

Strategic Improvement Plan 2021-2024

Binalong Public School 1230



School vision and context

School vision statement

Our vision is to inspire our students to become active participants in learning and life through the provision of equitable opportunities to supportive, inclusive and individualised learning. Connection to country, self and others inspires students to develop empathy, resilience and social awareness supporting human and global connections and relationships. High aspirations are fostered by the whole school community through personal and global awareness and the analysis of the world around them.

School context

Binalong Public School is situated on Ngunawal country an our north-west of Canberra. The school's motto "Towards a Higher Place", is the meaning of the word Binalong in the Ngunawal language. The school was established in 1861 and has a long and proud history of delivering quality education with the school's most famous student being AB 'Banjo' Paterson.

The school is a small TP2 school set on approximately 2.5 hectares, surrounded by native trees and shrubs in an attractive setting that is set back from the main road. Students have access to green areas with large grassy playing fields, playground equipment and outdoor learning spaces all connected with WiFi technology.

The school provides education for students predominantly from the Binalong town and surrounds, which historically has been an agricultural community. There is a strong community focus and connection for our school and students. In recent years there has been a growth in student enrolments with this projected to continue into the future with young families moving to the area.

The school and community are proud of the inclusive and harmonious relationships experienced by students, staff and community and the opportunity for small multi-stage classes with individualised learning for all students. Students from Binalong Public School make life-long friendships and share in a variety of educational and extra-curricular opportunities across all key learning areas.

Students at Binalong Public School are provided with a rich and diverse educational experiences with enriching literacy and numeracy learning experiences. The school has established a Professional Learning Community with Bowning Public School and Wee Jasper Public School supporting educational experiences for both students and staff.

The high level areas for improvement identified through a consultative situational analysis are: student growth and attainment, whole school wellbeing and educational leadership. There is a rigorous focus on reading and comprehension and the explicit and systematic teaching of evidence-informed spelling and the interconnectedness between reading, writing and spelling success. In numeracy the focus will be on strong foundations in consolidation of place value concepts and additive and multiplicative thinking and mathematical reasoning. Student wellbeing remains at the centre of our core values with a focus on individualised needs in literacy, numeracy and personal/social emotional learning.

The school is well equipped both in human and physical resources. The school receives equity funding in socio-economic background, low-level adjustment for disability and is currently receiving an allocation of Aboriginal background and English as an additional dialect funding. The school currently has the support of an Instructional Leader through Early Action for Success for the remainder of 2021.

The school hosts an Out of School Hours Care program which offers before and after school care and vacation care for primary aged children within the community. There is an established playgroup that operates from the school for children 5 years and under

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supporting successful transitions to school for local students. There are strong partnerships with the local pre-school and feeder high schools as well as partnering universities, supporting the successful transitions across all areas of education.

Strategic Direction 1: Student growth and attainment

Purpose

Student outcomes in reading and numeracy will be improved through a planned approach and shared understanding of consistent use of data, to drive evidence-informed teaching practices across the whole school to meet the needs of every student.

Improvement measures

Target year: 2022

Network Targets

Increase the percentage of students achieving in the Top 2 Bands above the lower bound target in reading of 47.3%, and in numeracy the lower bound of 36.4%.

Reading - Lower bound 47.3%, upper bound 52.3%

Numeracy - Lower bound 36.4%, upper bound 41.4%

Target year: 2023

Department Targets

- Increase the percentage of students achieving expected growth in reading in NAPLAN to be between 60% (lower bound) and 100%.
- Increase the percentage of students achieving expected growth in numeracy NAPLAN to be between 60% (lower bound) and 100%.

Initiatives

Effective Classroom Practice

A whole school approach to ensure effective evidence-informed teaching and learning, which integrates ongoing assessment and feedback with high quality instructional pedagogy.

- Building teacher capacity in literacy and numeracy teaching practice including: explicit teaching, use of the teaching and learning cycle, strategies for differentiation and use of assessment.

Data Capability

Data-informed teaching

Ensure reliable formative and summative assessment is used by all staff to analyse student progress and growth, report student achievement and to improve effective teaching practices.

- Develop skills in data literacy, data analysis and data use in teaching for effective classroom delivery, reflecting on teaching to meet student learning needs.

Shared understanding of assessment practices and frameworks.

Success criteria for this strategic direction

What are we going to observe if we are successful?

