

Strategic Improvement Plan 2021-2024

Boggabri Public School 1276



School vision and context

School vision statement

Boggabri Public School is a creative and innovative school that produces lifelong learners in a safe, respectful and supportive learning environment through personalised learning anytime, anywhere. The school community is committed to equity and excellence in education and allowing students to achieve their personal goals in a safe and supportive learning environment. Rich and diverse opportunities and a culture of collaboration and partnerships in learning develop, the capacity, confidence and creativity in each student, allowing them to become resilient, compassionate, active and informed citizens.

Underpinning this vision is the development of exemplar teachers who know their content and how to teach it while being supported by collaborative expert Instructional Leaders.

School context

Established in 1883, Boggabri Public School's attractive, well maintained buildings and generous grounds provide approximately 78 rural and isolated K-6 students with an excellent learning environment. Boggabri is a small town in north-western New South Wales. It is part of the Narrabri Shire and lies between Gunnedah (43km) and Narrabri (57km) on the Kamilaroi Highway. Boggabri has a rich agricultural history which recently has become offset by coal mining operations. The town's name Boggabri comes from the Gamilaraay name *bagaaybaraay*, meaning "having creeks".

Respect, cooperation, honesty and fairness are embedded in all we do and all students are known and valued.

Within our technology smart classrooms, we support and cater for all students, including those with disabilities (2%); and Indigenous students (39%).

Equity funding supports Early Learning programs and programs that further develop literacy and numeracy skills, Quicksmart (literacy and numeracy intervention), Language, Learning and Literacy (L3), Centre of Effective Reading, Multi Lit and Mini Lit compliment classroom teaching and provide enrichment and individualised learning opportunities.

Excellent growth in reading and numeracy is evident in NAPLAN and Best Start results. Our innovative SMART START curriculum combines the Early Years Learning Framework and Best Start outcome, offered free to all children in the year prior to starting school.

The school has a proud tradition of sporting success at zone, regional and state levels.

Getting along, persistence, organisation, confidence and resilience are skills explicitly taught with outstanding results in both the classroom and playground.

Student Attainment

Through an analysis of NAPLAN data, a key issue emerged which showed although there were improvements in reading in years 3 and 5, the same can not be said for numeracy results. Both reading and numeracy will continue to be focus areas for the Strategic Improvement Plan. Boggabri Public School will continue with the Early Action for Success (EaFS) initiative that targets literacy and numeracy K-3.

The current baseline target in Reading is 26.5% in the top two bands and 71.6% in expected growth. The school's future Reading target is between 32.3% and 40% in the top two bands with expected growth to rise between 74.1% and 79.1%.

The current baseline target in Numeracy is 14.8% in the top two bands and 48.2% in expected growth. The school's future Numeracy target is between 21.3% and 30% in the top two bands with expected growth to rise between 56.4% and 61.4%.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school has developed processes to review and implement its

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curriculum provision for students and will move forward with monitoring processes as part of this plan. There will be a focus on ensuring teaching and learning programs are evidence based, explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority.

Student outcomes will be monitored closely with additional resources provided for students requiring additional support.

Assessment and Data

Based on the outcome of our Situational Analysis, we have determined that we need to continue to develop our formative and summative assessment practices, along with the implementation of Personalised Learning Plans (PLPs) to promote learning and well-being growth as well as self-directed learning.

The triangulation of school assessment / work samples need to be more closely aligned to external data, such as NAPLAN and the Check In Assessment. Our internal reading and numeracy work samples / assessments are being aligned within the grades with consistency in analysing and making judgement about assessment data. Running records, reading observations, work samples and PLAN 2 data for teaching and learning are areas that need closer alignment to external data. Data driven practices with differentiated evidence based practices will support students with additional needs and those identified as high potential and gifted students. Learning outcomes will be tracked and monitored closely with additional resources provided to students requiring support.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in Reading and Numeracy and to build a foundation of academic success for the curriculum areas, all staff plan and program differentiated teaching, use evidence based practices, and be responsive to the learning needs of students.

Improvement measures

Target year: 2022

By 2022, there will be an uplift of 7% of students in years 3 and 5 in the top two bands in numeracy from system negotiated target in 2019

Target year: 2022

By 2022, there will be an uplift of 6% of students in years 3 and 5 in the top two bands in reading from system negotiated target in 2019.

