

# Strategic Improvement Plan 2021-2024

## Bombala Public School 1288



# School vision and context

## School vision statement

Bombala Public School is a dynamic learning community, committed to empowering our students to be respectful, responsible learners. We provide an innovative and creative learning environment that encourages a high level of student achievement, meshed in a warm, caring and supportive school. We embrace high expectations for all of our students and strive for ongoing improvement in all academic, physical and personal pursuits. We maintain a collaborative partnership with our Community of Schools (Delegate Public School and Bombala High School), while working closely with our communities, so that our shared vision and our work reflects our community's needs.

## School context

Bombala Public School is very proud to have been educating children from the local district since 1863. Our school is located in rural south eastern NSW and students come from both the township of Bombala and outlying farming areas. Many of our parents also work in the timber industry. Our town is surrounded by pine plantations. Our school's motto is 'Come Let Us Reason Together' and the emphasis is on giving every child, every opportunity, every day, to support them in reaching their full potential as individuals. The school promotes a student centered and caring environment, fostering self-worth, responsibility, cooperation, self-motivation and equal opportunities for all.

Bombala Public School provides a comprehensive student welfare program including the Positive Behaviour for Learning (PBL) program. The school wide expectations of the PBL process are: to be respectful, responsible learners. These expectations are taught explicitly in all settings and in all classes. The school promotes leadership in education and technological innovation.

All classrooms have extensive technological devices to support and enhance quality teaching. The school has excellent programs in literacy and numeracy, including the Jolly Phonics Program, Building Blocks Mathematics and Focus on Reading (FoR). A wide range of sporting options are offered and sporting teams regularly compete at district and regional level.

Our school continues to foster a productive partnership between the community, parents, students and staff in a climate characterised by flexibility, commitment and teamwork. Bombala Public School is a proud member of the Bombala and Delegate Schools' Learning Community.

We have a vibrant Parent and Citizens Group who meets once a month and works with our families to raise funds; organise events and generally work so that our school is a hub for our community. We have set up an Aboriginal Education Consultative Group which supports us in providing a rich, cultural education program for all of our students.

We have just undergone an extensive Situational Analysis of our school and our student learning. This analysis looked at our student learning outcomes alongside their well-being outcomes. The results of this situational analysis has led us to developing our three strategic directions for the next four years. These are student growth and attainment; staff Innovation, collaboration and practice and whole school community well-being and engagement.

Bombala Public School will focus on strong foundations for academic success to further develop and refine data driven teaching practices that are responsive to the learning needs of individual students. Additionally, we will embrace staff innovation, collaboration and practice in our every day work with our students. We will do this by identifying areas for differentiation and supporting effective classroom practice through targeted, high impact professional learning opportunities. At Bombala Public School there is a strategic and planned approach to develop whole school wellbeing processes so that all students are able to connect, succeed and thrive and learn.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students through effective classroom practice.

## Improvement measures

### Target year: 2022

#### NAPLAN - Top Two Bands Reading

- Increase in the percentage of students achieving in the top 2 bands in reading with an uplift of 9% to the school's lower bound system-negotiated targets being achieved.

### Target year: 2022

#### NAPLAN - Top Two Bands Numeracy

- Increase in the percentage of students achieving in the top 2 bands in numeracy with an uplift of 8.8% to the lower bound system-negotiated targets being achieved.

### Target year: 2023

#### NAPLAN - Expected Growth Reading

- Increase in the percentage of students achieving expected growth in reading with an uplift of 7.1% to the school's lower bound system-negotiated target being achieved.

### Target year: 2023

#### NAPLAN - Expected Growth Numeracy

- Increase in the percentage of students achieving expected growth in numeracy with an uplift of 3.8% to the school's lower bound system-negotiated target being achieved.

## Initiatives

### Data skills and usage

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery through:

- Developing and implementing high impact professional learning in data literacy, data analysis and data use in teaching which can be linked to gap analysis data to inform the next steps in the teaching cycle.
- Implementing a distributed leadership model where identified leaders develop and implement frameworks to support all staff to use data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Reviewing and adapting practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement. This will inform the next steps in teaching.
- Develop and embed formative assessment practices as an integral part of daily instruction in every classroom so that lessons are data informed, differentiated and personalised for every student.

### Effective classroom practice

We will embed a learning culture that enables students to engage in a learning partnership with the teacher, where ongoing feedback is provided that supports students to achieve their learning goals. We will do this through:

- Embedding explicit systems that facilitate professional dialogue, collaboration, classroom observation, mentoring, modelling and coaching of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.
- Identification, understanding and implementation of the most effective high impact teaching strategies that are evidence based and support explicit

## Success criteria for this strategic direction

- All teachers have a sound understanding of student assessment and data concepts. They are able to analyse and interpret data and they can collaboratively use this to inform planning, identify interventions and modify teaching practice.
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through a collection of quality, valid and reliable data. Reporting on school performance is based on reliable data and full collaborative analysis.
- 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.
- The school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement.
- All teachers in every classroom consistently use high impact evidence-based teaching strategies which lead to explicit teaching, effective assessment to inform teaching and learning and quality feedback to support students to know where they are at and what their next steps in learning will be.

