

Strategic Improvement Plan 2021-2024

Blayney Public School 1260



School vision and context

School vision statement

Blayney Public School is an inclusive and caring school offering a diverse range of educational opportunities that promote the development of confident, well equipped citizens who have a positive attitude towards continued learning and an active concern for the world.

We intend to provide excellence and opportunity for all students and reduce the equity gap.

We are a community of high expectations that enable all children to be known valued and cared for whilst reaching their full potential.

School context

Blayney Public School, with an enrolment of 294 students, is located in the central west of NSW.

Blayney calls itself "The Village Shire" because it is a typical rural service centre, a farming town and administrative centre with avenues of deciduous trees that ensure it is particularly attractive in autumn. In recent times Blayney Shire, unlike most rural centres, has developed a strong industrial and mining base.

Established in 1858, Blayney Public School enjoys a proud history of meeting the needs of its community. Our mission is to develop confident, well-equipped citizens who have a positive attitude towards continued learning and an active concern for the world.

The school grounds boasts a culturally inclusive sensory garden, highlighting local Wiradjuri artists and native bush tucker and flora. The playground areas are visually appealing with large murals and equipped with, fixed play equipment, rock gardens, musical instruments and grassy play areas.

Blayney Public School is a growing school community which has a relatively transient school population, with a high turnover of students between Kindergarten and Year 6. Over the years the school has maintained a fairly stable enrolment of students, with 3 support classes operating to support students with additional needs. Individual learning programs are developed to support students with English as a second language. All Aboriginal students are supported with Personalised Learning Pathways, opportunities to attend the Junior AECG and lead culturally appropriate programs.

Our staff are highly motivated and provide quality educational opportunities to our students. The school prides itself on the wide range of activities in which students are able to take part including, qualified music teachers, a range of PSSA sporting teams, debating and public speaking, The Creation Hub which includes Robotics, filmmaking, and STEM workshops, as well as dynamic excursions and visiting performances. The school is committed to delivering progressive education through innovative programs in literacy and numeracy and the continuous implementation of state-of-the-art technology.

Blayney Public School is a proud member of the Heritage Country Schools, Bathurst Principals Network and an active member of the SPARKE learning community. We strive to work in partnership with the Bathurst Aboriginal Education Consultative Group (AECG) and attend regular meetings with opportunities for Blayney community input.

We have taken an extensive evaluation of external and internal data. Our Literacy and Numeracy data indicates target areas of reading and measurement. Our wellbeing data shows a need to build community partnerships and support individual students learning needs. We have undertaken authentic consultation with staff, students, community and the local AECG in a variety of workshops and considered all information as we prepare for our new school plan.

To improve our students achievement in reading and numeracy, we have identified a clear

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need to focus on the themes of High Expectations, Explicit Teaching, and Use of Data to inform our Practice and engage in professional learning with teachers to upskill practices. These initiatives of effective practices are research based and will be monitored and evaluated at planned points every term.

We intend to enhance school leadership and improve the quality of teaching, and to address persistence underperformance in Literacy and Numeracy.

We will use both financial and human resources to ensure all activities are well resourced and teacher professional learning is a key priority. This will be monitored by the principal and the finance team to ensure budgeting is effective and making an impact.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed explicit teaching and embedded evaluative practice.

Improvement measures

Target year: 2022

Increase the proportion of students achieving in the top 2 Reading NAPLAN bands by 6.8%.

Target year: 2022

Increase the proportion of students achieving in the top 2 Numeracy NAPLAN bands by 7.6%.

Target year: 2022

Increased percentage of Aboriginal students performing in Top 3 bands NAPLAN in Numeracy and Reading as non indigenous students..

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning:

SEF assessment indicates improvement in SEF theme Curriculum from sustaining and growing (S&G) to excelling.

SEF assessment indicates improvement in SEF theme Assessment from sustaining and growing (S&G) to excelling.

Initiatives

Explicit Teaching

Our teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. We will

- Plan the scope and sequence of lessons from the syllabus to systematically build student understanding of skills, concepts and content knowledge
- Use a range of different types of assessment and analyse the data to plan, modify and deliver lessons to meet the learning strengths and needs of students, and to monitor and evaluate the effectiveness of lessons

High Expectations

Our school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community (SEF excelling statement). We will

- Consistently challenge all students to learn new things and ensure that all students in the class and across year groups know that their learning goals can be realised when they work hard
- Create a safe space where all students feel comfortable taking risks, making mistakes and asking questions to clarify their thinking
- Pitch each lesson at the right level for students in the class and use student data to inform the expected standard.

Success criteria for this strategic direction

Our school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.

Our 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.

