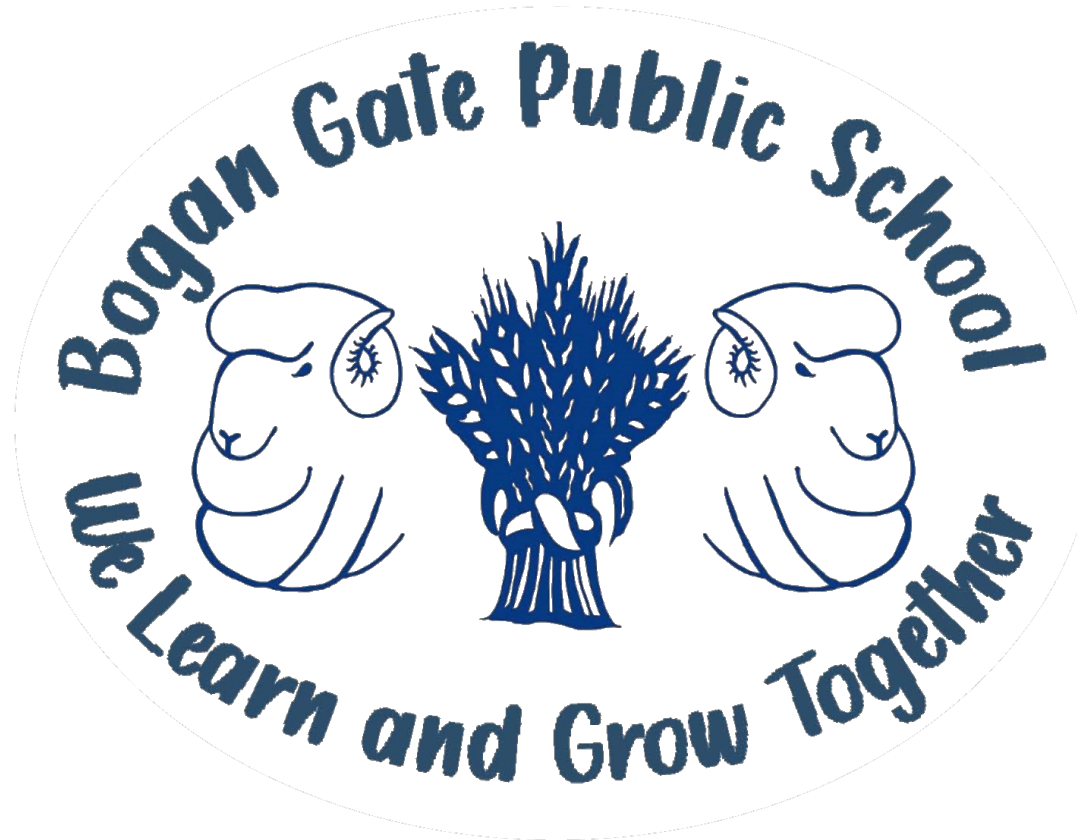


Strategic Improvement Plan 2021-2025

Bogan Gate Public School 1274



School vision and context

School vision statement

At Bogan Gate Public School we work together to learn and grow each day, improving through challenge. We respect, value and nurture all individuals in our learning community. We understand that together we are focused on and responsible for supporting the learning, aspiration and lifelong success of every student.

School context

The village of Bogan Gate is situated in Wiradjuri country, between Parkes and Condobolin in the Central West of New South Wales and in 1891, saw the establishment of Bogan Gate Public School on a quiet, spacious site back from the Henry Parkes Way.

There is a current enrolment of seven Kindergarten to Year 6 students drawn from the village of Bogan Gate and the surrounding area and taught in one multistage class. Within the student body there is minimal representation of students identifying with Aboriginal and Torres Strait Islander heritage and no students with a background of English as an additional language. Students come from a diverse range of socio-economic backgrounds with the student population of the school influenced by local employment opportunities, availability of housing and other services, and transience in the population in the local area.

The school has a committed staff and a supportive P & C Association and local community which work together to provide rich learning opportunities and excellent resources for all students. Through its alliance with the Forbes Small Schools' Association the school provides academic, cultural and sporting opportunities for students to engage with students in other small schools and opportunities for staff professional development and support. The school is also an active member of the Rural Innovative Educator's Network, a small schools' collaboration that provides staff with regular opportunities to participate in quality professional learning to improve teacher practice, and learning outcomes for all our students.

Bogan Gate Public School is an Early Action for Success school and is currently supported by an Instructional Leader. Teacher capacity is developed and support provided to students to improve literacy and numeracy outcomes as part of this initiative. The school's collaborative culture is evident, both within the school itself and in its connections beyond the school gate, and is a key strategy in the focus on continued improvement in student learning and lifelong success.

In preparing for the 2021-2024 cycle of school improvement, the Bogan Gate Public School team has gathered and analysed an extensive body of evidence from a wide variety of sources to complete a thorough situational analysis about the school. Staff worked together and in consultation with parents, students, and external community groups to develop from this a plan that will maximise student growth and attainment, especially in literacy and numeracy, through continued focus on enhancing teaching capacity and supporting students as unique individuals to succeed in achieving growth towards high educational and life goals.

The *Strategic Improvement Plan 2021- 2024* for Bogan Gate Public School aligns the *Department of Education Strategic Plan 2018-2022*, the *School Excellence Framework* and current research on best educational practice to the school context so that initiatives result in meaningful, attainable and measurable growth. It maintains front and centre a sustained focus on the learning growth, attainment and lifelong success of the students of Bogan Gate.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the literacy and numeracy progress and achievement of all students we will address each individual's learning needs through data driven practice and evidence based teaching strategies.

