

Strategic Improvement Plan 2021-2024

Bourke Public School 1326



School vision and context

School vision statement

Bourke Public School values excellence, promotes a culture of high expectations and supports continuous improvement in all learners. Students develop the skills to become resilient, respectful learners in a school community where success is celebrated. Our school fosters a safe, inclusive learning environment in which respect and valuing each student's unique qualities is of paramount importance. Our work is underpinned by our commitment to being a positive, responsive school and authentic engagement with all stakeholders which reflects community aspirations and priorities.

School context

Bourke Public School serves a small isolated community in the far north west of NSW. The Bourke township is located on the banks of the Darling river on traditional Aboriginal land. The school's population is approximately 175, of whom 80% identify as being Aboriginal. Bourke Public School became a Connected Communities strategy school in 2013. Successful implementation of this strategy is dependent upon effective leadership, sound governance and genuine community partnerships. Key features include: cultural awareness (Connecting to Country) delivered locally for all staff, teaching Aboriginal language and culture, the appointment of an additional school executive position - Senior Leader Community Engagement, an early years focus through to further learning and employment, personalised learning programs for all students, positioning the school as a hub for service delivery, early intervention and prevention focus, partnership and co-leadership with the Aboriginal community through the School Reference Group and partnerships with universities and TAFE Western.

The school is very well resourced and has an ongoing focus on improving the physical facilities and access to a variety of technologies.

The highly regarded Early Years Transition Centre excels at delivering foundational skills, and early identification of student learning needs which results in effective transition to Kindergarten and a successful start at school for our students.

The school partners with external agencies including Birrang and Interrelate to provide wellbeing opportunities for students and their families.

Professional Learning strengthens staff knowledge and understanding of evidence based pedagogy creating a culture of continuous improvement. All staff will use evidence informed strategies and embedded evaluative practices to meet the learning needs of all students.

The situational analysis highlighted the need to focus on academic success, connection to culture and self efficacy for our Aboriginal students. It also identified the need to provide development for teachers in data analysis and use in planning, curriculum provision and differentiation, whole school assessment and monitoring along with a consistent focus on whole school improvement through the authentic implementation of the school plan.

The school is committed to promoting a culture of high expectations where learning is valued throughout the school community. Our teaching and learning programs offer opportunities to support our students to obtain grade appropriate outcomes, as well as providing enrichment for students working beyond, so that all students achieve growth and school success. Attendance is paramount in ensuring academic success and will be a focus for the school community.

The school has collaborative systems that implement, monitor and evaluate processes and practices to ensure high levels of accountability.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for success. We will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students. Students become resilient and confident lifelong learners who are aware of their own progress.

Improvement measures

Target year: 2023

Expected Growth

Reading;

- A minimum growth of 16.1% of students in Years 3 & 5 achieving expected growth in Reading.

Numeracy;

- A minimum growth of 9.09% of students in Years 3 & 5 achieving expected growth in Numeracy.

Target year: 2022

Excellence in Aboriginal Education;

- At least 13.5% increase of students in the top 3 bands of NAPLAN in Reading.
- At least 11% increase of students in the top 3 bands of NAPLAN in Numeracy.

Target year: 2022

Attendance;

- A growth of 3.5% of students achieving 90% attendance or more.

Target year: 2024

Achieve 'Excellence' in "Student performance measures" and "Curriculum" as measured in the School Excellence Framework.

Initiatives

Quality Explicit Teaching of Literacy and Numeracy

- Professional Learning on evidenced based practices to develop well balanced, structured and targeted Literacy and Numeracy programs.
- Access Professional Learning in Literacy and Numeracy from Department of Education in the areas of phonics, phonological awareness, comprehension, vocabulary, fluency, mathematical core facts, Whole Number, the four operations, problem solving and real world mathematical connections.
- Access Professional Learning in Curiosity and Powerful Learning and implement across the school.
- Differentiated Professional Learning delivered on school focuses such as reading and maths.
- Shoulder to shoulder support by Instructional Leader and Assistant Principals modelling best practice.
- Interventions and tutoring are provided to support student growth for students at risk and who require enrichment and extension.

Excellence in Aboriginal Education

- Establishment of an Aboriginal Education team to oversee the collection and analysis of student's results and support staff to identify students with greater learning potential and design engaging learning opportunities for them.
- Work with all staff to improve Aboriginal student attainment of top bands in NAPLAN in Literacy and Numeracy.

Attendance

- Regularly monitored and communicated to staff and parents.
- Incentives are implemented across the school to encourage and reward student's attendance.

Success criteria for this strategic direction

- Consistent whole school teaching practices observable in the Literacy and Numeracy sessions in every classroom.
- All staff receive evidence based Professional Learning and shoulder to shoulder support from the Instructional Leader and Assistant Principals who support them.
- Aboriginal students are engaged and reaching their potential.
- Attendance data is regularly monitored and communicated to key stakeholders. Initiatives and rewards are in place for students.
- Consistent teaching and learning protocols are evident across the school as identified through the Curiosity and Powerful Learning project.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness / successes of the initiatives:

- Staff Feedback
- Student feedback on teaching and learning
- Best Start
- NAPLAN
- Check-In Assessments
- PLAN 2
- Literacy and Numeracy Progressions
- Stage based school assessments against Syllabus outcomes
- Attendance
- QDAI framework

The implementation team will meet regularly to analyse data sources and evaluate future directions. This will include term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to correlate conclusions.

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2022

Proportion of Students in the top 2 bands (or above):

Reading:

- At least 2.2% increase of Years 3 & 5 students achieving in the top 2 bands in Reading.

Numeracy:

- At least 5.25% increase of Years 3 & 5 students achieve in the top 2 bands in Numeracy.

