

Strategic Improvement Plan 2021-2024

Bowraville Central School 1336



**BOWRAVILLE
CENTRAL SCHOOL**

School vision and context

School vision statement

'Together we live, together we connect, together we learn, together we grow so that together we thrive'.

At Bowraville Central School all staff and students strive to improve each year. We develop confident learners who demonstrate a positive mindset towards educational challenge, using formative assessment and feedback tools to guide the next steps in teaching and learning. Our teachers plan for and deliver educational experiences that connect our students with the world they live in and develop the skills that will enable them to thrive in the years to come.

Education at Bowraville Central School extends beyond the school as we partner with the community to learn and grow together.

School context

In 2018 a decision was made by the staff at Bowraville Central School (led by the Principal) to review our processes and set the agenda for school improvement. The four years of this School Improvement Plan will enable the culmination of this process into sustainable change in a community significantly impacted by generational poverty. Using the motto of 'on the bus', staff were asked to commit to the journey; teams were developed then strengthened and systems established to ensure that what we did at Bowraville aligned with Department of Education policy and best practice. Key staff changes including the appointment of a substantive Principal and Deputy Principal have been critical to the journey. Engaging with external department support has led to structural realignment. All leadership positions are now oriented toward strategic directions and all role statements now reflect this. We move forward with the collaboratively defined goal of 'together we learn, together we grow'. Our school confidently claims a commitment from staff, students and parents to gain new skills and shift our mindsets towards growth. We set aspirational targets and ask all key stakeholders to work towards and beyond these, engaging the power of high expectation research and practices. More explicitly, our targets are focused on improving reading, numeracy and attendance. This work will be led by three newly established teams and supported by the Head Teacher Teaching and Learning, Mathematics Growth Team Leader and the Deputy Principal.

Bowraville Central School is a K-12 campus serving a diverse community within the Nambucca Valley on the Mid-North Coast of NSW. With a long and proud history dating from 1875, the school's first ever Year 12 candidates completed their Higher School Certificate examinations in 2008. For several years, the school has been a recipient of additional equity funding. These resources enable staff and community to work together to create innovative programs of support for students, regardless of their age or background, within a caring and supportive environment. Since 2012 the school has also benefited from the been an Early Action for Success model school: improving literacy and numeracy outcomes in the early years.

Enrolments at Bowraville Central school have been fluctuating in recent years and this was compounded by bushfires, floods and the impact of Covid-19 in 2020. The current enrolment is 190 students. There has been a gradual decrease over the last four years due to the closure of industry and the consequent relocation of families. Bowraville Central School currently has an Aboriginal Student population of . The school also has a large number of students with a diagnosed or imputed disability. The total number of students that were entered into the National Consistent Collection of Data (NCCD) was 76 students, representing 48% of the student population. Patterns of attendance have consistently remained between 75% and 85% with less than 50% of the student population attending school more than 90% of the time.

Strategic Direction 1: Student growth and attainment

Purpose

Bowraville Central School is focussed on improving student performance and growth. In schools that excel, students consistently succeed in meeting set learning goals on external and internal school performance measures and equity gaps are closing. The establishment of goals within the students zone of proximal development (ZPD) ensure perpetual cycles of collaboratively enabled achievement - "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

Improvement measures

Target year: 2022

School Excellence Framework Measures

- * Learning: Curriculum and Assessment are validated as Sustaining and Growing
- * Teaching: Data Skills and Use are validated as Excelling
- * Leading: School planning, implementation and monitoring is validated at Excelling.

Target year: 2022

Percentage of students in top 2 bands

From baseline data the school will:

- Improve the percentage of students achieving in the top two bands in Year 3 and Year 5 Reading by 8%, and Year 7 and Year 9 Reading by 5%
- Improve the percentage of students achieving in the top two bands in Year 3 and Year 5 Numeracy by 7%, and Year 7 and Year 9 Numeracy by 7%

Target year: 2023

Expected Growth

Initiatives

Quality Teaching K-12 - teachers are recognised as highly effective, skilled classroom practitioners and routinely work independently and collaboratively to improve their own practice and the practice of colleagues. They are knowledgeable and active members of the school.

Establish and embed a culture of research based agreed practices in the delivery of quality teaching focused on the improvement of all students' literacy and numeracy skills, as evidenced by continuous student growth.

