

Strategic Improvement Plan 2021-2025

Bulahdelah Central School 1402



School vision and context

School vision statement

The vision for Bulahdelah Central School is that every student's learning and wellbeing is supported through evidence based teaching, sustainable systems of practice and authentic engagement with our community. Every student will be supported to reach their personal excellence through inclusive practices and focused learning.

Our core values are front and centre of everything that we do in our school. The values encompass the PRIDE acronym which stands for Participation, Respect, Innovation, Determination and Excellence.

School context

Bulahdelah Central School, is one of 60 Central schools in NSW, and has provided quality education for over 150 years. Currently with 420 students from Kindergarten to Year 12, we ensure that every student is known, valued and cared for.

The school has completed a Situational Analysis that has identified two areas of focus for this School Improvement Plan. These being Attendance and Aboriginal Education.

With a current enrolment of approximately 140 students in our primary and 280 students in our secondary department, including 2 multi-categorical classes of 10 students, 19% of the student population identify as Aboriginal and Torres Straight Islanders. The structures at Bulahdelah Central School provide learning opportunities for all students K-12. Our current FOEI is 136 and has remained steady. Every student is supported to maximise their learning potential each year. The population is diverse but overall has remained steady over time. There is a small component of the population that is transient, and within the community there is a lack of services due to the geographical isolation from major centres.

In the Primary school there are 6 classroom teachers. The school's librarian is 0.2 Primary and 0.6 Secondary. In Secondary there are 19 full time positions with 4 staff working 0.8. There is 1 careers advisor, 1.3 LaST, a farm assistant 0.4 and 1 GA. Office staff are 8.48 and there are 5 full time SLSOs.

The school has close links with the local pre-school and its partner schools of Tea Gardens, Coolongolook, Bungwahl and Booral, forming the Myall Community of Schools, and coordinates many programs throughout the year to support our students' transition into kindergarten, high school and post school destinations.

The school has been fortunate to receive significant funding through the Resource Allocation Model (RAM) which has allowed the school to implement many programs and initiatives to improve student learning outcomes, including offering a strategic curriculum model in our senior years.

The school has created a Student Representative Council (SRC) roll group. During 2022 there have been whole days allocated for planning, consultation and feedback. The SRC has provided feedback that has resulted in changes in the playground areas, canteen menus and school uniform review. The SRC has also supported and promoted community awareness around certain events such as R U OK? day.

All secondary students have been supported to develop an individualised student success plan. This plan identifies the students' character strengths and guides them to use these to achieve identified learning, wellbeing and personal goals.

The school has an identified Aboriginal Educational co-ordinator and Koori student group that are able to meet everyday during roll call. The school has consulted with Aboriginal community members in relation to Dance and Music and cultural performances. The Aboriginal Community Liaison Officer has supported students in boys' cultural activities, acquisition of Gathang language lessons, consulting on Aboriginal artwork and building

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relationships with local Aboriginal families. The school has employed a teacher 3 days per week to support Aboriginal students with assessment tasks. This staff member also supports students and their families to complete a personalised learning plan and M Goals.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise student learning in literacy and numeracy through the ongoing development of teacher capacity. School leaders will analyse data to provide a focus for teacher professional learning. Teachers will use student performance data to tailor teaching to the needs of students and the requirements of the NSW curriculum. Teaching practice and programs will be underpinned by evidence informed pedagogy, evaluative practices, effective feedback and collaboration.

Improvement measures

HSC achievement - top 2 bands

Achieve by year: 2023

Improvement in the percentage of HSC course results in top two bands to 16.1%

HSC achievement - top 3 bands

Achieve by year: 2023

Improvement in the percentage of HSC course results in top three bands to the lower bound target of 43% or above.

Numeracy growth Primary

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3, 4 and 5 for 2023 compared with Year 3, 4 and 5 in 2022.

Reading growth Primary

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3, 4 and 5 for 2023 compared with Year 3, 4 and 5 in 2022.

Numeracy growth Secondary

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 7, 8 and 9 for 2023 compared with

Initiatives

Data Driven Practices

Ensure effective processes for data analysis which enable responsive curriculum delivery that meets student needs.

