatives

mathematical knowledge

- * develop students' independence and motivation
- * use tasks and resources to challenge and support students' mathematics
- * use structured interventions to provide additional support
- * support students to make a successful transition between primary and secondary school

Evaluation plan for this strategic direction

including intervention program data and student Individual Education Plans.

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

• Termly review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

• Regular professional discussion using the School Excellence Framework and What Works Best.

School Excellence Framework Elements: Curriculum, Assessment, Reporting, Student Performance Measures. Effective Classroom Practice Data Skills and Use.

What Works Best: High expectations, explicit teaching, effective feedback, use of data to inform teaching, and assessment.

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Implications: What are the implications for our work, future directions and next steps?

Strategic Direction 2: Social and Emotional Learning

Purpose

At Bigga Public School the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement through the school community. 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.

Improvement measures

Target year: 2022

Improvement in the percentage of students attending more than 90% of the time to the lower bound (70%).

Target year: 2022

Increase the % of students demonstrating positive wellbeing (sense of belonging, expectations for success and advocacy at school) to a minimum of 70% (lower bound of the system negotiated target)

Target year: 2024

The school will move from demonstrating the developing engagement descriptors to sustaining engagement descriptors in the Strengthening Family and Community Engagement Matrix.

Initiatives

Connect, Succeed and Thrive

This initiative will support Bigga Public School to be responsive to its community through best practice to embed a culture of high expectations and and effectively cater for the range of equity issues in the school.

Bigga PS will measure school community satisfaction (parent, student, staff) and share analysis of data and targeted actions in response to the findings with the community.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.

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.

Success criteria for this strategic direction

High Expectations- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Planned approach to wellbeing - The school has implemented evidence- based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Evaluation plan for this strategic direction

Question: To what extent is the strategic planned approach to develop whole school wellbeing processes that supporting all students to connect succeed , thrive and learn?

Data:

School Excellence Framework

Wellbeing policies.

Referral systems.

Whole school anti-bullying programs.

Social and emotional learning programs.

Evaluation of individual wellbeing programs.

Feedback from questionnaires and locally designed surveys.

School wide behavioural data.

School Community Satisfaction data

Strengthening Family & Community Engagement Matrix

Strategic Direction 2: Social and Emotional Learning

Evaluation plan for this strategic direction

Evidence of a continuum of support; universal approaches/ programs for all students, targeted supports for some students and more intensive individualised approaches or programs for a few students.

Evidence of programs that build cognitive, emotional, social, physical and spiritual wellbeing in students mapped across the school.

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: What are the implications for our work, future directions and next steps?

Strategic Direction 3: Educational Leadership

Purpose

The team at Bigga Public School will model instructional leadership and support a culture of high expectations resulting in sustained and measurable improvement.

Improvement measures

Target year: 2024

The PLC will move from Commencing Practice to Expert Practice in the key Practices for Instructional Collaboration.

Target year: 2024

The school, as part of the PLC, will move from elementary descriptors to excelling descriptors in High Impact Professional Learning to deliver embedded, ongoing school improvement of teaching practice and student results aligned to the Strategic Improvement Plan.

Initiatives

Professional standards and practices

This initiative will focus on developing high performing teachers whose capacities are continually built to ensure every student experiences high quality teaching.

The PLC (Bigga, Binda, Laggan, Taralga) facilitates professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

This will be achieved through targeted actions:

High Impact Professional Learning,

Expertise and Innovation,

Continuous Improvement,

High Expectations Culture and Performance Management and Development.

Success criteria for this strategic direction

A professional learning community which is focused on continuous improvement of teaching and learning across Binda, Bigga, Laggan, Taralga.

The PLC evaluates its Professional Learning and its impact on the improvement of teaching and learning, through collaboration to share and embed good practice.

The PLC trials innovative practices and has processes in place to evaluate, refine and scale success.

The PLC is recognised as leading best practice in small school collaboration.

The PLC uses research, evidence informed strategies, innovative thinking and evaluative strategies to implement the SIP and impact on student growth and achievement.

All staff use their PDP and the Professional Standards, APST, to evaluate their effectiveness, plan their own learning and contribute to a culture of continuous improvement across the PLC.

Evaluation plan for this strategic direction

Question:

To what extent have we modelled instructional leadership and supported a culture of high expectations and community engagement resulting in sustained and measurable improvement.

Data:

Crookwell Small Schools Group - Key Practices for Instructional Collaboration Matrix

School Excellence Framework

PDP goals, evidence and reflections

What Works Best Toolkit

Evaluation plan for this strategic direction

High Impact Professional Learning matrix

Analysis:

Analyse the data to the extent the purpose has been achieved.

Implications:

What are the implications for our work, future directions and next steps?