Develop comprehensive and sustainable staff professional learning structures and routines lead by the Deputy Principal and Head Teacher - Teaching and Learning to continually build teacher capacity to use data to inform their teaching practice and improve student achievement. Thinking tools to guide both structures and practices will be derived from the following research;

- John Hattie (8 Mindframes for Teachers - Visible Learning)
- Professional Learning Teams - PLC's (Dufour and Dufour)
- A framework for transforming learning in schools: Innovation and the spiral of inquiry (Helen Timperley, Linda Kaser and Judy Halbert)
- Instructional Curriculum - The New Art and Science of Teaching - Robert J Marzano

The combined pedagogy will embed explicit systems for teacher collaboration, peer observation, self-reflection and student growth evidenced as feedback of the impact of changes to practice. The establishment of transformative structures to sustain and grow quality teaching practices K-12 will also build our culture of growth and improve the teacher efficacy in our school. Much of this work will be done in collaborative teams, using cooperative learning pedagogy, practice and protocols to guide our work.

'Teachers contribute to their colleagues' learning. They may also take on roles that guide, advise or lead others. They regularly initiate and engage in discussions about

Success criteria for this strategic direction

Performance and Development Plans (PDPs) for all staff explicitly demonstrate a focus on genuine improvement in teacher practice and data literacy skills as evidenced by the APST and formative assessment data improvement.

Student assessment data is explicitly used school-wide as formative assessment to identify student achievement and progress and inform teaching practice.

Sustained improvements to teacher practice in literacy and numeracy instruction is evident through side by side classroom support and improvement in student engagement and regular achievement of goals.

All students have an individualised learning plan that sets high expectations and clearly articulates and supports students' learning and post school goals (Stage 6).

High functioning PLT's: Teachers collaborate within and across stages and key learning areas to share student data, curriculum knowledge and effective teaching and classroom management strategies.

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?

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

How have will improved the systems and process in attendance to ensure that our targets are met and sustained?

What are we doing to better manage post school data including but not limited to exit surveys and the creation of the BCS Alumni?

Data: Data sources will include:

- Internal assessment, e.g. PLAN2

Strategic Direction 1: Student growth and attainment

Improvement measures

From baseline data the school will:

- Improve the percentage of students achieving expected growth Year 5 Reading by 10%, and Year 9 Reading by 17%
- Improve the percentage of students achieving expected growth Year 5 Numeracy by 16%, and Year 9 Numeracy by 10%

Target year: 2022

Attendance

- Each secondary student has an individualised learning plan articulating and guiding their learning goals and post school aspirations.
- The percentage of primary students attending at least 90% of the time is increased from the baseline by at least 8%, and the number of secondary students attending at least 90% of the time is increased from the baseline by at least 10%

Initiatives

effective teaching to improve the educational outcomes for their students' (APST).

Develop a comprehensive and ongoing staff professional learning program lead by the Deputy Principal and Head Teacher - Teaching and Learning to continually build teacher capacity to use data to inform their teaching practice and improve student achievement.

Embed explicit systems for teacher collaboration, observation and feedback to sustain quality teaching practices K-12. Much of this work will be done in supervisor groups.

Monitor and support student progress and achievement - teachers are skilled in analysing student assessment data and use it to improve teaching and learning.

'Know Thy Impact' - Hatties 8 Mind frames of Teaching

Using the excelling statement from Data Use and Skills element (SEF) establish a data driven culture. In schools that excel, 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. This will include the collection of a wide array of data sources including PLAN2, PAT, NAPLAN, VALID and internal measures (A-E Grades).

Develop the Bowraville Education Campus (BEC) Stage 6 strategy to provide support and clear pathways for individual students to achieve an HSC (including ATAR options), built in VET competencies and certificates and/or access to further study or work.

Students can not learn if they are not present at school. The five Mid Cost Valleys Secondary schools have committed to work collaboratively on a common goal around attendance. To achieve this goal the schools are using the Departments Behaviour and Engagement toolkit to develop a continuum of care where all students are provided with a safe and respectful learning environment, some students are provided with targeted support and a

Evaluation plan for this strategic direction

- External assessment, e.g. NAPLAN/HSC, PAT, VALID
- Surveys (student and staff)
- Observation
- Target Group
- Student voice
- Portfolios
- Teacher reflections (registration)
- Attendance data / parent contacts / use of SSO and HSLO.

Analysis: Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification. This will be supported by PDP processes. Processes and systems constantly reviewed.

Implications: The findings of the analysis will inform:

- * Future directions and budget allocation

Strategic Direction 1: Student growth and attainment

Initiatives

few students will receive intense, individual intervention. Given that all students receive the universal intervention we need to ensure that all teaching staff have the capacity and skill set to foster an environment where students are engaged, feel safe and respected. Principals across the five schools are committed to improving attendance using a common goal. Deputy principals are working closely with the Home School Liaison officer and SASS staff to improve processes and share practice. Head Teachers will lead the development of professional learning and collaboration within faculties and across campuses. Teachers will be encouraged to visits other schools and use what they have learnt from each other back in their own school. Attendance and engagement with be the driver for this collaboration.