- Our teachers confidently identify, understand and implement the most effective teaching methods, with the highest priority given to evidence-informed teaching strategies.
- Lessons are systematically planned and collaboratively designed.
- Learning intentions and success criteria are visible in all classes and are used as a basis for planning, teaching and learning.
- Teachers regularly observe classroom practice and reflect on evidence-informed teaching practices.
- Differentiation and adjustments are made in response to student needs.
- Teachers use consistent and ongoing assessment of reading K-2, and 3-6.
- Whole school systems and processes are in place to support teachers to regularly collect and reflect on data to inform point-of-need teaching.
- Staff engage in regular and ongoing analysis of student and school progress with a focus on reading and numeracy.

Evaluation plan for this strategic direction

Question

Is there evidence of a planned approach and shared understanding of consistent use of data?

To what extent has evidence-informed teaching improved student outcomes in reading and numeracy?

Data

- NAPLAN data
- Check-In Assessment Data
- Best Start
- DoE Assessments

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- CoST and CoSTEY Assessment
- Scout data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Student feedback
- SEF SaS

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: Whole-School Wellbeing

Purpose

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students, staff and community so they can connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

To increase the percentage of students attending 90% of the time to between 80% and 100%.

Network target for attendance

70% of students attending 90% of the time.

Target year: 2024

Increase the percentage of students have individualised learning goals that are reflected upon on regularly to 100%.

Target year: 2023

Increase the number of students who feel supported, known and cared for to 100%.

Initiatives

Individual learning needs

School staff, students and families share and cultivate an understanding of learning and wellbeing supportive of equitable learning opportunities and positive behaviour, and how this supports effective teaching and learning.

Focus will be upon:

- Case management approach for individual learning needs.
- All students set personalised learning goals around literacy and numeracy.
- Whole school processes for goal setting/three-way interviews.

Connect, Succeed, Thrive

This initiative will provide each and every student with the strongest foundation possible for them to reach their aspirations in learning and in life.

Focus will be upon:

- Outdoor and flexible learning environments
- Sustainable global connections and relationships
- Developmental learning
- Aboriginal and Torres Strait Islander education
- Emotional intelligence development through the explicit teaching of social and emotional learning skills
- Restorative practices will be a collective approach across the whole school to support harmonious relationships
- Flexible learning spaces
- The setting of personalised social and emotional learning goals for all students.

<https://studentwellbeinghub.edu.au>

Success criteria for this strategic direction

There is a 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.

Evidence-informed school-wide practices around learning culture and wellbeing lead to measurable improvement in student outcomes and engagement.

Evaluation plan for this strategic direction

Question

Is there a strategic and planned approach to whole-school wellbeing?

Data

- School Excellence Framework
- Wellbeing Framework
- Sentral data
- Anti-bullying policy
- Wellbeing for School Excellence Evaluation Support Tool
- Wellbeing program (explicit SEL practices)
- Internal/external agency connections and support
- Strengthening Family and Community Engagement Matrix

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 PLC models instructional leadership and supports a culture of high expectations and community engagement which is focused on continuous improvement of teaching and learning, resulting in sustained and measurable whole school 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

High impact professional learning moves from *elementary* to *excelling* descriptors and delivers embedded, ongoing school improvement in teaching practice and student results aligned to the SIP.

Initiatives

Professional Learning Communities

- Provide rigorous professional learning opportunities for all staff across the PLC in response to school and PLC identified data.
- Facilitate ongoing collaboration across the PLC to enhance the use of effective classroom practice and evidence-informed professional learning (High Impact Professional Learning HIPL).
- Facilitate opportunities for lesson observations and QTR.

Success criteria for this strategic direction

- A strong culture is evident in which high expectations, shared sense of responsibility, and collaboration is embedded, so that teachers and leaders are supported and support one another and to continuously develop their skills and knowledge.
- Sustained, evidence-informed professional learning in a collaborative learning community is directly linked to changes in classroom practice and in raising student learning outcomes.
- Teachers evaluate the effectiveness of their teaching practices, including analysis of data to plan for the ongoing learning of students.
- Members of the PLC share their knowledge and skills, applying new evidence-informed practices in their classroom.

Evaluation plan for this strategic direction

Question

To what extent does the PLC model instructional leadership and support a culture of high expectations and community engagement?

How is the continuous improvement of teaching and learning measured across the PLC?

Data

- HIPL matrix evaluation
- Staff and student surveys within PLC
- Key Practices for Instructional Collaboration matrix
- School Excellence Framework
- PDF
- What Works Best toolkit

Analysis

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

Strategic Direction 3: Educational Leadership

Evaluation plan for this strategic direction

Implications

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