

Strategic Improvement Plan 2021-2025

Boomi Public School 1307



School vision and context

School vision statement

Boomi Public School is intent on supporting every student to achieve their educational potential. Our vision is to establish a high-expectations culture and quality, evidence based teaching and learning that ensures students are supported to become self-directed, motivated learners who display resilience and persistence and are provided with a diverse range of opportunities to ensure they have the required skills to engage successfully in 21st Century learning. Each student is encouraged to reflect the school motto - "Be a Good Citizen".

School context

Boomi Public School, established in 1901, is a small school, located in a rural setting 100 km north-west of Moree. Our students travel from areas surrounding Boomi as well as from the village. In 2021 enrolment consists of 20 students and the Family Occupation and Education Index (FOEI) is currently 45. The school employs a teaching principal and classroom teacher on a full-time basis. Additional teachers, School Administration Manager, General Assistant and School Learning and Support Officers are employed on a part-time basis to support individualised learning and the management of the school.

Boomi Public School offers an engaging learning environment that provides differentiated learning at level of need for all students in all curriculum areas. The curriculum is comprehensive, innovative and evidence based with a strong emphasis on literacy, numeracy, technology and the arts. The school is well resourced in these areas, along with sporting and playground equipment.

Boomi Public School has strong community partnerships and a very supportive P&C. The school newsletter is an important source of news for the township and is used as a school and community message board for upcoming events in the local area. Boomi Public School also uses the Schoolstream app as a method of communication with parents and the broader community.

The school offers many extra-curricular activities in the areas of sports and arts and through the establishment of a native bee hive and kitchen gardens. Boomi Public School is a leader in the development of inter-school relationships within the Barwon network through the Small Schools Mini School Camp. Connections are also made wider afield with the use of technology, science and creative arts experts.

Our school has a warm, caring, family environment where all students are known, valued and cared for. Through commitment and professionalism, the staff aim to create stimulating learning environments which are safe and give students confidence and the experiences necessary to become resilient and persistent 21st Century learners.

This Plan 2021-2024 is based on rigorous self-assessment leading to three strategic directions: student growth and attainment, building future focused quality educators and strong partnerships and connections.

Strategic Direction 1: Student growth and attainment

Purpose

To engage in innovative, quality experiences which focus on learning and improvement in literacy and numeracy.

Improvement measures

Expected Growth in Reading

Achieve by year: 2025

Expected Growth in Numeracy

Achieve by year: 2025

Attendance

Achieve by year: 2025

Initiatives

Literacy

In Literacy, sustainable whole school processes will be embedded for teacher collaboration, observation and collecting and analysing data. The evaluation of this data will be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing
- future professional learning

The school will use:

- guided reading groups targeted to address student needs K-2
- reading groups 3 - 6 focusing on developing a range of comprehension skills
- writing programs such as Seven Steps which make clear the nexus between increasing vocabulary, reading proficiency and writing development
- immersion in a range of quality real-world books through a guided reading process to engage reluctant readers.
- significant small group or in-class support for students whose learning is at risk.

Identified students have a Personal Learning Plan made in consultation with families.

Both support and extension (HPGE) programs are run to assist students using the curriculum.

Embed formative assessment practices into everyday teaching across the school

Numeracy

In Numeracy, sustainable whole school processes will be embedded for teacher collaboration and collecting and analysing data. The evaluation of this data will be used to

Success criteria for this strategic direction

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF-Learning Culture) as measured through regular collaborative practices and meetings.
- The school 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. (SEF-Assessment) as demonstrated in the regular programming cycle.
- The school uses systematic and reliable assessment information (ten week cycle) to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (SEF-Assessment).
- Most students achieve in the top two bands for NAPLAN Reading, Writing and Numeracy. (SEF-Student Performance Measures) as demonstrated through internal and external assessment measures.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF-Learning Culture) through regular parent-teacher conferences and informal discussions.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate the impact and improvement of student outcomes in literacy and numeracy?

Data: The school will use the following data sources to regularly analyse the initiatives for achieving the purpose and improvement measures of the strategic directions

- internal assessments eg: PAT
- external assessments eg: NAPLAN

Strategic Direction 1: Student growth and attainment

Initiatives

inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing

Identified students have a Personal Learning Plan made in consultation with families.

Both support and extension (HPGE) programs are run to assist students using the curriculum.

Embed formative assessment practices into everyday teaching across the school

Assess and identify areas for improvement within whole school assessment strategies and staff expertise. Identify processes that are embedded and used to enhance assessment, feedback and reporting. Embed formative assessment practices into everyday teaching across the school

Attendance

Updating whole school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student attendance.

Evaluation plan for this strategic direction

- Check-In Assessment Data
- Tell Them From Me Data
- observations and student work samples
- photos of collaborative learning
- SCOUT data
- Student PLPs
- SEF SaS - school wide processes for addressing improvement in Student Performance Measure and Data Skills and Use

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress annually toward improvement measures.

Implications:

The findings will inform:

- future actions
- annual reporting on school progress measures

Strategic Direction 2: Building Future Focused Quality Educators

Purpose

Improve student learning and outcomes across all curriculum areas through the development and delivery of consistent high-quality collaborative, reflective teaching practices using quality evidence and data to inform teaching and the development of innovative programs. All teaching staff will ensure the highest priority is given to evidence-based teaching strategies.