Strategic Direction 2: Together we learn. Together we grow.

Purpose

Bowraville Central School is committed to the principles of a professional learning community (PLC) - collaborative professional growth and leadership.

Building a PLC is a proven way for our school to increase student learning by creating a culture that is:

- focused on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers and leaders
- committed to professionalism
- fuelled by collaborative expertise

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. The Australian Professional Standards for Teachers (APST) are a reference point for whole school reflection, improvement and celebration.

Improvement measures

Target year: 2022

School Excellence Framework Measures

The school is being Externally validated in 2023 so these targets are being proactively set for the end of 2022.

Teaching: Effective Classroom Practice and Learning and Development are validated as sustaining and Growing and working towards Excelling. Professional standards is validated at Excelling.

Leading: Educational Leadership is validated at Excelling.

<https://educationstandards.nsw.edu.au/wps/wcm/connect/9ba4a706-221f-413c-843b-d5f390c2109f/australian-professional-standards-teachers.pdf?MOD=AJPERES&CVID=>

Target year: 2024

Initiatives

A commitment to whole school leadership

Using the theory of 'Leadership of the improvement of teaching and learning' (Robinson and Timperley, 2007), the school leadership team, led by the Head Teacher - Teaching and Learning fosters school renewal through facilitating and participating in professional learning that develops teacher capacity and in turn improves student outcomes. Research shows (Marzano, Walters, McNulty, 2005) that "leaders can have a substantial on student outcomes particularly through such activities of promoting and participating in teacher learning and development".

Through shared understanding we will establish a culture of growth in line with the school priority of 'Together we learn. Together we grow' and the Department's strategic goal of 'every teacher and every leader improving every year'. Macklin and Zbar talked in detail about the difference teachers make (Macklin and Zbar, 'Driving school improvement', 2018) and changing behaviour so that successful practices are more consistently used should be central to the school improvement agenda. Students in classes with a high performing teacher will see greater student outcomes and it is these outcomes which should be measured as impact rather than self-reported grades and reflections.

The leadership team will use the excelling statements for 'Effective Classroom Practice' and Professional Standards (SEF) as an aspirational basis of planning professional learning. Together we will unpack the Delivering, Sustaining and Growing and Excelling statements within each element so that teachers can match these statements to their level of development.

We will use the new Professional Learning policy and the 'Quality Assurance Rubric for Professional Learning' to articulate the standard and quality expected for internal professional learning and guide the school on decisions about external professional learning requests. <https://education.nsw.gov.au/inside-the-department/educational-services/quality-assurance-for-professional-learning/designing-quality-learning/the-quality-assurance-rubric-for-professional-learning>

Success criteria for this strategic direction

Professional Learning Teams are meeting regularly, conducting action research into effective teaching strategies as measured by student progress data for each team. Attendance at PLT meetings is measured and individual accountability monitored by team leaders (HT's).

Staff successfully apply to be trained through local RTO to deliver VET competencies as part of Bowraville Education Campus.

Targeted teaching staff (including specialist teachers) have attained and are maintaining accreditation at Highly Accomplished or Lead teacher professional standards and/or there is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation, with an increasing proportion of teachers at preliminary stages of the higher level accreditation process.

Evaluation plan for this strategic direction

Questions: What has been the impact of encouraging professional growth and establishing a culture of 'together we learn, together we grow' through the establishment of PLT's? How is this impacting on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice? What is the impact on teacher efficacy?

Data: Increased staff qualifications / accreditation. External student performance measures (NAPLAN), internal student performance measures (Literacy and Numeracy Progressions) teaching programs, classroom observations, student work samples, coaching records.

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

Implications: Where do we go from here? Future directions and next steps.

Strategic Direction 2: Together we learn. Together we grow.

Improvement measures

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

Initiatives

High Impact Professional Learning

The school will use the High Impact Professional Learning. We will achieve this by using the guiding principles of a PLC;

1. **Student learning focus:** School improvement starts with an unwavering focus on student learning.
2. **Collective responsibility:** For every child to achieve, every adult must take responsibility for their learning.
3. **Instructional leadership:** Effective school leaders focus on teaching and learning.
4. **Collective efficacy:** Teachers make better instructional decisions together.
5. **Adult learning:** Teachers learn best with others, on the job.
6. **Privileged time:** Effective schools provide time and forums for teacher conversations about student learning.
7. **Continuous improvement:** Effective teams improve through recurring cycles of diagnosing student learning needs, and planning, implementing and evaluating teaching responses to them.
8. **Evidence driven:** Effective professional learning and practice is evidence based and data driven.
9. **System focus:** The most effective school leaders contribute to the success of other schools.
10. **Integrated regional support:** Schools in improving systems are supported by teams of experts who know the communities they work in.

