

Strategic Improvement Plan 2021-2024

Bingara Central School 1234



School vision and context

School vision statement

Bingara Central School is committed to providing students with strong foundations that will support and encourage future focused learning and community contribution.

All work is supported by the Bingara Central School GRIT model which is underpinned by the values of honesty, pride and respect. Students from Kindergarten to Year 12 will be reflective, self motivated, engaged, resilient and creative in relation to their learning. These learning dispositions will support our students to achieve success in their learning and prepare them for life beyond the school gate.

In partnership with families, our staff create relevant, high quality learning opportunities that nurture individuals academically, socially and emotionally to make lifelong decisions and do their best in all educational pathways.

School context

Bingara is the heart of an agricultural community situated on the Gwydir River, 150 kilometres north of Tamworth in the New England Region. The school's enrolment of 189 students incorporates 128 primary students and 61 secondary students, with 20% of students having Aboriginal background from Gamilaroi country.

Bingara Central School plays a pivotal role in the community, taking pride in the provision of a comprehensive educational program across Kindergarten to Year 12 in an attractive and extensive school setting.

The school community is committed to a strong learning culture that prides itself on forming productive partnerships with parents and the wider community. We take pride in being a proactive public school that reflects our communities needs, while placing students' learning and wellbeing at the heart of all decisions and actions.

In a diverse curriculum, there is a strong emphasis on the maintenance of high expectations across all areas of school life. High quality teaching and learning across academic, sporting, social, emotional, creative and practical endeavours is the school's highest priority. A range of organisational structures ensure individualised educational opportunities for all students. A combination of age, grade and stage- based classes operate across the school, while vertical curriculum delivery and supervised Distance Education classes extend the curriculum opportunities available to students.

The availability of both academic and vocational pathways, in addition to a variety of extra-curricular activities, ensures that students' interests and skills are recognised and encouraged, while aspirations for a positive, productive future are included as essential components in teaching and learning conversations.

The school is focused on improving student learning outcomes through the consistent application of quality teaching practices underpinned by whole-school and targeted teacher professional learning. Future focused skills, aim to develop well informed, critical and creative thinkers with high resilience are supported through a whole school approach to wellbeing inclusive of Bingara Central School (BCS) GRIT and Middle School STEM initiatives.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which genuine consultation with students, staff, parents from infants, primary, Years 7-10, HSC, parents with students in both the primary and secondary school and key community groups. Through our situational analysis, we have identified a need to use the majority of our school equity funding to support a range of initiatives.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. With the focus being on student growth in literacy and numeracy through the improved use of data analysis and use to support individualised learning.

School vision and context

School vision statement

School context

The school will continue to engage in the implementation of Visible Learning and the BCS GRIT (learning and wellbeing model) in order to improve student and parental engagement in learning. This model is based on research and driven by ongoing data collection processes to inform the next steps in our learning journey.

There will also be a focus on wellbeing that is responsive, dynamic and incorporates evidence based programs to address the diverse needs of our students at all ages. Staff members will further develop the BCS GRIT model to provide a consistent approach to wellbeing whilst utilising data to target intervention strategies for identified students and groups.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy through the establishment of a culture focused on data driven practices to inform the next steps in student learning and individualised support.

Improvement measures

Target year: 2024

Each student K-12 has an individualised learning plan that articulates their academic goals and post school aspirations and in K-10 a personalised literacy and numeracy learning profile using PLAN2 that shows their learning over time.

Target year: 2024

Improvement in the percentage of students achieving in the top 2 bands in reading, trending towards the upper bound system negotiated targets.

- Year 3 and 5: 31.8% - 36.8%
- Year 7 and 9: 15.7% - 20.7%

Target year: 2024

Improvement in the percentage of students achieving in the top 2 bands in numeracy, trending towards the upper bound system-negotiated targets being achieved:

- Year 3 and 5: 33.8% - 38.2%
- Year 7 and 9: 10.8% - 15.8%

Target year: 2024

Improve in the percentage of students achieving expected growth in reading to be trending towards the upper bound system-negotiated target in reading of:

- Year 3 and 5: 62% - 67%

Initiatives

Monitor and support student progress and achievement.

Establishes processes, procedures and practices for:

- Regular assessment and analysis of student progress to deliver individualised learning that supports students needs.
- Early years literacy support

Staff Professional Development

Develop a comprehensive and ongoing staff professional learning program to continually build teacher capacity to use data to inform their teaching practice and improve student achievement.

Literacy teachers undertake professional learning building their capacity to explicitly teach writing.

Embed explicit systems for teacher collaboration, observation and feedback to sustain quality teaching practices K-12 (instructional rounds).

Analyse data and implement improvement strategies

HSC Backwards map to see the skills that should be developed in earlier stages for success in the HSC.

Establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of all students' literacy & numeracy skills.

Establish a whole school literacy/numeracy focus to regularly assess, collate and analyse student progress to inform next steps in teaching.

Establish whole school literacy and numeracy teams to hold enrichment days to target middle and upper band students.

