

Strategic Improvement Plan 2021-2024

Binda Public School 1231



School vision and context

School vision statement

At Binda Public School we seek to put our students on a path of lifelong learning academically, socially and emotionally. Our vision is to work in a partnership with families, teachers and the students to empower them to become confident, resilient, motivated and successful learners. We strive to promote an environment where every student is known, valued and cared for.

School context

Binda Public School is a rural school located in the Southern Tablelands, 20km west of Crookwell. We have a student population of 9 students. In our school community there is a shared sense of belonging, purpose and a desire for the vision of the school to be fulfilled. No-one is working for themselves, no-one is left out. We understand that there is always capacity and room for improvement and we strive to achieve this for our staff and students. A growth mind-set is adopted by all and as such, mistakes are not seen as failure but as a source of learning and growth. Achievements whether big or small are appreciated and celebrated. Our school is like a family where everyone is able to be themselves.

Our school offers extra curricular activities in the area of science, the arts, sport with other small schools in our learning community, excursions, camps, partnerships with STEM specialists in schools and various other activities. As a small school there are many opportunities that are offered to students that are not possible in a larger environment. We are able to provide individualised learning programs that cater for students personal interests and their specific learning needs. Because of this our students display a high level of engagement in learning.

At Binda we have a significant school improvement focus on numeracy and literacy and all staff are trained in the most current evidence based programs that run daily to support student growth. We are also intent on making connections into our local community so that our school may become a place where people feel welcome to visit.

The school has excellent resources available for our students. These include modern furniture and equipment, digital technology, a large range of curriculum materials and any other resources needed to support teaching and learning.

We have a highly experienced teaching staff with specialties in the areas of special needs and technology. The School Administration Manager works three days per week with an SLSO position filled on a part-time basis, providing extra support in the classroom.

Binda Public School works in collaboration with various schools within our learning network, is a participating school in the Digital Technologies Project, and works within the Early Action for Success Program.

The high level areas for improvement for our school, as identified through a consultative situational analysis are student growth and attainment, social and emotional learning and educational leadership. These priorities will be supported through a range of equity funding sources including socio- economic background, aboriginal background, low level adjustment for disability, professional learning, literacy and numeracy and Quality Teaching Successful Students.

Strategic Direction 1: Student growth and attainment

Purpose

Every student, every teacher, every leader and the school 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 Network lower bound target 47.3% Reading and Numeracy 34.6%. Maintain 2022 top two bands results in reading and sustain ongoing upward trend (2023+ System Negotiated Target).

Target year: 2023

Improvement in the percentage of students achieving expected growth to be above the school's lower bound system -negotiated target 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 programmes across the Crookwell Small Schools Professional Learning Community (Binda, Laggan, Taralga, Bigga) 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 mathematical knowledge.
- Develop students' independence and motivation.

Success criteria for this strategic direction

Valued 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, and 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 used by principals and teachings in the Professional Learning Community in the Smalls Schools Network.

Our schools curriculum supports high expectations for student learning. Teaching and Learning programs are dynamic, showing evidence of revisions based on feedback, on teaching practices, consistent and reliable assessment and continuous tracking of student progress and achievement.

Teaching and Learning program across the school show evidence that they are adjusted to address individual student needs. **(Learning - Curriculum)**

Our schools value-add trend is positive. School data shows that student progress and achievement is consistent with progress and achievement on internal assessment. **(Learning - Student Performance Measures)**

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. A whole school approach ensures the most effective evidence-informed teaching methods optimise learning programs for all students across the full range of abilities. **(Teaching - Effective Classroom Practice)**

All Aboriginal students Personalised Learning Pathways have aspirational Literacy and Numeracy goals each year that reflect their individual level of achievement.

Strategic Direction 1: Student growth and attainment

Initiatives

- 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

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:

- NAPLAN and SCOUT data
- School Excellence Framework elements
- Literacy and numeracy PLAN 2 data.
- Internal student data including, phonics screen, MultiLit assessment, PAT assessment and reports, check in assessments.
- What Works Best guide
- Lesson plans, teaching programs, classroom observations and teacher reflections.
- Student work samples and assessment tasks
- Personalised Learning data.

Analysis:

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

Implication: What are the implication for our work, future directions and next steps?

Strategic Direction 2: Social and Emotional Learning

Purpose

Every student is known, valued and cared for at Binda Public School.

The school culture is strongly focussed on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. There is a strategic and planned approach to whole school wellbeing processes to support the wellbeing of all students so that they can connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

Increase % of student attending > 90% of the time

Improvement of students in attending from 70% lower bound to 90%.

Target year: 2023

Increase the % of students demonstrating a sense of belonging, high expectations of learning and have an advocate in the school to a minimum of 70%.

Target year: 2024

The school will move from developing descriptors to sustaining in all dimensions of the Strengthening Family and Community Engagement Matrix.

Initiatives

Connect, Succeed and Thrive

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

Binda Public School will measure school community satisfaction (parent, student, staff) and shared analysis of data and targeted actions in response to the findings within the community.

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

A 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

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. **(High Expectations for Learning)**

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

Evaluation plan for this strategic direction

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

Data:

- School Excellence Framework
- Wellbeing policy
- Referral systems
- Whole school anti bullying policies
- Wellbeing programs
- Social and Emotional learning programs
- Focus groups
- Evidence of continuum of support, universal approaches/ programs for all students, targeted supports for some students and more intensive individualised approaches for a few students.
- Evidence of programs that build cognitive, emotional, physical, social and spiritual wellbeing in students mapped across the school.

Analysis:

Strategic Direction 2: Social and Emotional Learning

Evaluation plan for this strategic direction

Analysis of the data to determine the extent the purpose has been achieved.

Implication:

What are the implication of our work for future direction and next steps?

Strategic Direction 3: Educational Leadership

Purpose

The team of Binda PS model instructional leadership and supports a culture of high expectations resulting in sustained and measurable whole school improvement.

Improvement measures

Target year: 2024

The Professional Learning Community will move from commencing practice to expert practice in the key practices for instructional collaboration.

Target year: 2024

The school will move from elementary descriptors to excelling descriptors in High Impact Professional Learning to deliver embedded ongoing school improvement in each school in 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 Professional Learning Community (PLC: Binda, Bigga, Taralga and Laggan) facilitates professional dialogue, collaboration, class room observation, the modelling of effective classroom practice and the provision of specific, timely feedback between teachers.

This will be achieved through targeted actions:

- High Expectation Culture.
- High impact professional Learning.
- Expertise, Innovation and continuous improvement.
- Performance management and development.

Success criteria for this strategic direction

The PLC is focussed on continuous improvement of teaching and learning. The PLC evaluates its PL 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 schools collaboration.

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.

The PLC uses research, evidence informed strategies, innovative thinking and evaluative strategies to implement the School Improvement Plan and impact on student progress/growth and achievement.

All staff use Performance Development Plans and Australian Professional Standards for Teachers 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

Evaluation plan for this strategic direction

- Goals
- Evidence and reflection
- What Works Best Toolkit
- High Impact Professional Learning Matrix
- School community satisfaction data
- Strengthening Family and Community Engagement 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?