Evaluation plan for this strategic direction

Stages will meet regularly to collaboratively unpack and analyse data and respond to student's needs.

Aboriginal Education team will meet regularly with school leaders and other staff to unpack and evaluate Aboriginal student data and progress.

Strategic Direction 2: Continuous improvement through high expectations and best practice

Purpose

Establish and promote a culture of high expectations throughout the school and community. Build teacher's knowledge and understanding of best practice through targeted Professional Learning that ensures continuous improvement. Quality wellbeing services and practices will be embedded to support students in achieving aspirational academic goals.

Improvement measures

Target year: 2024

Achieving 'Excellence' in "Data skills and use" and "School planning, implementation and monitoring" as measured in the School Excellence Framework

Target year: 2022

Wellbeing;

- At least a 4.1% increase of students reporting advocacy, belonging and high expectations as measured in the Tell Them From Me survey.

Target year: 2024

Achieve 'Excellence' in "Assessment" as measured in the School Excellence Framework.

Initiatives

Continuous improvement through best practice

- Targeted differentiated Professional Learning that creates a culture of continuous improvement leading to systematic and explicit lessons in all key learning areas.
- Establishment of a Data team to oversee the collection and analysis of data pertaining to all aspects of school improvement including; teaching, learning and administrative processes and procedures. A whole school framework for the collection of data.

Wellbeing Practices and Processes

- Wellbeing practices engage students and support them to achieve academic success.
- Expectations of Positive Behaviour for Learning are explicitly and consistently taught and applied across the school to ensure optimum conditions for student learning.
- Streamline wellbeing process and structures.
- Establish additional supports for students in the areas of mental health, speech and occupational therapy.
- Identify students for targeted and specific interventions so they can be supported through differentiated wellbeing programs.

Partners in Learning

- Develop a culture throughout the school community where learning is valued and high expectations are evident for all students at home and at school.
- Establish and maintain effective partnerships with external agencies / providers to support key transition points.
- Opportunities are provided from the Early Years through to Year 6 for students and community to collaborate and share their learning journey.
- Events are held to provide community with

Success criteria for this strategic direction

- Teachers are supported across all Key Learning Areas through differentiated professional learning.
- Student wellbeing is supported through implementation of school wide structures and targeted intervention programs.
- Positive Behaviour for Learning is embedded into school wide routines and processes.
- Positive, respectful relationships are evident and widespread among students, staff and community in all contexts of school life.
- Comprehensive data analysis undertaken by Data team twice per term and shared with whole school community.
- Partnerships with external agencies and providers support school process for successful student transition P-7.
- Progress against the school plan is regularly monitored and reviewed with communication of progress to the whole school community.
- The whole school community take responsibility and contribute to a culture of high expectations.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness / successes of the initiatives:

- Staff feedback on professional learning and student growth.
- Student behaviour data collected from internal school sources.
- Data collection, monitoring and evaluation of whole school processes.
- Authentic engagement with school plan and progress against it.
- Parent / Carer feedback around students' learning and attitudes towards learning.
- Student feedback around learning and attitudes

Strategic Direction 2: Continuous improvement through high expectations and best practice

Initiatives

information around high expectations, curriculum and programs. Community are regularly provided with the opportunity to give feedback.

Evaluation plan for this strategic direction

towards learning.

- Parent / Carer participation numbers in school and community events.
- Consistent acknowledgement and celebration of positive data (PBL, behaviour, attendance, student growth etc).

Strategic Direction 3: Maximise student engagement through collaboration and accountability

Purpose

Collaboration connects all staff to their colleagues, external agencies and the community. A collaborative approach with high levels of accountability will be implemented to develop innovative programs and practices that ensure high levels of student engagement.

Improvement measures

Target year: 2024

Connection to culture is evident across the whole school as evidenced by Aboriginal students' responses to the Tell Them From Me surveys.

Target year: 2024

Achieving 'Excellence' in "Educational Leadership" as measured in the Schools Excellence Framework.

Target year: 2024

Achieving 'Excellence' in "Learning Culture" as measured in the Schools Excellence Framework.

Initiatives

Collaboration and Accountability

- Executive team ensures accountability, collaboration, high expectations and student engagement are clearly evident across the school through leading the embedding of practices in their Stages.
- Consistent focus on data use and opportunities for collaborative analysis of data with colleagues; consistent teacher judgement (CTJ).
- Professional learning on best practice assessment approaches.
- Strengthen assessment practices to enable qualitative and quantitative data collection routinely and systematically.
- Effective partnerships with external agencies to support students at key transition points.

Student Engagement

- The school provides enriching opportunities to maximise student engagement.
- Provide higher order engaging activities that will optimise Aboriginal student achievement.
- Design opportunities and support students and staff to connect with culture and build solid understanding.

Success criteria for this strategic direction

- Teachers engage in Professional Learning, collaborate with colleagues and are confident in delivering quality lessons.
- Assessment data is collected and collaboratively analysed in Literacy and Numeracy on a regular and planned basis to drive teaching and learning.
- Teachers maximise student engagement through embedded innovative teaching practice.
- Students are engaged in differentiated quality lessons.
- Committee leaders regularly provide progress reports to whole school community.
- Aboriginal students connect with their culture and engage in higher order activities.
- Students participate in a range of additional opportunities and feel connected.
- Services engaged to support transition and student success.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness and successes of the initiatives:

- Tell Them From Me data on student engagement
- Classroom observations of teachers' lessons
- Student work samples
- Committee leaders' progress reports
- Tell Them From Me data on Aboriginal students' connection to culture
- Participation in extra curricular activities
- Student feedback on activities