Target year: 2023

By 2023, there will be an uplift of 9% of expected growth in numeracy from system negotiated target in 2019

Target year: 2023

By 2023, there will be an uplift of 3% of expected growth in reading from system negotiated target in 2019

Target year: 2022

To increase the number of students with attendance rate of 90% or more with an uplift from the baseline by 8.1% (Lower bound target)

Initiatives

Highly Effective Evidence Based Teaching

- Establish collaborative planning schedule and protocols to ensure consistency of teaching occurs using evidence based practices.
- Develop and or revise school based policy and guidelines for planning and programming, and evidence based teaching and learning based on agreed practices.
- Embed whole school collection, recording and analysing of Understanding Text and Quantifying Number in Plan 2.
- Strengthen collaborative support for teacher performance development through the NESAs Proficient Teachers Guide through negotiated targets.
- Embed explicit protocols for teacher observation and feedback to sustain effective teaching practices.
- Enhance links with paraprofessionals to support students' learning needs.

High Impact Professional Learning

Improve effective classroom teaching practices through high impact professional learning and reflection of teaching practices that are responsive to students' learning needs:

- Develop ongoing Professional learning in explicit evidence based literacy and numeracy teaching that is informed by:
 - What Works Best (CESE)
 - Effective Reading Instructions in Early Years (CESE 2017)
 - Literacy Lesson and Observation Survey (Clay 2017)
- Expand the Instructional Leadership to Years 3-6 to enables consistency of practices across the school.
- Build teacher capabilities and collective pedagogical

Success criteria for this strategic direction

- A whole school approach ensures the most effective evidence-based teaching practices maximise learning progress for all students, across the full range of abilities.
- The school literacy and numeracy program supports high expectations for students and systems are in place to monitor longitudinally.
- Teaching and learning programs are evidence based informed, adjusted for individual student needs and show consistent and reliable assessment practices to improve learning.
- Teachers routinely provide feedback in class and on work submitted to ensure students have clear understanding for improvement.
- The school achieves excellent value-added results, significantly above the value added by the average school.
- School data shows that student progress and achievement is significantly greater than statistically similar schools on external measures and reflected on internal measures.

Evaluation plan for this strategic direction

Did our students meet the system targets for top two bands and expected growth in literacy and numeracy?

The school will use a broad range of data to monitor and analyse student growth and attainment, and the impact of the initiatives for improvement.

- NAPLAN Data
- SCOUT Data
- Student Work Samples
- Check in Assessment
- Literacy and Numeracy PLAN 2 Data
- Check in Assessment Data
- SEF

Strategic Direction 1: Student growth and attainment

Initiatives

- practice in the use of literacy and numeracy Plan 2, differentiating the curriculum and catering for high potential and gifted students.
- Develop high impact professional learning in students with highly complex needs.
- Strengthen and align staff professional development plans with evidence based teaching of literacy and numeracy.
- Expand the curriculum leadership capacity of staff through school based curriculum projects focusing on literacy and numeracy.

High Expectations of Behaviour

- Revise, develop and embed a whole school approach to student wellbeing and high expectations about behaviour where there is a collective responsibility for safety, accessing the curriculum and student engagement.
- Review current practices against the Wellbeing Framework for schools and existing school data.
- Align school Wellbeing strategies with the Wellbeing Framework and School Excellence Framework and embed into school culture.
- Update whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, wellbeing, learning and engagement data is evidenced.
- Regular professional learning with staff about the Behaviour Strategy.
- Revise and align behaviour strategies to align with DOE Behaviour strategy.
- Develop leadership and student voice initiatives.

Attendance

- Update whole school approach to attendance.
- Establish school based targets at class levels for attendance.

Evaluation plan for this strategic direction

- Sentral Incident Reports
- SCOUT Attendance Data
- Sentral Attendance Data
- Personal Attendance Plans and LAMP Sheets
- Tell Them from Me Surveys
- Access Request referral and the support provided
- Personalised Learning Plans
- Suspension Data

The evaluation will involve:

- Weekly School leadership meetings to analyse data and track students' achievements towards the performance measures.
- DPIL Meeting with class teachers and support teachers to discuss observation lessons, work samples and other assessments to self reflect and determine next steps for teaching and learning.
- Regular snapshot judgement prior to an annual deep analysis on the School Excellence Framework to determine future directions.

