

Strategic Improvement Plan 2021-2024

Boolaroo Public School 1302



BOOLAROO

PUBLIC SCHOOL

Respect, Responsibility, Excellence



School vision and context

School vision statement

At Boolaroo Public School we provide "Quality Education in a Caring and Innovative Environment", where all learners aspire to reach their potential. Students are socially and emotionally equipped to connect, succeed, thrive and learn. As a whole school community we work collaboratively setting high expectations and building relationships that promote our core values **"RESPECT, RESPONSIBILITY & EXCELLENCE"**.

Succeeding Today, Preparing for Tomorrow

School context

Boolaroo Public School is a dynamic and caring educational environment and is located on the northern end of Lake Macquarie, that provides students with access to quality programs within a varied and balanced curriculum. The school fosters a culture of high expectations, community engagement and has strong relationships with our P&C. Our current school enrolment is 70, and 10 percent of our students identify as having Aboriginal heritage. We have two EAL/D students and our Family Occupation and Education Index (FOEI) currently sits at 124.

Extra-curricular opportunities in Sport, STEM, Debating and Public Speaking, Environmental Education and Creative and Performing Arts, enable our students to participate in a range of different experiences.

The school has been involved in the Early Action for Success (EAfS) strategy since 2015. This strategy is led by an Instructional Leader and includes in-depth analysis of data and planned intervention for identified areas of need. Additional resources are allocated to provide tiered support to improve literacy and numeracy outcomes for all students.

Through our situational analysis the whole school community was consulted including, students, staff, parents and the local AECG. As a result we have identified three areas of focus for this Strategic Improvement Plan: Student Growth and Attainment, Quality Teaching and Connecting with Community.

To achieve our directions, the school will have a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will support students to achieve expected growth and attainment in their learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

We will establish systems that support explicit teaching, collaboration and feedback, with a focus on developing professional dialogue, consistent teacher judgement, collaboration, classroom observations and modelling of effective practices. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

A continued participation in the established Small School Schools Alliance will further develop collaborative practices for students, teachers and the wider community. Our systems will be transparent, highly effective and sustainable to support community engagement, resulting in sustained and measurable whole school improvement.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in reading and numeracy, we will ensure the implementation of appropriate curriculum provision for every student. This includes learning activities that are innovative, engaging and differentiated, underpinned by evidence-informed strategies, embedded evaluative practices and quality teaching.

Improvement measures

Target year: 2022

Reading

NAPLAN top two bands

- Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 2%.
- Expected growth data not available due to Covid 19. Internal assessment measures used to monitor progress. School-determined growth targets will be based on the Understanding Text element of the Literacy Progressions.

NAPLAN Value-Add

Value Added for K-3, 3-5 and 5-7 is trending towards Sustaining and Growing.

Learning Progressions

- 85% of Kindergarten students will achieve within the expected end of year progression for Phonological Awareness (4), Phonic Knowledge, Word Recognition (4) Understanding Texts (4) and Creating Text (3) in Literacy.
- An uplift of 5% of students achieving or exceeding individualised expected growth in their reading learning pathway using the literacy progressions, PLAN2 data and syllabus indicators.

School Excellence Framework Measures:

- Data Skills and Use - **Maintain excellent**

Initiatives

Reading

In reading we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to:

- Differentiate reading groups K-6;
- Explicitly teaching of comprehension skills K-6;
- Analyse student data and plot students on Data Walls and PLAN2 to measure progress and inform future directions.;
- Determine support provided to staff, by the Instructional leader, to drive student improvement and monitor student progress;
- Implement systematic intervention processes.

We will embed a pedagogical base for whole school teaching and learning that supports;

- Monitoring and evaluation of teaching strategies; professional learning, programs and resourcing.;
- Implementation of systematic phonics program supported by decodable readers;
- Implementation of phonological awareness program.

Numeracy

In numeracy we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- Analysis student data and plot students on Data Walls and PLAN2 to measure progress and inform future directions;
- Instructional leaders working with staff to drive student improvement and monitor student progress;
- Monitoring and evaluation teaching strategies, professional learning, programs and resourcing;
- Systematic intervention processes.

We will embed a pedagogical base for whole school teaching and learning that supports:

Success criteria for this strategic direction

Reading and Numeracy

- All students articulate, understand and achieve their literacy and numeracy pathways.
- Assessment data is collected in reading and numeracy on a regular basis, planned and used responsively as an integral part of classroom instruction.
- All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.
- Data collection for all students occurs at 5 weekly intervals and is tracked through PLAN2 and PLPs closely aligned to the school's scope and sequences.
- All students demonstrate their understanding of phonics when reading decodable texts.
- Differentiated learning activities are visible in all classrooms and teaching programs.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

We will use a combination of data sources. These will include:

- NAPLAN data
- Scout - Value added data
- Student work samples
- PLAN2 data for literacy and numeracy
- Student PLPS
- Teacher programs

Strategic Direction 1: Student growth and attainment

Improvement measures

- Student Performance Measures- **Maintain sustaining and growing**

Target year: 2022

Numeracy

NAPLAN top two bands

- Top 2 bands (or equivalent) NAPLAN Numeracy increase (uplift) of 2%.
- Expected growth data not available due to Covid 19. Internal assessment measures used to monitor progress. School-determined growth targets will be based on the Understanding Text element of the Literacy Progressions.

