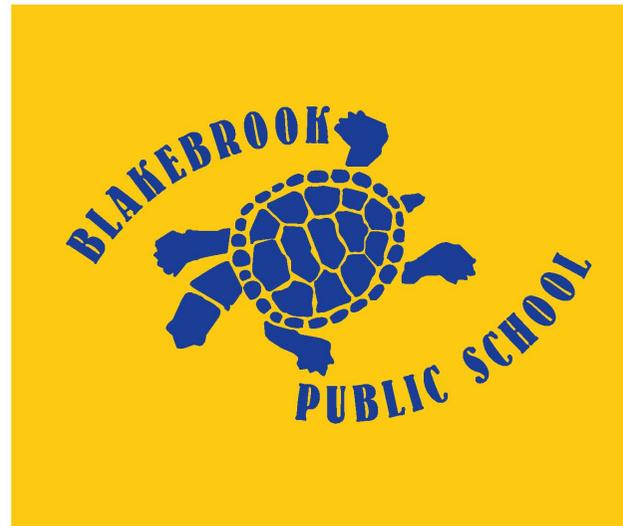


# Strategic Improvement Plan 2021-2024

## Blakebrook Public School 1254



# School vision and context

## School vision statement

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Blakebrook Public School excels with high expectations for student and teacher growth, through explicit and differentiated learning and strong community partnerships.

## School context

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Blakebrook Public School embraces authentic teaching and learning programs where students, teachers, parents and the school community, plan and work cooperatively to provide responsive, supportive and challenging learning experiences in a safe, caring environment.

Blakebrook Public School is nestled in a quiet, rural setting on Rosehill Road 10km north west of Lismore. Our school provides a quality learning environment for students from the Nimbin, Jiggi, Koonorigan, Keerrong, Rock Valley and Lismore areas. Our school has a proud history and currently supports 60 pupils in Kindergarten to Year 6.

Our school is a place where students develop values, attitudes, skills, knowledge and habits of mind to enable them to be caring, responsible, competent and self-directed learners, able to take their place positively and effectively in society. Students enjoy an exciting learning environment that includes well-resourced classrooms and exceptional playground facilities.

Our school encourages the development of staff as competent and skilled professionals who find fulfillment and enjoyment in their careers and value the establishment of partnerships with parents and the community, in the education of the students.

Our school promotes Positive Behaviour for Learning through its values: Respect, Safe and Learn. These values underpin our policies and programs to foster a holistic school learning environment which values diversity and respects individual differences.

The whole school community, including students, staff, parents and the local AECG, was consulted through our situational analysis. As a result, three strategic directions have been formulated to drive school improvement in a high expectation environment. Our school will focus on:

- Explicit targeting of curriculum planning and delivery to positively impact student performance growth and attainment.
- Developing and enhancing teacher performance through explicit professional learning, reflective practice and curriculum development.
- Enhancing student well-being, community engagement and partnerships with the review of existing programs and adaptation or development of new systems for parents, staff and students.

Continual monitoring of student performance data, will determine areas of need and success at a class and school level, and the involvement of the whole school community in this process, will be essential for success.

# Strategic Direction 1: Student growth and attainment

## Purpose

Explicit targeting of curriculum planning and delivery to positively impact student performance growth and attainment.

## Improvement measures

### Target year: 2023

A minimum uplift of 3.6% to meet or exceed the system negotiated lower bound target in expected growth in reading.

### Target year: 2023

An uplift of 11.6% to meet or exceed the system negotiated lower bound target in expected growth in numeracy.

### Target year: 2022

A minimum uplift of 9.6% to meet or exceed the system negotiated lower bound target of students achieving the top two bands NAPLAN in numeracy.

### Target year: 2022

A minimum uplift of 7.9% to meet or exceed the system negotiated lower bound target of students achieving the top two bands NAPLAN in reading.

