

Strategic Improvement Plan 2021-2024

Bonshaw Public School 1296



School vision and context

School vision statement

Bonshaw Public School staff will work collaboratively with its supportive community to provide engaging, differentiated learning, in a safe, nurturing environment. The school focus is to develop excellence in literacy, numeracy and problem-solving, equipping students to become self-directed learners.

Staff will encourage and challenge students to become respectful individuals who participate in an ever changing global community, by emphasising values, education and individual responsibility.

School context

Bonshaw Public School is an isolated, rural and remote primary school located 98km north of Inverell on the New South Wales / Queensland border.

Students of Bonshaw Public School are from the township of Bonshaw and the surrounding rural properties. The students travel to and from school by private transport and bus.

Bonshaw Public School maintains small student numbers and runs a nine day fortnight. A teaching principal leads the teaching and learning in a multi-stage K-6 classroom supported by qualified support staff.

Teaching and learning programs ensure every student has the opportunity to succeed academically, socially and emotionally. Differentiated learning programs reflect a clear understanding that students learn in a variety of ways and bring unique experiences to the learning environment.

As a result of a thorough Situational Analysis, the school has identified key areas for development. These include the need to move towards deeper reflective practices based on quality data analysis. We will work to embed reflective practices within all teaching and learning practices. This process will involve an improved use of assessment and data to inform the future directions within the school.

We have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment within their learning.

There is also a need for further investigation into refining how the school garners effective feedback on school performance and student wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning outcomes for every student and to improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and quality teaching practice.

Improvement measures

Target year: 2023

Student performance in NAPLAN and internal assessments in Reading achieve at least one years growth from the previous year.

All students achieve expected growth in targeted areas using the Literacy Progressions, PLAN2 data and syllabus indicators.

Target year: 2023

Student performance in NAPLAN and internal assessments in Numeracy achieve at least one years growth from the previous year.

All students achieve expected growth in targeted areas using the Numeracy Progressions, PLAN2 data and syllabus indicators.

Target year: 2022

Reflecting the Premier's Priority for small schools, 60% of students achieve the top two bands of NAPLAN Reading and Numeracy.

Initiatives

Literacy - Growth in Reading

Evidence informed programs such as Sound Waves, MultiLit and Little Learners Love Literacy will support our curriculum delivery and build teacher capabilities to differentiate curriculum and inform the teaching and learning cycle.

Establish an effective suite of internal formative assessments, that will identify students learning needs and inform planning and teaching for students growth and attainment in reading.

Embed evaluative practices for data collection and systematic analysis to inform teaching and track student growth and progress against the Literacy Progressions within PLAN2 in the targeted areas of Understanding Text.

Numeracy

Evidence informed teaching practices such as embedding the use of flexible Additive Strategies and use of Number Talks will support our curriculum delivery and build teacher capabilities to differentiate curriculum and inform the teaching and learning cycle.

Establish an effective suite of internal formative assessments, that will identify students learning needs and inform planning and teaching for students growth and attainment in numeracy.

Embed evaluative practices for data collection and systematic analysis to inform teaching and track student growth and progress against the Numeracy Progressions within PLAN2 in the targeted areas of Additive Strategies and Quantifying Numbers.

Success criteria for this strategic direction

Identified targets for student growth in Reading and Numeracy are achieved for each student and some students achieve at higher than expected growth on internal school progress and achievement data.

Assessments are developed/sourced and used systematically across the school to monitor student progress and identify gaps in learning and areas for extension.

All teachers provide explicit, specific and timely formative feedback related to targeted areas within the progressions linking to students self-directed learning goals. Teachers' feedback supports improved student learning and informs the 'where to next' steps.

Evaluation plan for this strategic direction

This strategic direction will be monitored and evaluated through key questioning and data gathering using the QDAI process.

Question - How, and to what extent, did our evaluative practices for data collection and analysis support student growth in reading and numeracy?

Data -sources to analyse the effectiveness of initiatives:

- Student progress checked and monitored against progressions using Best Start, PLAN2, and syllabus standards.
- internal school assessments
- Student work samples demonstrate success criteria and build on prior learning.
- teacher programming and observations
- Student voice evidenced in personalised goal setting (Smart Goals).
- impacts of professional learning

Analysis - Assess the facts, determine evidence of activity and current processes.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Implications - The impact of initiatives and programs will be measured to judge whether they are embedded or decommissioned. Inform the 'where to next' steps.

Strategic Direction 2: Evidence Informed Teaching and Planning

Purpose

To improve student educational outcomes and teacher capabilities through effective collaboration; embedding evidence-based explicit teaching practice and data collection and analysis into our pedagogical practices. Students become self-directed learners who are aware of their own progress and have a strong sense of belonging and wellbeing.

Improvement measures

Target year: 2022

The proportion of students attending the school 90% of the time or more is at least 70%.

Target year: 2023

There is a high proportion of students reporting a strong sense of belonging and wellbeing through internal feedback surveys.

Initiatives

Quality Teaching Practices

In order to ensure students educational and social needs are met, quality and effective teaching practices will be implemented and evaluated.

School and Student Wellbeing

Build students capacity to become self-directed learners who set SMART learning goals that they can monitor and track their own progress, supported by data collection and analysis and feedback provided by teaching and support staff.

Initiatives and practices to enhance wellbeing will be reflective of the Wellbeing Framework. Evaluative practices will be established for collecting and analysing data for informing student wellbeing and engagement, so as to improve student learning.

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

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.

The school collects, analyses and uses data including student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Learning Intentions, Success Criteria, and Feedback are evident across the school. Students can articulate their learning goals in reading and numeracy.

Evaluation plan for this strategic direction

This strategic direction will be monitored and evaluated through key questioning and data gathering using the QDAI process..

Question - In what ways and to what extent have our initiatives impacted/increased student attendance, wellbeing and engagement?

Data sources to analyse the effectiveness of the initiatives:

- Teaching programs show evidence of data informing classroom practice, with ongoing adjustments evident.
- evidence from the Wellbeing Assessment tool.
- attendance data
- internal surveys from students and parents/carers.
- Family/community focus group feedback on the effectiveness of the partnerships in learning.

Strategic Direction 2: Evidence Informed Teaching and Planning

Evaluation plan for this strategic direction

- students evaluations and reflections upon their achievement towards their self-directed learning goals.

Analysis - what are the facts and what evidence is there that show the impacts of the activities?

Implications - The impact of initiatives and programs will be measured to judge whether they are embedded or decommissioned. Inform the 'where to next' steps.