NAPLAN Value-Add

Value Added for K-3, 3-5 and 5-7 is trending towards Sustaining and Growing.

Learning Progression

- 85% of Kindergarten students will achieve within the expected end of year progression for Quantifying Numbers (6) and Additive Strategies (3) in Numeracy.
- An uplift of 5% of students achieving or exceeding individualised expected growth, in their numeracy learning pathway using the numeracy progressions, PLAN2 data and syllabus indicators.

School Excellence Framework Measures:

- Data Skills and Use - **Maintain excelling**
- Student Performance Measures- **Maintain sustaining and growing**

Target year: 2023

Reading

- More than 65% of students achieve expected growth

Initiatives

- Collaborative practices within and across schools K-6 to embed differentiated, quality teaching and learning activities into programs;
- A whole school approach ensuring effective evidence-based teaching methods optimise learning progress for all students across a range of abilities;
- Implementation of 'Rich Tasks' and Mathematics programs to support the teaching of 'Visual Numeracy' K-6.

Evaluation plan for this strategic direction

- Classroom observations

Analysis:

Analysis will be embedded through 5 weekly systematic internal data analysis as part of the implementation and monitoring of the School Implementation Plan (SIP). Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

* Future actions and next steps.

* Annual reporting on school progress measures (published in the Annual Report each year, in the newsletter and on the School Website throughout the year).

Strategic Direction 1: Student growth and attainment

Improvement measures

NAPLAN Reading

Numeracy

- More than 65% of students achieve expected growth NAPLAN numeracy.

Strategic Direction 2: Quality Teaching

Purpose

To improve teacher practice and effectiveness through explicit teaching, collaboration and feedback with a focus on developing professional dialogue, consistent teacher judgement, collaboration, classroom observations and modelling of effective practices.

Improvement measures

Target year: 2022

Effective Classroom Practice

- Teaching and learning pedagogy reflect evidence based practice.
- Learning Intentions and Success Criteria exist in all rooms for both Literacy and Numeracy and students use these for self reflection against learning pathways.
- Teachers develop a range feedback strategies to support student growth on learning pathways.

School Excellence Framework Measures:

- Effective Classroom Practice - **Excelling**
- Learning and Development- **Sustaining and Growing**
- Curriculum - **Excelling**

Target year: 2022

Collaborative Feedback and Practice

- Teaching Sprints are an embedded practice and include PDP observations and feedback (Learning Walks).
- Most staff, including beginning teachers, have participated in Teaching Rounds.
- Teachers participating in collaboratively developing teaching and learning programs incorporating elements of effective classroom practice.

School Excellence Framework Measures:

Initiatives

Effective Classroom Practice

Improving teacher practice and effectiveness through systems that support explicit teaching, with a focus on consistent teacher judgement and evidence- based teaching strategies. This will drive ongoing, school wide improvement in student outcomes through:

- Highly effective teaching practices to improve effective classroom practice through a focus on explicit teaching practice and formative assessment;
- Establishing collaborative support for teacher performance development, collaborations and evidence-based programs and lessons;
- Embedding the use of formative data collection, use of progressions to develop explicit individual learning pathways, leading to changes in explicit teaching practice;
- Literacy and numeracy practice that are informed by research;
- Embedding the use of formative feedback to plot students and differentiate teaching strategies;
- High expectations of students- When teachers differentiate instructions and provide individualised feedback, all teachers can promote high expectations in order to challenge their students and encourage continuous improvement.

Collaborative Feedback and Practice

The school will develop our collaborative learning culture by improving the quality with which teachers engage in professional dialogue to evaluate and modify teaching strategies and programs. Including:

- Regular lesson observations - Regular participation in structured lesson observations that focus on how different teaching approaches impact on student learning;
- Increased time for collaboration- When teachers share responsibilities and participate in classroom observations and engage in professional learning

Success criteria for this strategic direction

Effective Classroom Practice

- Teachers reflect and communicate about the learning task with students.
- Teachers provide students with detailed and specific feedback about what they need to do to achieve growth as a learner.
- Data and feedback inform effective teaching practice and direct learning.
- Learning Intentions, Success Criteria, and Feedback are an embedded practice in all learning spaces across the school.

Collaborative Feedback and Practice

- Teachers plan collaboratively and consistent teacher judgement is evident across the school.
- Teachers participate in structured lesson observations that focus on how different teaching approaches impact on student learning.

Assessment

- All teachers expertly apply a range of informative and summative assessment strategies to inform teaching and learning that lead to measurable improvement.
- All teachers use formative assessment data to accurately track and monitor student achievement across the Literacy and Numeracy progressions.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of effective classroom practice, assessment strategies and collaboration?