Evaluation plan for this strategic direction

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.

This analysis will guide the school's future directions:

- External Data, e.g. NAPLAN, Scout and Check In data
- Student work samples Literacy and Numeracy
- Internal Data e.g. PAT, Sprints
- Student PLPs
- Student focus groups.
- Surveys

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusion.
- Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Learning Clarity

Purpose

To improve teachers capacity to work collaboratively and to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving, the school leadership team will enhance teachers use of data to check and understand where their students are in their learning and to plan what to do next.

Improvement measures

Target year: 2022

Increase the percentage of students achieving expected growth in NAPLAN reading by 5.6% from system-negotiated target baseline.

Target year: 2022

Increase the percentage of students achieving expected growth in NAPLAN numeracy by 3.6% from system-negotiated target baseline.

Target year: 2024

Improvement as measured by the School Excellence Framework:

Teaching

SEF assessment indicates improvement in SEF theme Effective Classroom Practice from sustaining and growing (S&G) to excelling.

SEF assessment indicates improvement in SEF theme Data Skills and Use from sustaining and growing (S&G) to excelling.

SEF assessment indicates improvement in SEF theme Learning and Development from sustaining and growing (S&G) to excelling.

Initiatives

Collaboration

Effective collaborative practice improves teacher quality. We will:

- Seek professional learning opportunities to share and gain expertise in evidence based teaching practises whilst accepting the advice and feedback of others.
- Regularly dedicate time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs .
- Give and receive feedback that discusses the effectiveness of strategies observed during the lesson and act on the feedback to refine and improve teaching and learning.

Use of data to inform practice

Teachers will use data to check and understand where their students are in their learning and to plan what to do next. We will :

- Prioritise professional learning in effective and efficient use of data in Literacy and Numeracy.
- Put systems and structures in place to record data and engage in collaborative analysis of this data to support teachers to improve individual and collective teaching practice by modifying teaching programs and implementing classroom strategies as part of an ongoing improvement cycle.
- Monitor and reflect on data to monitor the progress of every student to identify strengths and gaps in learning and to plan what to do next.
- Use data to monitor, check and understand where their students are in their learning.

Success criteria for this strategic direction

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.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

Our school will regularly use school-wide student assessment data to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Evaluation plan for this strategic direction

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.

This analysis will guide the school's future directions:

- External Data, e.g. NAPLAN, Scout and Check In data
- Student work samples Literacy and Numeracy
- Internal Data e.g. PAT, Sprints
- Student PLPs
- Student focus groups.
- Surveys

Evaluation plan for this strategic direction

- Observations
- Growth Coaching
- Data Walls
- Agenda for meetings
- Teaching and Learning programs
- High Impact Professionals Learning (HPIL) self-assessment toolkit

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusion.
- Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 3: Partners in Learning and Wellbeing

Purpose

To prioritise engaging families in building partnerships that support wellbeing, we will implement practices that promote social, emotional, behavioural and intellectual engagement.

Improvement measures

Target year: 2022

- 100% of parents engaged and empowered to support learning at home.

Target year: 2022

- TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above 4.5%

Target year: 2022

- Increased percentage of students attending school more than 90% of the time by 4.1%

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning

SEF assessment indicates improvement in SEF theme Wellbeing from sustaining and growing (S&G) to excelling.

SEF assessment indicates improvement in SEF theme Learning Cultures from sustaining and growing (S&G) to excelling.

Leading

SEF assessment indicates improvement in SEF theme Educational Leadership from sustaining and growing (S&G) to excelling.

Initiatives

Wellbeing

By building a strategic and planned approach to whole school wellbeing, we will:

- Select and develop strategies to proactively teach healthy coping strategies, resilience and self-regulation and target support for different phases of student development and students at risk.
- Establish opportunities for the development of student voice to encourage students to feel connected to their learning.
- Discuss students' progress with parents and carers to establish partnerships built on trust and respect.

Classroom Management

Well-managed classrooms maintain a positive classroom climate that maximises effective learning time and encourages on-task positive learning behaviours. We will:

- Build quality relationships with each of their students and foster a safe, positive and stimulating learning environment.
- Provide opportunities, structure and predictability for active student participation in the classroom and support students to actively engage in learning.

Success criteria for this strategic direction

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

The school models instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement..

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

Evaluation plan for this strategic direction

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.

This analysis will guide the school's future directions:

- Student PLPs
- Student focus groups.
- Surveys
- Observations
- Growth Coaching
- Agenda for meetings
- PBL Data
- Attendance Data
- Referrals
- Internal and External assessments

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving

Evaluation plan for this strategic direction

the intended improvement measures.

- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusion.
- Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.