

Strategic Improvement Plan 2021-2024

Bilpin Public School 1228



School vision and context

School vision statement

At Bilpin we value strong partnerships between our school, our parents and our community. The enduring partnership between our school and the wider community works collaboratively to deliver outstanding educational opportunities for all students.

Bilpin Public School is a unique and inclusive school, engaging all students in meaningful and relevant learning experiences, where every student and every teacher, has the opportunity to continually improve and maximise their potential.

School context

Bilpin Public School is a small school located in a semi-rural area on the border of the Hawkesbury and Blue Mountains regions, nestled amongst orchards. The school prides itself on its culture of connectedness, inclusion and belonging, playing a pivotal role as a hub for the local community. Presently the school has an enrolment of 49 students. In addition, six percent of our students identify as being Aboriginal and four percent of our students from a language background other than English.

Extra-curricular opportunities in Sport, STEAM, Creating and Performing Arts, Enrichment and Student Leadership, enable our students to excel through a range of different experiences. Our school has dynamic partnerships with the Hawkesbury Small Schools Network, The Colo Learning Community, broader Hawkesbury/Windsor Schools Network and the Centre of Excellence in Agricultural Education - Richmond Agricultural College. These partnerships provide rich and diverse learning opportunities for our students.

The school has completed a situational analysis that has identified two areas of focus for this Strategic Improvement Plan. This builds upon the work undertaken in the previous school planning cycle around deep teacher engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum. The school has undertaken rigorous community consultation, with positive feedback supporting the school's articulated strategic directions and planning for the next 4 years.

Through our situational analysis, we have identified areas that require further uplift through explicit quality teaching utilising evidence-based practice in literacy and numeracy to ensure students achieve expected growth and attainment in their learning. Work will take place on developing quality summative and formative assessment tasks and data collection practices, developing greater consistency of judgement within and across schools. We will focus on refining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

In our previous two plans, the school implemented, revised and embedded whole school positive wellbeing programs and practices to enhance student wellbeing. The school has identified that we need to place a stronger focus on explicitly engaging the parent community to build knowledge and understanding of school practices and strategies to support students holistically. The school will foster stronger partnerships with our Aboriginal families and community members, as well as the AECG, to support teachers in delivering culturally relevant curriculum that reflects Aboriginal students' heritage, cultures and languages and support our Aboriginal students in being able to express confidently their knowledge of their culture and educational achievement.

Another key component of engaging students in their learning and promoting positive growth mindsets, will be to further streamline and refine attendance monitoring procedures. Highlighting the impact of high attendance on student outcomes and ensuring there is whole of community engagement to create an aspirational learning culture, is also crucial.

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

Improvement measures

Target year: 2024

Numeracy:

- A minimum of 55.5% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy. (Upper bound system-negotiated target)
- At least 80% of students in Year 5 will achieve at or above expected growth in numeracy. (Upper bound system-negotiated target)
- At least 90% of students completing Year 3 will have achieved the learning indicators within the Additive Strategies element of the Numeracy Progressions.
- All students achieve at or above expected growth in determined numeracy school-determined targets (goals) using PLAN2 data.

Target year: 2024

Reading:

- A minimum of 58.8% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading. (Upper bound system-negotiated target).
- At least 80% of students in Year 5 will achieve at or above expected growth in reading. (Upper bound system-negotiated target).
- At least 90% of students completing Kindergarten will have achieved within Level 4 of the Understanding Texts elements of the Literacy Progressions.
- At least 95% of students completing Year 3 will have achieved within Level 8 of the 'Understanding Texts'

Initiatives

Personalised Learning

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- Professional Learning to increase understanding of the effective use of Literacy and Numeracy Progressions to personalise learning, differentiate teaching and monitor the progress and growth of all students..
- Embed and use effective learning models based on 'What Works Best' to build teacher capabilities and collective pedagogical practice.

Data Informed Practices

Build teacher capabilities to ensure data collection and analysis is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

- Improve effective classroom practice through the focus on explicit teaching, formative assessment and the learning progressions.
- Embed the use of formative and summative assessments and tracking on the learning progressions to analyse student progress, evaluate growth over time and report student achievement.

Success criteria for this strategic direction

Personalised Learning

Families are actively engaged in their child's learning, working in close partnership with the school to support learning with access to student goals and progress through a variety of sources.

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.

A whole school approach ensures that 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.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

Data Driven Practices

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

All teachers use formative assessment data to accurately track and monitor student achievement across the Literacy and Numeracy progressions.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection

Strategic Direction 1: Student growth and attainment

Improvement measures

sub-element of the Literacy Progressions.

- All students achieve at or above expected growth in determined literacy school-determined targets (goals) using PLAN2 data.
- Value-added data in K - 3 and 3 - 5 increase from 'Sustaining and Growing' to 'Excelling'. Value-added data in 5 - 7 increases from 'Delivering' to 'Sustaining and Growing'.

Success criteria for this strategic direction

of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

Evaluation plan for this strategic direction

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
- Scout - Value added data
- Internal and external assessments
- Student work samples and observations
- Literacy and numeracy PLAN2 data
- Student IEPs and PLPs
- Student focus groups
- Resource allocation analysis

The evaluation plan will involve:

* 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.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

* Whole staff reflective sessions.

* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Student Engagement

Purpose

To ensure that all students are able to connect, thrive and succeed, we will revise and refine whole school wellbeing processes that support high levels of wellbeing and engagement.

Improvement measures

Target year: 2024

- * Tell Them From Me Wellbeing data increases to be at or above the system-negotiated target.
- * Plans are indicative of individual goals to support improved learning and wellbeing for all students.
- * Reduce negative behaviours by a minimum of 25%, determined by collective 2019/2020 baseline data.

Target year: 2024

- Increase the percentage of students attending > 90% of the time to be at or above the upper bound system negotiated target of 85.6%.
- Increase the school's attendance rate to 95%.

Initiatives

Wellbeing and Engagement

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- * Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.
- * Updating whole-school approach to wellbeing processes to ensure consistent monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated PLSPs.
- * Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies.
- * Embedding of differentiated and system-negotiated targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed.

Attendance

Consistent and systematic processes ensuring collective responsibility for high attendance rates and aspirational expectations for all students. This will be achieved through:

- Use the Strategic Attendance design process; Discover, Define, Decide, Develop, Deliver to rigorously review and refining existing attendance monitoring processes.
- Reviewing and refining communication regarding student attendance to further engage parents and foster positive partnerships.
- Whole

Success criteria for this strategic direction

Wellbeing and Engagement

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

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

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

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

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement is evident.

Attendance

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.

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

Strategic Direction 2: Student Engagement

Initiatives

of school and personalised attendance approaches to promote regular attendance rates for all students, including those at risk.

Evaluation plan for this strategic direction

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:

- Attendance data
- Personal Attendance Plans
- PBL data
- Student surveys
- Observations
- Student focus groups
- Student IEPs and PLPs
- Learning and Support referrals and outcomes, meeting minutes
- Parent surveys
- Parent focus groups
- Resource allocation analysis
- Wellbeing Framework Self-assessment pre and post data
- Incident reports
- Suspension data
- Extra-curricular group data
- TTFM - Survey results

The evaluation plan will involve:

* Regular review of 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, Wellbeing Framework, Wellbeing for School Excellence and What Works Best elements and themes to ensure ongoing improvement resulting in an holistic approach to student learning and wellbeing.

Evaluation plan for this strategic direction

* Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'