## Initiatives

### Reading

To enhance student learning outcomes and expected growth in reading by:

- Personalised and differentiated teaching and learning strategies. Whole school focus on individual learning goals for all students.
- Embed a school-wide systematic approach to charting and tracking student learning in Reading through the use of the Learning Progressions initially focusing on understanding text and fluency to inform student learning goals.
- Explicit high impact professional learning to enhance teacher capability to provide differentiated, quality teaching in reading via the Literacy and Numeracy Professional Learning suite with online and face to face opportunities.
- Implement K-6 school wide phonics and grammar programs. Future planning to incorporate spelling and writing.
- Review the learning and support model and restructure to ensure increased fluidity/flexibility, to enable a targeted approach to supporting the individual, point in time needs of all students. Embed within the model, strategic communication processes and checkpoints allowing for the co-development, monitoring and adjustment of learning goals. Learning and Support timetable restructured to explicitly focus on student learning with common student learning goals between classroom and learning support time.

### Numeracy

To enhance student learning outcomes and expected growth in numeracy by:

- Personalised and differentiated teaching and learning strategies. Whole school focus on individual learning goals for all students.
- Embed a school-wide systematic approach to charting and tracking student learning in Reading

## Success criteria for this strategic direction

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. (School Excellence Framework (SEF): Learning Domain - Curriculum element)

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. (School Excellence Framework (SEF): Learning Domain - Assessment element)

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (School Excellence Framework (SEF): Learning Domain - Student Performance Measures element)

At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy. The school's value-add trend is positive. (School Excellence Framework (SEF): Learning Domain - Student Performance Measures element)

## Evaluation plan for this strategic direction

Question - How and in what ways have the initiatives and activities impacted on student learning outcomes?

Data - Internal (Assessment Schedule) and external (NAPLAN and PAT) student learning data, individual learning plans and goals, 5 weekly progression data input, assessment schedule tasks and in class assessments

Analysis - What is the data telling us? Are there any noticeable strengths, areas of weakness or areas where

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- through the use of the Learning Progressions focusing on quantifying numbers, additive strategies and number patterns and algebraic thinking to inform student learning goals.
- Explicit high impact professional learning to enhance teacher capability to provide differentiated, quality teaching in numeracy via the Literacy and Numeracy Professional Learning suite with online and face to face opportunities.
  - Review the learning and support model and restructure to ensure increased fluidity/flexibility, to enable a targeted approach to supporting the individual, point in time needs of all students. Embed within the model, strategic communication processes and checkpoints allowing for the co-development, monitoring and adjustment of learning goals. Learning and Support timetable restructured to explicitly focus on student learning with common student learning goals between classroom and learning support time.
  - Initiate and embed a student learning culture in numeracy demonstrated by an explicit focus on the processes, not the end result, used to solve questions using reasoning, inquiry, challenge and reflective questioning.

## Evaluation plan for this strategic direction

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there has been significant impact? Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications - Where to next? What are the new directions needed based on new data? Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 2: Teacher pedagogy

## Purpose

Develop and enhance teacher performance through explicit professional learning, reflective practice and curriculum development and knowledge.

## Improvement measures

### Target year: 2024

An increased % of students achieving at or above expected outcomes demonstrated through school identified areas of PLAN2 progressions data.

### Target year: 2024

An increased percentage of targeted students meeting or exceeding their individual learning goals and/or stage expectations.

## Initiatives

### Curriculum

Curriculum knowledge of teaching and learning programs to improve impact on student learning outcomes by:

- High Impact Professional Learning to refocus on syllabus document requirements and content areas identified through the Situational Analysis process.
- Embed a school-wide systematic approach to charting and tracking student learning through the use of the Learning Progressions. Track student learning through monitoring of student progress on PLAN2 (Progressions).
- Explicit focus on personalised and differentiated learning with individual learning goals for all students. Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.
- Renew and revitalise NESA compliant Scope and Sequence documents to ensure continuity of learning K-6 and to ensure areas of weakness in content and skills, as identified in Situational Analysis are evident.

### Data Skills and use / Effective Classroom Practice

Strategic collection and analysis of data to inform teaching and learning programs through enhanced effective classroom practice to improve student learning outcomes by:

- Develop a dynamic, effective and relevant assessment schedule with the embedding of data informed formative assessment practices as an integral part of daily instruction in every classroom.
- Effective data analysis to determine teaching and learning plans in negotiating student learning goals by reviewing and adapting practice to ensure reliable

## Success criteria for this strategic direction

### Initiative 1

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. (School Excellence Framework (SEF): Learning Domain - Curriculum element)

