

Strategic Improvement Plan 2021-2024

Breadalbane Public School 1345



School vision and context

School vision statement

At Breadalbane Public School all students are known, valued and cared for in a culture of high expectations. We empower all students to become confident, resilient, responsible and successful learners through collaborative partnerships.

School context

Breadalbane Public School is a small rural school situated 25 km from Goulburn with an enrolment of seven students. The school has a close working relationships with its students, families and the immediate community. At Breadalbane Public School students have access to a wide range of learning opportunities regardless of their geographical isolation. Alliances with other small schools across the Yass and TREC Networks ensure strong social connections for staff and students. Breadalbane Public School is an environment where students are challenged to learn and continually improve in a respectful, inclusive environment.

The high levels areas for improvement for our school are student growth and attainment, wellbeing and educational leadership. These priorities have been identified through a rigorous, consultative situational analysis.

The Strategic Improvement Plan will be implemented through a range of equity funding including socio-economic background, low level adjustment for disability, school support allocation, literacy and numeracy, and Quality Teaching Successful Students.

Breadalbane Public School is a part of the Micro-Schools Network (MSN) encompassing Dalton PS, Rye Park PS and Breadalbane PS as a professional learning community and collaborative leadership team. This enhances student, staff and community wellbeing as well as building capacity for quality teaching and leadership.

Strategic Direction 1: Student growth and attainment

Purpose

To build strong literacy and numeracy foundations that underpin academic success so that all students are able to maximise their current and future learning outcomes in order to broaden their life opportunity.

Improvement measures

Target year: 2022

Increase the % of students achieving in the top two bands in reading to a minimum of 47.3% (lower bound of the system negotiated Network target).

Increase the % of students achieving in the top two bands in numeracy to a minimum of 36.4% (lower bound of the system negotiated Network target).

Target year: 2023

Increase % of students achieving expected growth in reading to a minimum of 60% (lower bound of the system negotiated target).

Increase % of students achieving expected growth in numeracy to a minimum of 60% (lower bound of the system negotiated target).

Initiatives

Data skills and use

Systematic analysis and use of literacy and numeracy progressions to personalise learning and differentiate teaching for all students as well as track progress and learning growth.

Expert use of authentic self -assessment processes to embed reflective practice for all school teaching and learning practices.

Embed formative assessment practices as an integral part of daily instruction in all classrooms across the Micro Schools Network.

School staff collaborative with the school community to use student progress and achievement data to identify priorities and develop plans for continuous school improvement.

Through professional dialogue and collective understanding of standards required, the Micro Schools Network will demonstrate consistent teacher judgement using the syllabus and other effective assessment practices.

Effective classroom practice

All lessons are systematically planned as part of a coherent program that has been collaboratively designed across the Micro Schools Network. Adjustments are made to identify, address and monitor individual student needs using a case managed approach where teachers and support staff liaise and plan together to meet student need.

Intervene early and maintain the focus for continuous student progress based from need.

Focus on teacher professional learning that improves the teaching of literacy and numeracy

Success criteria for this strategic direction

Teachers use effective reading and numeracy strategies to differentiate learning for all students. Student learning goals are informed by ongoing analysis of internal and external student progress and achievement data. Progress towards goals is monitored through the collection of quality, valid and reliable data.

Effective assessment is used by all teachers to evaluate, measure the learning progress and skill acquisition and the educational needs of students as an ongoing cycle within the teaching and learning programs.

Teachers use data to pinpoint the most effective action to support early intervention and extension for students in literacy and numeracy.

Teachers model and share a flexible repertoire of strategies for effective classroom management and promotion of student engagement and responsibility for learning.

Evaluation plan for this strategic direction

Question

To what extent have students built strong literacy and numeracy foundations?

Data

The school will see the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose in strategic direction.

- NAPLAN/Best start
- Essential assessment online (syllabus alignment)
- Check in assessments
- PLAN2 data
- Moderation of work samples
- Student PLP's
- SEF SaS

Evaluation plan for this strategic direction

- Case Management Meetings

Analysis

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

Implications

What are the next steps, future work and directions?

Strategic Direction 2: Wellbeing

Purpose

To ensure students gain the knowledge, skills, competencies and experiences necessary to succeed in life in ways that matter to them.

Improvement measures

Target year: 2022

To increase the % of students attending school 90% of the time to a minimum of 70% (lower bound of the system negotiated target).

Target year: 2022

To increase the % of students demonstrating positive wellbeing (sense of belonging, expectation for success and advocacy at school) to a minimum of 80%.

Target year: 2024

The school will move from developing descriptors to sustaining descriptors in all dimensions of the Strengthening Family and Community Engagement Matrix.

Target year: 2024

Increase the % of students attending from 85% to of the time to show an upward trend towards the upper bound system negotiated target of 90%.

Initiatives

Planned Wellbeing Approach to Improve Attendance

The Micro Schools Network (MSN) PLC has implemented consistent practices and processes to collect, analyse and use data including valid and reliable student, parent and staff surveys / feedback to monitor and refine individual school approaches to wellbeing and engagement to improve both learning and attendance.

Social and Emotional Learning

Social and emotional learning is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

This initiative will focus on:

- * self-awareness
- * self-management
- * social awareness
- * relationship skills
- * responsible decision-making

Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Evaluation plan for this strategic direction

Question

To what extent have students been supported to gain knowledge skills and competencies that support them to connect, succeed and thrive?

Data

- Strengthening School and Community Partnerships Matrix
- School, Community and Student Surveys
- Daily student registry of student emotional levels (How I Feel Now) data is continually collated and evaluated
- Scout value add data
- PAX GBG (Good Behaviour Game)
- 10 Ways of Being data

Analysis

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

Implications

Strategic Direction 2: Wellbeing

Evaluation plan for this strategic direction

What are the next steps, future work and directions?

Strategic Direction 3: Educational leadership

Purpose

To embed a professional learning community between Breadalbane, Dalton and Rye Park schools to develop shared, whole school collaboration practices among students, teachers and administrative staff in a single culture of continuous improvement.

Improvement measures

Target year: 2024

The PLC will move from commencing practice to expert practice in the Key Practices for Instructional Collaboration Matrix.

Target year: 2024

The school (as a member of the PLC) will move from elementary descriptors to excelling descriptors in High Impact Professional Learning to deliver embedded, ongoing school improvement of teaching practice and student results aligned to the Strategic Improvement Plan.

Initiatives

Collaborative Practice

A professional learning community will be established to focus on continuous improvement of teaching and learning.

The PLC will maintain a focus on instructional collaboration and leadership across the MSN to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

The staff will evaluate professional learning activities within and across schools to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

The PLC supports all staff to implement management practices and processes that are responsive to school community feedback.

* Targeted professional learning in evidence-informed teaching and learning

* Teachers collaborate with staff in other schools to share and embed good practice.

* There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers.

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.

Evaluation plan for this strategic direction

Question

To what extent has the collaborative practices of the PLC impacted upon school improvement?

Data

- School Excellence Framework
- High Impact Professional Learning matrix
- Key Practices for Instructional Collaboration
- What Works Best

Analysis

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

Implications

What are the next steps, future work and directions?