## Evaluation plan for this strategic direction

**QUESTION:** *How are all lessons systematically planned as part of a coherent program embedding progress and achievement data, curriculum requirements, student feedback and effective classroom practice in order to provide continuous improvement for all students, across the full range of abilities?*

### DATA:

- Internal assessment eg PAT, PM Benchmarking

# Strategic Direction 1: Student growth and attainment

## Improvement measures

### Target year: 2024

#### NAPLAN - Value Added

- Value added K - 3 improves to Delivering and value added 3 - 5, and 5 - 7, improves to 'Sustaining and Growing' against the School Excellence Framework.

## Initiatives

- teaching, formative assessment, feedback and a high expectations culture in every classroom.
- Evaluation of the impact of the implemented strategies on student learning through utilisation of the assessment cycle and critical feedback.

## Evaluation plan for this strategic direction

- External assessment, eg NAPLAN, drop in tests
- Scout Data
- Scheduled assessments
- Well-being tracking on SENTRAL
- PLAN2 data in Literacy and Numeracy
- Pre, Interim and Post data collections during projects
- Student work samples
- SEF SaS - school wide processes for addressing improvement in Student Performance Measure and Data Skills and Use
- Surveys
- Observation
- Student voice

### ANALYSIS:

We will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic directions.

- Five weekly reviews of student learning data in order to measure student growth and plan for student learning needs.
- Quarterly triangulation of data including quantitative and qualitative and internal and external sources to further analyse growth and corroborate conclusions.
- Regular reflective sessions with the executive team and teaching staff to assess the efficacy of the data collection and analysis process.

### IMPLICATION:

Analysis will guide the school's future directions through adjustments of activities in the School Plan so that we meet ongoing needs.

# Strategic Direction 2: High Impact Teaching Practices

## Purpose

Bombala Public School embraces staff innovation, collaboration and practice in our every day work with our students while building the capacity of every staff member to meet the needs of every student.

## Improvement measures

### Target year: 2024

All teachers effectively use the Literacy and Numeracy Learning Progressions in PLAN2 to assess student progress and achievement.

### Target year: 2024

100% of staff will be utilising systems of mentoring, modelling and sharing their expertise to support their personal growth and the personal growth of their peers in teaching and learning.

### Target year: 2024

100% of 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.

### Target year: 2024

100% of staff PDP's will be aligned to the school plan and will indicate a heightened sense of purpose in their personal planning, to support their personal learning journey. This will be measured by internal staff surveys, Tell Them From Me surveys, People Matter surveys and anecdotal records of discussions in PL meetings.

### Target year: 2024

100% of teachers utilise the most effective evidencebased teaching methods aligned to school priorities and frameworks so that they optimise learning progress for all students, across the full range of abilities, by employing effective teaching strategies and methods

## Initiatives

### Differentiation in every classroom

All teaching and learning programs across the school display evidence that teaching and learning is adjusted to address individual student needs, ensuring that all students are significantly challenged and that all adjustments lead to improved learning. Teachers involve all students and parents in planning to support learning, and share expected outcomes through:

- Embedding a learning culture that enables students to receive feedback in order to set and achieve their personal learning goals.
- Expertly using student assessment data to evaluate teaching programs, in order to make continuous adjustments to ensure effective differentiation.
- Embedding and using professional teaching/learning models to build teacher capabilities and collective teaching and learning practice in differentiation.
- Formative and summative assessment strategies are used responsively as an integral part of daily classroom instruction.
- Embedding research-informed practice, data analysis and continued sharing of student work samples to ensure that we maintain consistent teacher judgement in the area of literacy and numeracy.

### Building the capacity of every staff member

Ensure effective strategies and robust processes for staff development are responsive to curriculum delivery. Professional learning is aligned with the school plan and its impact on the quality of teaching and student learning outcomes is supported through:

- Provision of dynamic professional learning opportunities for all staff, in response to the needs identified by individual and whole school data.
- Development of a whole school culture of high expectations of personal learning goals, based on

## Success criteria for this strategic direction

- The staff evaluate all professional learning activities to identify and systematically share and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in our school to share and embed good practice.
- Teaching and learning programs are rigorous, showing evidence of revisions and differentiation based on feedback with regards to teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- Assessment is used responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by all teachers and informs a differentiated approach to teaching to support all students.
- The school critically analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.
- The school uses systematic and reliable assessment data to evaluate student learning over time, hence, implementing significant changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and balance of assessments.

## Evaluation plan for this strategic direction

### QUESTION:

*How does the school embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers driving student achievement?*

### DATA:

- Teaching programs

## Strategic Direction 2: High Impact Teaching Practices

### Improvement measures

that promote student learning.