What are our future steps from the analysis of the data?

Initiatives

- Implement SMS Sentral follow up of absences.
- Develop mentoring initiatives for students with unsatisfactory attendance levels.
- Establish closer links with external agencies to support families with unsatisfactory attendance.

Strategic Direction 2: Assessment and data

Purpose

In order to maximise student learning outcomes for every student, all staff will use assessment and data to track and understand the learning needs of students to inform their teaching practice. Students will self reflect on their own learning through the Learning Intentions and Success Criteria and make judgements with teachers as to their future directions in learning.

Improvement measures

Target year: 2024

80% staff are sustaining and growing and 20% are excelling in using formative assessment flexibly and responsively as an integral part of daily classroom instruction as indicated by the SEF descriptor and What Works Best (CESE). (school determined uplift from baseline)

Target year: 2024

80% staff have a sustaining and growing understanding and 20% excelling in their understanding of student assessment and data concepts as indicated by the SEF descriptor and What Works Best (CESE). (school determined uplift from baseline)

Target year: 2024

100% of classrooms programs use an expanding repertoire of formative assessment practices and data to inform students future directions in learning as indicated by the SEF descriptor and What Works Best (CESE).

Initiatives

Assessments with Impact

- Amplify the use of formative assessment strategies including strategies such as Learning Intentions Success Criteria across the school and effective feedback from Instructional Leaders.
- Develop a regular schedule for formative assessment feedback and moderation across the grade and school.
- Establish collaborative planning schedule and protocols to ensure consistency of teaching occurs using evidence based practices.
- Analyse NAPLAN, Check In Assessment, SCOUT, Work Samples and other assessment data within grades as part of consistency of teacher judgement.
- Benchmarking all staff against the SEF statement of excellence for Assessment to ascertain baseline data in order to build upon knowledge and skill development within this area.
- Review and improve the use of formative assessment and data on the impact of teaching and learning.
- Revised and implement school based policy for assessment and reporting.

Data skills and use

High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data. Establish and use Instructional Leader positions to work with teachers using data to inform student progress, and design future learning at a whole class, group and individual level. Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

- Embed data informed formative assessment practice
- Develop an ongoing staff professional learning

Success criteria for this strategic direction

Assessment data is extrapolated, analysed and used flexibly in Reading and Numeracy on a regular basis and used to:

- provide feedback to students as part of daily instruction to inform further teaching. - identify additional support needs for students

- adjust teaching strategies.

- Students can articulate the Learning Intention and Success criteria for their lesson.
- The school establishes systematic and reliable assessment practices to evaluate student learning over time and implements changes to teaching and learning program that lead to measurable and continuous improvements.
- All teachers clearly understand assessment for learning, assessment as learning and assessment of learning in monitoring student progress. and achievements.
- Work Samples, Reading Levels, Valid, NAPLAN, Plan 2 data and other data are regularly analysed for impact and future directions on teaching of Reading and Numeracy.
- Formative assessment is practiced expertly by teachers

Evaluation plan for this strategic direction

Have we been successful in upskilling staff in the use of formative assessment for future directions in students' learning?

The school will use the following data sources to regularly analyse the impact of teaching programs and achievement measures of the strategic direction. This will include:

- NAPLAN Data
- Annotated work samples

Strategic Direction 2: Assessment and data

Initiatives

- program to build teacher capacity to critically analyse data to inform their teaching and learning programs and improve student outcomes.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
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Evaluation plan for this strategic direction

- Check in Assessment Data
- Understanding Text and quantifying Number in Plan 2.
- Personalised Learning Support Plans
- School Excellence Framework

The evaluation will consist of:

- Ongoing review of assessment and data practices through weekly school leadership meetings.
- DPIL and Supervisors regularly meet with classroom and support teachers over student data.
- Collaborative assessment days that involves grade teachers analysing and benchmarking data.
- School leaders analysing data with classroom and support teachers and determining future directions.
- Whole staff analysis and making judgement around the School Excellence framework.

What does the analysis of the data tell us about our next step and future direction?