Improvement measures

Achieve by year: 2025

- Teaching and learning programs provide evidence of curriculum knowledge and evidence based teaching strategies
- Expert use of feedback and formative assessment are observable in all contexts, as evidenced through classroom observation and teacher self-reflection data.
- All teaching staff use consistent whole school practice and initiatives that support and foster positive student wellbeing.

Achieve by year: 2025

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Initiatives

Evidence-based effective teaching

A culture of agreed practices delivers quality teaching for all students

- Explicit systems through consistent lesson observations for teacher collaboration, observation and feedback to sustain quality teaching practices are embedded.
- Collaborative practice in partnership with other schools in the Barwon COS visibly improves teacher practice and enhance student learning.
- All staff have structured Professional Development Plans which are linked to the School Improvement Plan and will include authentic processes for teacher improvement.
- High Impact Professional Learning informs teaching practice and improved student achievement.
- School Excellence Framework guides professional learning for all staff as a whole school practice.
- Teachers' understanding and implementation of the High Potential and Gifted Education Policy is used in an ongoing manner to inform teaching and learning across all domains of potential: intellectual, creative, social-emotional and physical
- Full implementation of new K-6 English and Mathematics syllabii is demonstrated.

Success criteria for this strategic direction

- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF-Effective Classroom Practice)
- All teachers have a sound understanding of student assessment data concepts. They analyse and interpret data and then collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF-Data Skills and Use) as indicated in class programs.
- Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.
- Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages or for particular groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. (SEF-Learning and Development)
- Professional Learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. (SEF-Educational Leadership)
- The school monitors, reviews and implements curriculum provision to meet changing departmental requirements (SEF - Curriculum)

Evaluation plan for this strategic direction

Strategic Direction 2: Building Future Focused Quality Educators

Evaluation plan for this strategic direction

Question:

Have all teaching staff ensured the highest priority has been given to evidence-based teaching practices?

Data:

The school will use the following data sources to analyse the initiatives for achieving the purpose and improvement measures of the strategic directions.

- internal assessments eg: PAT
- external assessments eg: NAPLAN
- Check-In Assessment Data
- Tell Them From Me Data
- observations and student work samples
- photos of collaborative learning
- SCOUT data
- Student PLPs
- evaluation of professional learning
- SEF SaS - school wide processes for addressing improvement in Student Performance Measure and Data Skills and Use

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress annually toward improvement measures.

Implications:

The findings of the analysis will inform:

- future actions
- annual reporting on school progress measures
- After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 3: Strong Partnerships and Connections

Purpose

Whole school and inter-school relationships ensure the ongoing development and improvement in teaching practice and student achievement.

Improvement measures

Achieve by year: 2025

Community participation in the school is tracked and data collected and analysed regularly to evaluate school to home partnerships and community engagement.

Kids Matter wellbeing data shows >90% of students and parents strongly agree in all areas of the surveys.

Achieve by year: 2025

Embedded and explicit systems for focused teacher collaboration within and across schools are used to plan, implement and evaluate targeted curriculum areas.

An agreed Network PDP process and shared system goal setting is across target clusters of schools and staff are high performing as measured against the Australian Professional Teaching Standards. Leadership implements principles of evaluative thinking, monitoring impact and improved practice as an inter-school agreed process to inform performance.

Learning alliances with other schools are established and focus on professional learning, evidence-based teaching and learning practice and collaborative planning and programming. Inter school relationships are embedded and growing in targeted aspects of school planning (sports, excursions, shared workshops etc)

Initiatives

School and Inter-School Partnerships

Students, staff, parents and community members collaboratively engage in a range of school-related activities which help build the school as a cohesive educational community.

Teaching staff demonstrate and share their expertise within their school and with other schools. Inter-school professional learning communities focus on continuous improvement in learning, teaching and leading using shared planning and expertise.

- Barwon Network PDP process embedded and ongoing active participation to build and enhance network capacity.
- Inter-school PDP goal setting established in target areas.
- Inter-school lesson observations, programming evaluations and professional feedback is conducted to build shared capacity.
- Teachers participate in targeted professional learning that focuses on effective pedagogy that directly aligns with the future focused direction of the school, evaluation of impact will be measured.

Develop collaborative practice in partnership with other schools in the Barwon COS to visibly improve teacher practice and enhance student learning.

Success criteria for this strategic direction

- The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. (SEF-Curriculum)
- Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents. (SEF-Reporting)
- There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement. (SEF-Data use in Planning)
- Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.
- Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. (SEF-Educational Leadership)
- The school regularly solicits and addresses feedback on student wellbeing, community participation and school performance from students, staff, parents and the broader school community. (SEF-Educational Leadership)
- Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction. (SEF-Management Practices and Processes)

Evaluation plan for this strategic direction

Question:

Have we embedded inter-school relationships and explicit

Evaluation plan for this strategic direction

teaching practices that facilitate ongoing improvement of staff and students?

Data:

The school will use the following data sources to analyse the initiatives for achieving the purpose and improvement measures of the strategic directions.

- observations and feedback of teaching practices
- surveys
- document analysis
- Scout data
- Meeting minutes
- Photos of collaborative learning for staff and students

- PDP document analysis
- Teaching Standards

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress annually toward improvement measures.

Implications:

The findings of the analysis will inform:

- future actions
- annual reporting on school progress measures
- After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'