#### Target year: 2024

In the element of *Curriculum*, School Excellence Framework Self Assessment shows uplift to *Sustaining and Growing* in the themes:

- Differentiation

#### Target year: 2024

In the element of *Learning and Development*, School Excellence Framework Self Assessment shows uplift to *Sustaining and Growing* in the themes:

- coaching and mentoring
- Professional learning

### Initiatives

the shared understanding that everyone is a learner-staff and students

- Facilitation of ongoing collaboration within and across school communities to enhance the use of evidence informed teaching and learning based on best practice professional learning (visits to other schools as well as internal observations)
- Allocation of time and resources to enable staff to share evidence informed teaching and learning across classrooms and school settings (mentoring and modelling 'best practice')

### Evaluation plan for this strategic direction

- Classroom observations
- Collegiate discussions with regards to best practice, up to date research-based pedagogies and learning, review of school professional library articles, webinars and other professional learning
- Staff surveys and interviews
- Professional learning opportunities
- Modelling and mentoring programs
- Stage meetings, minutes, discussions
- Formative and summative assessment data

#### ANALYSIS:

- Review the Instructional Leadership model of professional learning each Term, in order to measure the impact on teacher pedagogical implementation and student learning.
- Provide regular guided practice and opportunities for staff, such as on collaborative planning and data days to explore and analyse all available data in order to share and reflect on their own practice.
- Each Term, we will need to review: a) teacher perceptions of professional learning and assessment, tracking and monitoring initiatives. b) teacher confidence and competence in monitoring student learning and delivering best practice pedagogy. c) Impact of professional learning and monitoring of student learning on student outcomes.

#### IMPLICATION:

This analysis will guide the school's future directions.

# Strategic Direction 3: Whole School Community Well-being and Engagement

## Purpose

At Bombala Public School there is 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.

## Improvement measures

### Target year: 2022

#### Attendance

- Increase in the percentage of students attending school 90% of the time or more with an uplift of 7% to the school's lower bound system-negotiated target being achieved.

### Target year: 2022

#### Wellbeing

- Increase in the percentage of students demonstrating sense of belonging, expectation for success, and advocacy at school as measured through the 'Tell Them From Me' survey with an uplift of 5.4% being achieved.

### Target year: 2024

In the element of *Wellbeing*, School Excellence Framework Self Assessment shows uplift to *Sustaining and Growing* in the themes:

- Caring for students
- A planned approach to wellbeing.
- Behaviour.

## Initiatives

### Whole school well-being

We will embed a holistic, equitable and inclusive environment where all school community members, including students, staff and families feel safe, valued and embraced. We will do this through:

- Developing and implementing evidence based wellbeing programs that are planned, utilising a systematic approach, that maximises student growth in resilience and wellbeing.
- Embedded research-informed practice, alongside data analysis, to inform the dynamic planning behind our school's wellbeing programs.
- Expectations of positive learning behaviours are developed in collaboration with students, staff and the community and are designed to ensure high expectations for successful learning across the whole school setting.
- Learning behaviours are taught explicitly and consistently, so that expectations are clearly and supportively applied across the school.

### Community engagement and well-being

We will embed a holistic, inclusive environment where all school community members feel safe, valued and embraced. We will do this through:

- Creating meaningful partnerships between parents and the school to effectively improve the quality of education for every child and help maximise student success and learning outcomes.
- Develop effective three way partnerships between the students, parents and staff to strengthen Learning and Support Team processes - to maximise student support, engagement and attendance.
- The school collects, analyses, and uses data including valid and reliable student, parent, and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to

## Success criteria for this strategic direction

- The school demonstrates evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- 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.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Teachers, parents and the community work together to support student learning and wellbeing, through ongoing, shared communication processes.

## Evaluation plan for this strategic direction

### Question:

*To what extent have we developed effective programs and partnerships in learning, wellbeing and attendance with parents, carers and students to support our students to connect, succeed, thrive and learn?*

### Data:

## Strategic Direction 3: Whole School Community Well-being and Engagement

### Initiatives

- improve learning.
- Aboriginal identity, culture and heritage is an integral part of our wellbeing structures, building and supporting a culture of high expectations and community engagement to support student learning outcomes.

### Evaluation plan for this strategic direction

- SENTRAL student welfare data
- Parental/community attendance at school organised activities
- Attendance data at AECG and P&C meetings
- Community engagement at fundraising events
- Tell Them From Me Survey data will be collected and collated to inform further activities.
- People Matter Survey data will be analysed to measure staff satisfaction and resilience at school; informing future plans.
- Parent, student and staff surveys will be analysed to ascertain satisfaction levels and inform further planning.
- Attendance data will be analysed to identify opportunities for the strengthening and support of student attendance.

#### Analysis:

Data and ongoing parent/carer feedback will be regularly reviewed throughout the year, so that we are able to amend or enhance our plans for our students, staff and caregivers, so that our School Plan is a responsive, live document that reflects our community needs.

#### Implications:

This analysis will guide the school's future directions.