Develop a targeted Stage 6 strategy providing support and clear pathways for individual students to achieve an

Success criteria for this strategic direction

All staff Performance and Development Plans (PDPs) are aligned to school and system priorities, and supported by a whole school approach to developing professional practice informed by research.

Students' learning goals are informed by analysis of internal and external student progress and achievement data.

Reporting on students' and school performance is based on quality, valid and reliable data.

There are systems in place to collaborate with parents of students whose continuity of learning is at risk.

Professional learning is aligned to the school plan. Its impact on the quality of teaching and student learning outcomes is evaluated through the analysis of student assessment data.

Professional Development targeting literacy and numeracy teaching strategies is reflected in teaching programs and classroom practice.

The school identifies expected growth for each student. Students are achieving expected growth or higher on internal school progress and achievement data.

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 reading and numeracy?

Data:

Data sources will include:

*Internal assessment, e.g. PLAN2, Maths Pathways & Essential Assessment

Strategic Direction 1: Student growth and attainment

Improvement measures

- Year 7 and 9: 65.4% - 70.4%

Target year: 2024

Improve in the percentage of students achieving expected growth in numeracy to be above the school's lower bound system-negotiated target in numeracy of:

- Year 3 and 5: 66.5% - 71.5%
- Year 7 and 9: 68.9% - 73.9%

Target year: 2024

Improve in the percentage of students achieving in the top 2 HSC bands to be trending towards the upper bound system-negotiated target of 25%

Target year: 2024

School Excellence Framework Measures are validated as sustaining and growing:

- Professional Standards: Literacy and numeracy focus
- Data Skills and Use: Data literacy, data analysis, data use in teaching and data use in planning
- Curriculum: Teaching and learning programs and differentiation
- Assessment: Formative assessment, summative assessment and whole school monitoring of student learning
- Student Performance Measures: Student growth, Value add and NAPLAN

Initiatives

HSC (including ATAR options) and/or access to further study or work.

Evaluation plan for this strategic direction

*External assessment, e.g. NAPLAN/HSC

*Student work samples

Teaching programs

*Surveys

*PLPs

*Lesson Observations

*Focus Group

*Student voice

*Interviews

*Minimum Standards

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Implications:

The findings of the analysis will inform:

*Future directions and budget allocation

Strategic Direction 2: Explicit teaching through evidence based practices

Purpose

- All students at Bingara Central School will implement a growth mindset to achieve a minimum of one year's learning progress for one year at school and exhibit the characteristics of an effective visible learner (they understand the learning process, can interpret and act on feedback whilst accurately describing their progress and achievement)
- To improve the professional development of our staff and further strengthen student engagement, staff will engage in Quality Teaching.

Improvement measures

Target year: 2024

90% of K-12 students will be able to articulate what makes an effective quality learner.

Target year: 2024

80-100% of students can independently self-regulate and use the schools' dispositions to solve problems and overcome challenges in their learning.

Target year: 2024

80 - 100% of the school community (students, teachers, parents) use a common language to articulate their learning growth by referencing Learning Intentions and Success Criteria (LISC), feedback and progress.

Target year: 2024

80-100% of students will be assessment capable, successfully making an evidenced based claim about their learning cycle (I learnt ..., I achieved ..., I could improve by doing … and my next steps are..).

Target year: 2024

80-100% of staff and students reported that they give, receive and act on quality feedback - between self, peers, teachers, supervisors, leaders, students and parents and

Initiatives

Visible Learning

Visible Learning PL is delivered by Corwin and reinforced at BSC meetings and SDDs throughout 2020 - 2024.

Students engage in their learning with a growth mindset and strong use of the learning dispositions.

- BSC GRIT (learning and wellbeing model) is explicitly taught and fostered. Students use these dispositions to meet classroom learning success criteria.
- BCS GRIT is engrained throughout our teaching and learning. This includes lessons, programs, our Wellbeing Policy and rewards system.
- BCS GRIT is visible throughout the school community and continually reinforced.

Engage staff, students and the wider community in the use of Learning Intentions and Success Criteria (LISC).

- All staff and students use a common language of learning.
- Develop awareness to parents/ community of the use of LISC to enhance learning.
- LISC is discussed and promoted at parent/ community evenings and events and via social media.
- LISC is documented and described throughout all K-12 programs.

Quality Teaching

A formalised method of measuring effect sizes is created to measure the progress and growth of student performance.

- Develop a school wide Visible Learning data gathering process that is consistent and regular to assess, collate, and analyse student progress to inform next steps in teaching and learning.

Success criteria for this strategic direction

The school and its community demonstrate high expectations of learning and achievement for all students and are committed to the pursuit of excellence.

A consistent language of learning supports clear communication and understanding as teachers teach, review learning and provide feedback to students. This school's language of learning will be used across the school, shared with the school community and is consistently evident in professional conversations,

Staff work collaboratively to evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Teachers provide explicit, specific and timely quality feedback students related to defined success criteria. Teachers' feedback supports improved student learning.

The provision of specific and timely feedback to teachers drives ongoing school wide improvement in quality teaching.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement on student visible learning and quality teaching?

