

# Strategic Improvement Plan 2021-2024

## Blandford Public School 1256



# School vision and context

## School vision statement

Blandford Public School provides an inclusive learning environment where every student is known, valued and cared for. The school motto, "Do Our Best", underpins students' engagement in their academic, sporting, wellbeing and social life. As a whole school community, we collaboratively set high expectations to empower all students to develop gratitude and value diversity and the environment.

## School context

Blandford Public School is a small, rural school situated in the village of Blandford. The school has a small population of 14 students and a strong collaborative partnership with community. The school sits beside the New England Highway, between Scone and Murrurundi. The school's drawing area is geographically small, and includes the village of Blandford and the farming district of Timor. Traditionally, families with an historic connection to Blandford Public School, have sought to enrol their children here.

The main industry is where Agriculture. The 2021 FOEI is 79. 50% of our parents are employed in the machine operator, hospitality, assist, labourers and related or trade clerks, skilled office, sales and service fields, 25% of parents have not been in paid work in the past 12 months. Typically, 25% or greater of our parents have one parent, usually the mother who is the stay at home primary caregiver.

We have families whose parents were born outside Australia. Currently there are a small number of EAL/D students and Aboriginal or Torres Strait Islander students enrolled. Our school seeks to be a contributing collaborative participant with the local community, including the Quirindi High School Partner Schools, Upper Hunter Community of Schools, Upper Invermeil Small Schools, Murrurundi Arts and Crafts Council, Doing it For Our Farmers and the Muswellbrook Aboriginal Education Consultative Group (AECG) to ensure that Aboriginal culture and achievement is acknowledged and celebrated at our school.

Blandford Public School places a strong emphasis on collaborative teaching practices and developing the academic, social and emotional wellbeing of all students. The school has high expectations for every student and a commitment to developing a genuine love of learning. Our staff are passionate, dedicated professionals focused on continuing to build their capacity to ensure that individual student needs are catered for through quality practices developed through intensive research based professional learning.

The school has completed a situational analysis that has identified two areas of focus for this Strategic Improvement Plan. This extends on the foundational work undertaken in the previous school planning cycle around quality teaching, successful students, inspired learning and connecting, succeeding and thriving, focused on developing growth mindset and empowering students to maximise their wellbeing.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student growth and achievement in reading and numeracy for every student, we will embed a collaborative learning culture, which is data driven and guided by evidence-based practices. Individual student needs will be met through learning activities that are innovative, engaging and differentiated.

## Improvement measures

### Target year: 2022

Increase the proportion of students achieving in the top two NAPLAN Reading bands from the baseline by 14.59%.

### Target year: 2022

Increase the proportion of students achieving in the top two NAPLAN Numeracy bands from the baseline by 11.3%

### Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN reading from the baseline by 14.59%.

### Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN numeracy from the previous year.

### Target year: 2024

An upward trend in the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN Reading from the previous year.

### Target year: 2024

An upward trend in the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN Numeracy from the previous year.

## Initiatives

### Collaborative Learning Culture

School wide processes are planned and developed to increase teacher efficacy through evidence informed, collaborative inquiry. School wide protocols and systems support teachers to collectively explore the potential to improve student learning. This will be supported by;

- team approach and shared goals to improve classroom practice
- increased collaborative teacher planning time
- protocols and systems for planning, observing and reflecting on teacher practice, including Quality Teaching Rounds
- Ongoing collaborative professional learning in evidenced- based practices

### Data Driven Practice

There is school wide focus on the effective analysis of student learning data to inform and improve teaching practice and student learning outcomes. The school has clear protocols and systems to support teachers in the effective collection, analysis and use of student data to improve student learning. This will be implemented through;

- PL in data skills and use
- ongoing, regular, systematic analysis of student data
- monitoring and feedback of implemented teaching strategies, professional learning and teacher programs

## Success criteria for this strategic direction

### Initiative 1 -Collaborative Learning Culture

#### Leading Domain- School Planning Implementation and Reporting

#### Theme- Continuous Improvement

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.

#### Teaching Domain- Learning and Development Theme- Collaborative practice and feedback

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

#### Leading Domain- Educational Leadership

#### Theme- High expectations Culture

The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address under performance.

### Initiative 2- Data Driven Practice

#### Teaching Domain- Data Skills and use

All teachers have engaged in professional learning to increase their capacity in data skills and use. Teachers collaboratively use data to evaluate student understanding, monitor progress and identify skill gaps and areas for extension.

The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff.

## Evaluation plan for this strategic direction

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose and can we demonstrate that the school's systems and processes are enhancing and sustaining whole school improvement?

**Data:** We will use a combination of internal and external data sources. These will include:

- NAPLAN data
- Scout - Value added data
- Student work samples
- PLAN2 data for literacy and numeracy
- Student PLPs
- Teacher programs
- QTR data
- Classroom observations
- PAT data
- Evidence of Collaborative Practices
- 3 way interviews
- Professional Learning Program
- PDPs

**Analysis:** Analysis will be embedded through systematic 5 weekly internal data analysis and yearly PAT and NAPLAN data as part of the School Improvement Plan.

**Implications:** The findings of the analysis will inform the next steps and future directions. Annual reporting on school progress measures against the School Excellence Framework Self-and will support External Validation.

# Strategic Direction 2: Wellbeing

## Purpose

To implement and embed school wide practices that improve students' emotional and social strengths and support them in developing strong connections and relationships within their school and community.

## Improvement measures

### Target year: 2022

The Tell Them From Me data identifies the percentage of students reporting positive wellbeing (Advocacy at School, Expectations for Success, Sense of belonging) has increased from the previous year.

### Target year: 2022

There is an upward trend in the percentage of students attending school more than 90% of the time.

## Initiatives

### Wellbeing and Engagement

School wide practices focus on building individual and collective wellbeing through a climate of care and positivity resulting in measurable improvements in wellbeing and engagement to support learning.

- Wellbeing and engagement processes support students to develop social and emotional skills.
- Students are self aware and regulate their emotions and behaviours.
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.

### Attendance

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

- Whole school approach to monitor and reflect on student attendance
- The school is focused on building individual and collective wellbeing through a climate of care and positivity.
- Parents and the broader school community actively participate in supporting and reinforcing student learning.

## Success criteria for this strategic direction

### Initiative 1: Wellbeing and Engagement

- Evidence that research based wellbeing programs aimed at building self-awareness and emotional regulation are being successfully implemented in all classrooms and in whole school settings.
- Evidence of programs that build cognitive, emotional, physical, social and spiritual wellbeing in students are mapped across the school.
- Evidence that the High Potential Gifted Education Policy is being implemented across the school.
- Evidence of collaborative partnerships with students, staff, families, communities and other organisations

### Initiative 2: Attendance

- Ongoing evaluation of attendance data informs planning and indicates improved student attendance.
- Evidence of 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

### Initiative 1: Wellbeing and Engagement

**Question:** How can the school determine that its systems and processes have included active participation from the school community in supporting and reinforcing student learning and assisted students to build positive connections have been successful?

**Data:** Wellbeing Framework Self-assessment pre and post data, attendance and suspension data, TTFM

**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.

### Evaluation plan for this strategic direction

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#### Initiative 2: Attendance

**Question:** How can the school determine that its systems and processes for improving attendance have been successful?

**Data:** TTFM, school developed surveys, attendance and suspension data

**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.