Data:

Strategic Direction 2: Quality Teaching

Improvement measures

Learning and Development- **Sustaining and Growing**

Target year: 2022

Assessment

- Formative and summative assessments are used school wide to identify student learning and progress, reflect on teaching effectiveness and inform future directions.
- Assessments are used regularly by teachers in order to identify areas for intervention / high potential and gifted and determine Teaching Sprint focus.

School Excellence Framework Measures:

Assessment - **Sustaining and Growing**

Initiatives

communities inside and outside the school. There will be evidence of effective collaborations which is a key aspect of building a culture of continuous improvement.

Assessment

Teachers will establish and commit to aspirational expectations of learning progress for all students. This will be done through:

- Providing more complex tasks that consider prior knowledge and the ability of students;
 - Open-ended questioning in class and assessment to see student higher-order thinking;
 - Visual numeracy and rich tasks and assessments added to numeracy programming;
 - A range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.
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Evaluation plan for this strategic direction

We will use a combination of data sources. These will include:

- Evidence of collaborative practices within and across schools
- Teaching Sprints
- Teacher programs
- Classroom observations
- PLAN2 data
- Parent/ Teacher interviews

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Implications

The findings of the analysis will inform:

* Future actions and next steps.

* Annual reporting on school progress measures against the School Excellence Framework Self-assessment Surveys to support External Validation (published in the Annual Report each year, in the newsletter and on the School Website throughout the year).

Strategic Direction 3: Connecting with Community

Purpose

To implement and embed transparent, effective and sustainable school systems, supported by evidence-based practices. Build connections between teachers and school leaders to support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Improvement measures

Target year: 2022

Professional Learning Communities

- Regular meeting with staff from Small School's Alliance held per term.
- The school is a part of a successful learning alliance with external partners including the University of Newcastle and Lake Macquarie High School.

School Excellence Framework Measures:

- Learning and Development- **Sustaining and Growing**
- Educational Leadership - **Sustaining and Growing**

Target year: 2022

Community Engagement

- Develop a regular program of teacher visits to the local preschools.
- Workshops held to support parent understanding of student learning.
- The establishment of an Aboriginal Cultural group supported by local high school and AECG.

School Excellence Framework Measures:

- Learning Culture - **Excelling**
- Management Practices and Processes- **Sustaining and Growing**

Initiatives

Professional Learning Communities

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

Small School Professional Learning Alliance:

- Leadership opportunities across the network;
- Open Classrooms and teaching rounds across schools;
- Systems to facilitate across schools connections;
- Collaborative goal setting and planning for programming;
- Professional learning in evidence based practices.

Develop and strengthen partnerships with local high school and university.

Community Engagement

The school will develop and enhance community partnerships and satisfaction by soliciting and addressing feedback on school performance and embedding a culture of high expectations:

- Analysing and sharing feedback across the school community;
- Provide opportunities for parents to increase knowledge and understanding of curriculum and student learning;
- Preschool/ day care centres - Improve transition programs and strengthen connections with pre school and day care centres;
- Build effective partnerships through the AECG to enhance community, family and student engagement;
- Build the capabilities of all staff to embed Aboriginal perspectives and contextually relevant learning into all areas of the curriculum to authentically engage and build the academic achievement of Aboriginal

Success criteria for this strategic direction

Professional Learning Communities

- Teachers seek professional learning opportunities to share and gain expertise in evidence-based teaching practices.
- Regularly dedicate time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs.
- Teachers work in partnership with colleagues to achieve shared collaboration goals.

Community Engagement

- School engages with parents and carers to encourage and support them to hold high expectations of their children.
- Workshops are held to increase parent/carer knowledge of student learning.
- Staff design, deliver and embed a culturally rich and locally relevant curriculum that genuinely connects Aboriginal students to the learning experience and optimises the learning of every Aboriginal and non-Aboriginal student.
- Effective partnerships with students, parents, Aboriginal community, and the AECG to support the development of learning programs that are relevant, challenging and reflect the high expectations of the school community.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate that the school's systems and processes that are in place are enhancing and sustaining whole school improvement.?

Data:

We will use a combination of data sources. These will include:

Strategic Direction 3: Connecting with Community

Improvement measures

Target year: 2022

Attendance

- Increase the percentage of students attending school >90%
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Initiatives

students and consequently, all students.

Evaluation plan for this strategic direction

- Extra-curricular group data.
- TTFM - Student wellbeing, family satisfaction.
- Teaching Sprints
- Teacher programs
- Classroom observations
- PLAN2 data
- 3 way interviews
- Parent surveys
- Parental attendance at school events

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Implications

The findings of the analysis will inform:

* Future actions and next steps

* Annual reporting on school progress measures against the School Excellence Framework Self-assessment Surveys to support External Validation (published in the Annual Report each year, in the newsletter and on the School Website throughout the year).