### Initiative 2.

Teachers clearly understand, develop and apply a full range of assessment strategies- assessment for learning, assessment as learning and assessment of learning, in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (School Excellence Framework (SEF): Teaching Domain - Data Skills and Use element)

A whole school approach ensures 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. (School Excellence Framework (SEF): Teaching Domain - Effective Classroom Practice element)

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. (School Excellence Framework (SEF): Teaching Domain - Effective Classroom Practice element)

## Evaluation plan for this strategic direction

Question - How and in what ways have the initiatives and

### Initiatives

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- formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery. Consistency of data use to inform teaching and learning across the whole school.
  - Improve teacher classroom practice through lesson observations utilising effective feedback and mentoring/coaching strategies.
  - Professional Learning focused on the What Works Best and High Impact Teaching Strategies - Excellence in Teaching and Learning documents.
  - High impact professional learning in data literacy, data analysis and data use in teaching for all staff linked to gap analysis data.
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### Evaluation plan for this strategic direction

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activities impacted on student learning outcomes?

Data - Internal (Assessment Schedule) and external (NAPLAN and PAT) student learning data, individual learning plans and goals, 5 weekly progression data input - PLAN 2, professional learning reflections, Evidence of professional learning being implemented in classrooms, Teaching and learning programs, classroom observations feedback and planning.

Analysis - What is the data telling us? Are there any noticeable areas of strength, areas of weakness or areas where there has been significant impact? Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications - Where to next? What are the new directions needed based on new data? Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 3: Wellbeing and Partnerships

## Purpose

Enhance student wellbeing, community engagement and partnerships with students able to connect, succeed, thrive and learn.

## Improvement measures

### Target year: 2022

A minimum uplift of 3.9% of students attending a minimum of 90% of the time, to meet or exceed the system negotiated lower bound target in attendance.

### Target year: 2022

A minimum uplift of 4.5% of students to meet or exceed the system negotiated lower bound target in wellbeing.

## Initiatives

### Wellbeing

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 high levels of student and staff wellbeing being maintained and enhanced by:

- Implementation and refinement of Positive Behaviour for Learning systems including reward and consequence pathway in the playground and classroom coupled with a renewed focus on explicit teaching of behavioural expectations and learning dispositions.
- Whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data, is evidenced through effective data collection, analysis and responsive planning to address identified needs or celebrate successes.
- Renewed focus on the Wellbeing Framework to ensure students are able to connect, succeed, thrive and learn by 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.

### Community Engagement

Community satisfaction and engagement in student learning is enhanced by:

- Investigate and implement a communication app as a connection means for parents and the school to share and discuss student learning, chart progress towards learning goals and communication through work samples, feedback, annotations and videos.
- Enhancing three way learning discussions between class teacher, student and parent in addition to mid year interviews by strengthening and embedding the involvement of parents in student learning plans and goal setting.

## Success criteria for this strategic direction

### Initiative 1

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. (School Excellence Framework (SEF): Learning - Wellbeing element)

### Initiative 2

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. (School Excellence Framework (SEF): Leading Domain - Educational Leadership element)

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. (School Excellence Framework (SEF): Learning - Reporting element)

## Evaluation plan for this strategic direction

Question - How and in what ways have the initiatives and activities impacted on community engagement and student wellbeing?

Data - Tell Them From Me Survey data, Positive Behaviour for Learning (PBL). Behavioural data, SCOUT reports - attendance, evidence of professional learning on the Wellbeing Framework being implemented in classrooms, Parent feedback and opinions, attendance at information sessions, parent/teacher interviews and parent surveys.

Analysis - What is the data telling us? Are there any noticeable strengths, areas of weakness or areas where there has been significant impact? Data is analysed and

## Strategic Direction 3: Wellbeing and Partnerships

### Initiatives

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- Implement through Investigating and developing systems for digital learning portfolios to replace existing hard copy system as a physical resource to use as discussion points for future planning of learning goals and to showcase student growth in learning and/or achievement of learning goals.
  - Create a school wide learning community with high expectations for student learning, attendance and engagement through regular via contact with information sessions, focus groups and meetings, for parents and the community to keep abreast of student learning goals and current school programs and initiatives.
  - Celebration of learning events or displays to showcase student learning.
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### Evaluation plan for this strategic direction

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triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications - Where to next? What are the new directions needed based on new data? Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.