

Strategic Improvement Plan 2021-2025

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

Bowraville Central School is a K-12 campus serving a diverse community within the Nambucca Valley on the Mid-North Coast of New South Wales. 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 and 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 *Early Action for Success* program, improving literacy and numeracy outcomes in the early years.

Enrolments at Bowraville Central school have been fluctuating in recent years and this has been compounded by bushfires, floods and the impact of Covid-19 in 2020. The current enrolment is 190 students, with 40% of these being of Aboriginal background. There has been a gradual decrease in enrolment over the last four years due to the closure of industry and the consequent movement of families to other locations. 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, 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.

In 2018 a decision was made by the staff at Bowraville Central School to review our processes and set the agenda for school improvement. This Strategic Improvement Plan will further enable improvement, creating sustainable positive change in a community significantly impacted by generational poverty. We move forward with the collaboratively defined goal of 'Together we learn, together we grow'. We will set aspirational targets and ask all key stakeholders to work towards and beyond these, engaging the power of high expectations and research-based practice. These targets are focused on further improving teacher capacity, student engagement and attendance and learning outcomes in reading and numeracy. In addition, our senior students will leave Bowraville Central School at the end of Year 12, well equipped to undertake further study or employment.

Strategic Direction 1: Student growth and attainment

Purpose

Bowraville Central School is focused on improving student attendance, 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.

Improvement measures

Attendance - Primary (>90%)

Achieve by year: 2023

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%.

Attendance - Secondary (>90%)

Achieve by year: 2023

Attendance

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

Aboriginal student HSC attainment

Achieve by year: 2023

HSC Attainment by Aboriginal students

At least 50% increase in the proportion of ATSI students attaining the HSC whilst maintaining cultural identity (compared to the baseline).

Achieve by year: 2022

Initiatives

Quality Assessment K-12

Teachers are recognised as highly effective, skilled classroom practitioners who routinely work independently and collaboratively to improve their own practice and the practice of colleagues as informed by assessment data. 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, evidenced by continuous student growth.
- Build teacher capacity to use formative and summative data to inform teaching practice and improve student achievement in reading and numeracy.
- Embed explicit systems for teacher collaboration, peer observation and self-reflection.

Student attendance and progress

Students cannot learn if they are not at school. The five Mid Coast Valleys secondary schools have committed to working collaboratively to improve the attendance of students in each setting. To achieve this goal, the schools are using the Department's Behaviour and Engagement Toolkit to develop a continuum of care where all students are provided with a safe and respectful learning environment.

- Mid Coast Valleys network-wide initiatives will be used to support student attendance at school
- Internal school attendance protocols will be reviewed and updated appropriately to support student attendance
- Individual student attendance will be supported using Departmental systems and resources to their fullest extent.

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.

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 in consultation with parents/carers.

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.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. All students have an individualised learning plan that sets high expectations and clearly articulates and supports students' learning and post school goals (Stage 6).

Teachers collaborate within and across stages and key learning areas to share student data, curriculum knowledge and effective teaching and classroom management strategies.

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. Student attendance improves overall and the majority of students are attending for at least 90% of the time.

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Improvement measures

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.

Reading growth Primary

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score in Year 5 Literacy for 2023 compared with Year 4 in 2022. This will be compared to the mean growth at school-level recorded by teachers against the Literacy and Numeracy Progressions.

Reading growth Secondary

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score in Year 9 Literacy for 2023 compared with Year 8 in 2022. This will be compared to the mean growth at school-level recorded by teachers against the Literacy and Numeracy Progressions.

Numeracy growth Primary

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score in Year 5 Numeracy for 2023 compared with Year 4 in 2022. This will be compared to the mean growth at school-level recorded by teachers against the Literacy and Numeracy Progressions.

Numeracy growth Secondary

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score in Year 9 Numeracy for 2023 compared with Year 8 in 2022. This will be compared to the mean growth at school-level recorded by teachers against the Literacy and Numeracy Progressions.

Evaluation plan for this strategic direction

Question:

Have we increased the number of students achieving in the top two NAPLAN bands in reading and numeracy?

Are all students making at least their expected growth in reading and numeracy?

Have teachers become more skilled in improving reading and numeracy student learning outcomes?

Are more students attending school at least 90% of the time, compared to 2018-2019 data?

Data: Data sources will include:

- Internal assessment, e.g. PLAN2
- 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 2: Together we learn. Together we grow.