Have all staff engaged in Visible Learning PL?

Data Sources will include:

- Classroom observations/ walkthroughs
- Surveys of students, staff and parents
- Teaching learning programs
- Internal and external performance data
- PDP reviews

Strategic Direction 2: Explicit teaching through evidence based practices

Improvement measures

community. Feedback is centered on enhancing student learning, progress, growth, achievement and engagement.

Target year: 2024

Improvement in the quality of feedback received by teaching staff to inform and improve teaching practice.

Target year: 2024

90-100% of staff are implementing Learning Intentions and Success Criteria (LISC) at a 'usually' or 'more' level of frequency.

Target year: 2024

School Excellence Framework Measures are validated as sustaining and growing:

- Effective Classroom Practice: Lesson planning, explicit teaching and feedback
- Learning and Development: Collaborative practice and feedback, expertise and innovation and professional learning
- Educational Leadership: Instructional leadership, high expectations culture and community engagement

Initiatives

- Teachers utilise internal data (e.g. PLAN 2), external data (e.g. NAPLAN, Check-in assessments) to measure student effect size and develop assessment capable students.
- Change and adjust practice using the Progressions, explicit individual student goals, formative feedback to plot students and differentiated teaching.

Establish and embed a culture of agreed practices in the delivery of quality teaching focused on improving student learning outcomes. This will include:

- Building the capacity of all staff and students to utilise quality feedback, understanding and verbalising growth and the developing and consistent use of a common VL language.
- Improved teacher PDP process, whereby all teachers align professional goals to the whole school initiatives. This will develop a consistent, regular and ongoing approach to professional learning and build teacher capacity by engaging in Quality Teaching Rounds to support the PDP process.
- Develop staff capabilities to use data to inform their teaching practice and improve student achievement.
- Embed explicit systems for teacher collaboration, observation and feedback to sustain quality teaching practices.

Evaluation plan for this strategic direction

- Teaching programs
- Focus groups/ mentor groups
- Effect sizes
- SDD
- Faculty/ stage meetings
- PLAN 2
- Student work samples

Analysis:

Ongoing analysis of the above data sources, will measure the success of initiatives and identify areas for improvement or modification.

Implications:

The findings of the analysis will inform future directions and budget allocation.

Strategic Direction 3: Continuous improvement towards a whole school culture of engagement and wellbeing

Purpose

To improve the overall wellbeing of students at Bingara Central School, we will develop responsive, dynamic and evidence based approaches to addressing the diverse needs of our students at all ages.

Improvement measures

Target year: 2024

Improvement in the percentage of students attending school 90% of the time

- Primary - 77.2% - 82.2%
- Secondary - 50% - 55%

Target year: 2024

Improvement in the cumulative percentage of students attending school

- Whole School - 90%

Target year: 2024

Improvement in the percentage of students reporting positive wellbeing

- Primary - 93.5% - 98.5%
- Secondary - 67.2% - 72.2%

Target year: 2024

Improvement in the Tell Them From Me (TTFM) wellbeing indicators

- Advocacy at school
- Expectations for Success
- Sense of Belonging

Target year: 2024

Initiatives

Whole school approach to attendance and wellbeing

Establish a responsive whole school BCS GRIT (learning and wellbeing) team to implement a consistent evidence based, data driven approach to enhancing the wellbeing of all students K-12.

- Review and adapt the use of Sentral to reflect a whole school approach to wellbeing inclusive of BCS GRIT, behaviour, attendance and merits.
- Utilise a range of evidence-based programs and outside agency support to address the wellbeing needs of students K-12.
- Establish and embed a culture of agreed practices in the monitoring and following up to attendance concerns.
- Develop targeted intervention strategies for identified students or class groups linked to student's needs.
- Expertly use a data driven approach to attendance and wellbeing to reflect on the effectiveness of strategies, target individual interventions or engage outside agency support for individual student or class group support.

Success criteria for this strategic direction

Whole school evidence informed wellbeing practices support measurable improvements in wellbeing and engagement to support learning.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do no impact on learning outcomes

Quality, valid and reliable wellbeing and engagement data will be analysed to identify the impact of the school's wellbeing processes and inform future school directions.

A consistent and accessible wellbeing administration system ensures administrative practices and systems support school operation and planning.

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 attendance and wellbeing?

Data sources will include:

- Internal sources: Sentral incidents and merits
- External sources: TTFM
- SCOUT: Attendance and engagement
- Feedback from mentoring groups
- Referrals to outside agencies

Analysis:

- Ongoing analysis will measure the success of the initiatives and identify areas for improvement or modification
- Implications:
- The findings of the analysis will inform future directions and budget allocations.

Strategic Direction 3: Continuous improvement towards a whole school culture of engagement and wellbeing

Improvement measures

School Excellence Framework Measures:

- Learning Culture: High expectations and attendance are validated as sustaining and growing.
 - Wellbeing: Caring for students, a planned approach to wellbeing, individual learning needs and behaviour are validated as sustaining and growing.
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