Professional learning teams (PLTs) are an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes. This journey started from a simple idea: students learn more when their teachers work together.

The school has embarked on significant collaborative learning over the last few years. These professional

Initiatives

learning teams are now established but are still flexible and responsive to school staffing. These learning teams will allow the school to develop a professional learning routine and structure using the spiral of inquiry to set the focus of the learning and changes to practice (action research). When teachers are given agency in their learning it is proven to lead to sustained change to practice (Australian Charter for the Professional Learning of Teachers and School Leaders). When this learning is aligned to an evidence base of student data this impact is significantly improved.

Strategic Direction 3: Together we connect. Together we thrive.

Purpose

Bowraville Central School is the hub of the community. As the largest employer in Bowraville and the school of choice for many families, what is happening at the school is important to the whole community. In schools that excel, the school culture is strongly focused on learning growth through strong community partnerships. The building of educational aspiration and ongoing performance improvement throughout the whole school community.

In some ways it might be seen that this is the simplest of the three strategic directions to achieve, however, changing a school culture requires significant investment financially and emotionally. Using Anthony Muhammad's work (Muhammad, 'Transforming School Culture', 2009) the school has gone from a position of what he refers to as 'status quo' to 'true reform'. This has occurred through perseverance, a clear vision and purpose and shared commitment. This work is not done and will require the next four years and more investment, however, all staff are dedicated and committed to where we need to be by the end of 2024.

The re-engagement of the Community Liaison Officer was the first action agreed on by staff during the situational analysis. This role and the additional SASS will ensure that the brands (BCS and BEC) drive school culture and reform. It is a very exciting time for the staff, parents and students of Bowraville Central School. We are breaking new ground and forging a place as a niche centre of educational difference in the Nambucca Valley.

Improvement measures

Target year: 2022

School of choice

Staff using the Bowraville Central School and Bowraville Education Campus brands consistently in accordance with protocols.

Positive media and social media messaging in the community.

Initiatives

Strategic staffing for impact

Key appointment of staff to drive the re-image of the school and promote positive stories. This includes the re-employment of the Community Liaison Officer and additional SASS to ensure that systems and processes are aligned with key initiatives.

Establishment and promotion of the BEC

The establishment and promotion of the BEC will place Bowraville Central School in a unique / niche market for educational outcomes in the Nambucca Valley.

Current Stage 5 students will have appropriate choices.

Staff will have opportunities to retrain and deliver courses which they have a passion for.

Educational risk taking and adventure

Opportunities are developed to explore the world and take risks. Students from Bowraville can live a sheltered life and often risk is not encouraged. We want our students to take risks, to challenge themselves and celebrate success. Together we thrive.

PBL - Three tiered wellbeing system

The school now has staff trained in all three tiers and in 2021 the Three tiered system will be introduced. There was feedback that staff and the community did not like the terms 'tier' or 'intervention' so the language has been changed. our Tiered system will be titled:

Tier 1 - Community

Tier 2 - Connect

Tier 3 - Thrive

This will allow for universal and targeted intervention. It will allow our tiered intervention to directly align with key documents including What Works Best, The Wellbeing in

Success criteria for this strategic direction

Bowraville Central School will have a positive image in the community.

Students are encourage to reach for their potential and thrive.

Post school surveys indicate that students have studied pathways based on future success.

Learning is meaningful and linked to local context, culture and environment.

Risks are encouraged. Success is rewarded.

Evaluation plan for this strategic direction

Question: Has the investment driven the brands to the point that we are considered the school of choice in the valley? Do they wider community know what we are doing? Is our vision clear and well communicated?

Data: Surveys, Newsletters, Facebook.

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

Initiatives: Where do we go from her? Future directions and next steps.

Strategic Direction 3: Together we connect. Together we thrive.

Improvement measures

Systems in place that are not reliant on any one person or people.

Shared vision across the school and wider community of what we are doing, why we are doing it and where we are heading.

Target year: 2023

Students in Stage 6 are offered choices which are meaningful and provide opportunities for future study and/or employment.

Adult education offered through BEC responding to need in the community.

Target year: 2024

Students are encouraged to take risks. Adventure, leadership and creativity are explored. Students are about to 'look outside' of Bowraville and reach for their potential.

Initiatives

Schools Framework and PBL. It will ultimately allow all students to connect, succeed and thrive.