Purpose

Bowraville Central School is committed to the continuous improvement of teachers and leaders, through the use of high impact professional learning and collaboration within professional learning communities.

Improvement measures

Achieve by 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.

Achieve by year: 2025

The school has a high performing teaching staff as measured against the Australian Professional Standards. All teachers at the school are active participants in their profession and with advice from colleagues identify, plan and evaluate their own professional learning needs.

The leadership team Lead teachers are recognised and respected by colleagues, parents/carers and the community as exemplary teachers. They lead processes to improve student performance by evaluating and revising programs, analysing student assessment data and taking account of feedback from parents/carers. This is combined with a synthesis of current research on effective teaching and learning.

Initiatives

A commitment to whole school leadership

Bowraville Central School leaders will positively impact on the quality of teaching and learning from Kindergarten to Year 12.

- Using the theory of 'Leadership of the improvement of teaching and learning' (Robinson and Timperley, 2007), the school leadership team fosters school renewal through facilitating and participating in professional learning that develops teacher capacity and in turn improves student outcomes.
- 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'.
- The leadership team will use the excelling statements for 'Effective Classroom Practice' and Professional Standards (SEF) as an aspirational basis of planning professional learning.
- 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.

High Impact Professional Learning

Teacher professional learning will focus on building knowledge and skills to meet the specific learning needs of students.

- The school will use the High Impact Professional Learning model. This will be enabled through the use of professional learning communities.
- Use the spiral of inquiry to set the focus of professional learning and changes to practice.

Success criteria for this strategic direction

Professional Learning Teams meet regularly and collaborate across faculties/ stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

Targeted teaching staff 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.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data

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

Evaluation plan for this strategic direction

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 3: Together we connect. Together we thrive.

Purpose

The Bowraville Central School culture encourages students to be aspirational. Learning and personal growth is supported by strong community partnerships.

Improvement measures

Achieve by 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.

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.

Achieve by 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.

Achieve by year: 2025

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

The goal by 2024 is that every student has been on a major excursion or camp at least once and can identify a risk they took recently to do something they have never done before or didn't think they could do at the start.

Initiatives

The Bowraville Education Campus - Transition and Careers

The Bowraville Education Campus (BEC) is a unique educational model that provides a wide range of vocational courses for Stage 6 students.

- Establish and promote the BEC
- Staff complete appropriate training in vocational courses identified as areas for future employment in the local region.
- Review current Stage 6 subject selection processes to ensure that students are well informed and provided with guidance when making decisions about patterns of study for the Higher Certificate.
- The creation and implementation of a whole school Career Education Framework and a Transition Program.

Positive Behaviour for Learning - Three tiered wellbeing system

The school has a planned approach to wellbeing of students. The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. Positive Behaviour for Learning (PBL) underpins everything that the school does. It is embedded in our classroom practice, our universal expectations and our tiered approach to wellbeing. The school is one of the first in the state to introduce the three tiered approach in its entirety and this is managed by teams working within and across the tiers. After community consultation the tiers were renamed to align with our Behavior and Wellbeing plan as:

Tier 1 - Community (lead by Assistant Principal)

Tier 2 - Connect (led by Head Teacher - Learning Support)

Tier 3 - Thrive (Led by Deputy Principal)

Success criteria for this strategic direction

Bowraville Central School is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

The school collaborates with the local community where appropriate on decisions about − and access to − school assets and resources, delivering benefit to both the school and the community.

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its 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.

Staff have completed appropriate training in identified Vocational Education and Training courses

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 the wider community know what we have to offer students? 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

Achieve by year: 2022

To establish strong, school-wide PBL teams that meet at least once per fortnight.

Tier 1 COMMUNITY will promote early intervention and support as well as the explicit teaching, acknowledgment and reinforcement of social-emotional skills through the Friends Resilience Program, Anti Bullying Program and PBL Reward System.

Establishment of Tier 2 CONNECT Team, who use data analysis to focus on targeted group interventions for academic, behavioural and social/emotional support. This group will be established and supported through the Learning Hub.

Establishment of a Tier 3 THRIVE team who have the level of expertise to analyse data and focus on coordinating intensive, individualised interventions. This team will develop case management plans for THRIVE students.

Initiatives

- Apply both universal and targeted intervention using school staff and external support.
 - Create meaningful plans for students and share these plans with all staff. Give student voice to the creation of these plans.
 - Teams lead by executive meet regularly and communicate back to all staff.
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