Improvement measures

Data Skills and Use

Achieve by year: 2025

Data Skills and Use

School Excellence Framework assessment in the Teaching element of 'Data Skills and Use' indicates improvement from Delivering to Excelling.

Reading growth

Achieve by year: 2023

Students increase their percentage of questions correct at their year level in NSW Common Grade English Assessment in Essential Assessment and demonstrate achievement progress within the Reading and Viewing sub-assessment.

Numeracy growth

Achieve by year: 2023

Students increase their percentage of questions correct at their year level in NSW Common Grade Maths Assessment in Essential Assessment and demonstrate achievement progress within the Number and Algebra sub-assessment.

Initiatives

Best practice based in evidence

Teachers work together to identify where students are and where to next in literacy and numeracy learning and to analyse the effectiveness of teaching strategies so that all students grow through challenge at their individual point of need.

Success criteria for this strategic direction

Teachers expertly use a variety of appropriate data sources to track student learning progress and identify next steps in teaching and learning, to reflect upon the effectiveness of teaching practice and routinely revise adjustments in response to impact on student learning.

Students and teachers regularly discuss student learning individually and can articulate what is known and needed next in learning as part of a continuous cycle of explicit teaching, learning, assessment and feedback.

The school has clear and effective practices for the explicit teaching of literacy and numeracy focused curriculum to all students at all levels that monitors and maximises student learning progress in line with identified individual learning needs.

Evaluation plan for this strategic direction

Question: To what extent has the use of data to inform practice improved student learning and achievement in reading and numeracy?

Data: Data sources include but are not limited to: internal student performance measures e.g. PLAN2, PAT, student worksamples; external student performance measures e.g. NAPLAN; planning documentation e.g. teaching programs, student PLPs, meeting minutes; School Excellence Framework assessments (Data skills and use focus).

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data and reflective professional discussion against the School Excellence Framework will determine the impact of initiatives and guide ongoing implementation and future school planning to provide continuous improvement.

Strategic Direction 2: Enhancing teaching capacity

Purpose

In order to optimise the learning growth of every student we will embed collaborative professional learning practices and evidence-based teaching strategies.

Improvement measures

Learning and development

Achieve by year: 2025

Learning and development

School Excellence Framework assessment in the Teaching element of 'Learning and development' indicates improvement from Sustaining and Growing to Excelling.

Reading growth

Achieve by year: 2023

All students are able to demonstrate growth in the sub-element Understanding Texts of the National Literacy Learning Progressions.

Numeracy growth

Achieve by year: 2023

All students are able to demonstrate growth in the sub-element Additive Strategies of the National Literacy Learning Progressions.

Initiatives

Growing greater in teaching and leading

All teachers and staff collaborate within embedded systematic processes to undertake, implement and refine professional learning in best practice strategies that enhance teaching capacity and maximise student learning growth.

Success criteria for this strategic direction

Professional learning is focused on understanding and implementing evidence based best practice that improves the teaching of literacy and numeracy with success that is measurable by student progress and achievement data.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration and feedback, within and across schools, to sustain quality practice and, where applicable, pursue higher levels of accreditation, so that every student makes measurable progress.

Growth targets are identified for each individual student, and all students meet or exceed them.

The impact of professional learning on the quality of teaching and student learning outcomes is evaluated and determines the next steps in enhancing teaching capacity.

Evaluation plan for this strategic direction

Question: To what extent has professional learning and collaboration enhanced teaching practice and facilitated ongoing growth in student learning?

Data: Data sources include but are not limited to: internal student performance measures e.g. PLAN2, PAT, student work samples; external student performance measures e.g. NAPLAN; planning documentation e.g. staff PDPs, teacher professional discussions and observations; School Excellence Framework assessments (Teacher Learning and development focus).

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data and reflective professional discussion against the School Excellence Framework will determine the impact of initiatives and guide ongoing implementation and future school planning to provide continuous improvement.

Strategic Direction 3: Growing our culture of high expectations

Purpose

In order for learners to aim high and work hard for success in and through education, within and beyond the school gates, we will strengthen partnerships with a collective focus on aspirational expectations.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance

Increase the percentage of students attending school more than 90% of the time to at least or above the school's negotiated lower bound target of 70%.

Wellbeing

Achieve by year: 2023

Wellbeing

Maintain and grow the school's positive levels of wellbeing according to internal surveys and the three domains in the Tell Them From Me surveys.

Learning culture

Achieve by year: 2025

Learning culture

School Excellence Framework assessment in the element of 'Learning culture' indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Aiming for and achieving more together

Develop and deepen our culture of high expectations and community partnerships that supports the individual learning and wellbeing needs of every student and systematically facilitates collective responsibility for holistic student learning and success.

Success criteria for this strategic direction

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

The school's approach to the planning and delivery of curriculum supports high expectations, ensures continued challenge and maximises student learning.

Distributed instructional leadership supports a culture of high expectations and community engagement that results in sustained whole school improvement and measurable progress for every student.

The collective responsibility and joint efforts of staff, students, parents and the community ensures student attendance, attainment and holistic growth leads to learning and lifelong success.

Evaluation plan for this strategic direction

Question: To what extent has the school community's high expectations culture facilitated shared responsibility for student learning, and holistic student success?

Data: Data sources include but are not limited to: feedback from students, parents, P&C, community and staff; TTFM data; High expectations culture school community survey; School Excellence Framework assessments (Learning culture focus); internal and external student performance measures e.g. PLAN2, PAT, work samples, observations, NAPLAN.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data and reflective professional discussion against the School Excellence Framework will determine the impact of initiatives and guide ongoing implementation and future school planning to provide continuous improvement.