- professional learning in data literacy, data analysis and data use in teaching for all staff.
- the LST and Assistant Principal Curriculum and Instruction are used to work with teachers K-6 in use of data to monitor and assess student learning progress and design future learning on a Tier 1, 2 or 3 level.
- review and modify practice to ensure reliable formative and summative assessment tasks are used to analyse student progress and report on student achievement.

Evidence Based Teaching Practices

Improve effective classroom pedagogy through a focus on explicit teaching practice, formative assessment and learning progressions.

- Literacy and Numeracy professional learning and teaching practice is informed by research such as What Works Best and High Impact Professional Learning.
- Develop collaborative support for teacher performance development, cross-faculty/ stage collaborations and evidenced based programs guided by the School Excellence Framework.
- Implement systems and develop professional capacity for analysis of NAPLAN, Check-In Assessment, Best Start, VALID, HSC and minimum standard data to identify and monitor improvement measures, and target areas as required.
- Develop staff understanding and effective implementation of Enrichment Programs and strategies related to the High Potential and Gifted Education Policy.

Student Engagement

Success criteria for this strategic direction

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of students.

Assessments are compared across stages to promote consistency of teacher practices and expectations in relation to assessment of student achievement, monitoring student progress and identifying skills gaps for improvement and areas of extension.

The Learning Support Team and Instructional Leader establish systems to build the capabilities of all teachers and are an integral component of whole school approaches to literacy and numeracy programs.

Data is regularly collected, monitored and analysed to inform teaching practices.

Students achieve at their expected growth on external school progress and achievement data.

TTFM data reflects student growth in the well-being aspects of Belonging, Expectations for Success and Advocacy at School.

Baseline attendance data measures are achieved.

Evaluation plan for this strategic direction

Question: Are staff using data to guide their teaching and assessment practice? Do teachers collaborate to evaluate, reflect on and adapt practice?

Data: Data sources will be collected and analysed by teachers: external student performance measures, internal student performance measures, classroom observations, student work samples, School Excellence Framework assessments.

Collaboration is evidenced through records relating to stage meetings, faculty meetings, whole staff meetings and professional learning community meetings.

Strategic Direction 1: Student growth and attainment

Improvement measures

Year 7, 8 and 9 in 2022.

Reading growth Secondary

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 7, 8 and 9 for 2023 compared with Year 7, 8 and 9 in 2022.

Aboriginal student HSC attainment

Achieve by year: 2023

Increase the proportion of Aboriginal students attaining the HSC, while maintaining cultural identity to the Great Lakes Network lower bound target of 60.9%. (Premiers Priority).

Initiatives

Improve student attendance and well-being through a focus on knowing all students in terms of their needs, interests, abilities and post-school aspirations.

- Sense of Belonging will be strengthened through school activities including: Whole School Musical, internal and external sport programs, Breakfast Club and fruit program, Aboriginal Co-ordinator and student group that strengthens and promotes cultural acceptance and understanding.
- Expectations for Success will be strengthened through a variety of activities including: accessible assessment criteria, attendance monitoring procedures and team actions, K-12 Careers program and every student in secondary has an individualised student plan.
- Advocacy at School will be strengthened through activities including: SRC, who will research and trial different technology applications that promote positive student well-being.

Evaluation plan for this strategic direction

Analysis: Data is analysed regularly and collaboratively to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Analysis of the data will be used to determine impact which will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring student growth in their learning.

Strategic Direction 2: Improve whole school systems to support all students

Purpose

The purpose of this strategic direction is to enhance student learning and wellbeing through the development, delivery and financial resourcing of whole school systemic practices which are ongoing, sustainable and high impact.

Improvement measures

Attendance >90%

Achieve by year: 2023

The percentage of students with attendance above 90% increases from the baseline of 44.7% to 53.3% (Secondary) and a baseline of 67% to 73.4% (Primary)

Wellbeing

Achieve by year: 2023

An increase in the percentage of student well-being data from 73.6% to 79% (Primary) and from 46.3% to 51.7% (Secondary).

Initiatives

Attendance and Behaviour Rewards

Students are informed throughout the school year that students with 90% or above attendance each semester will be eligible to attend a free Attendance and Behaviour Reward activity. Students also receive a certificate acknowledging this achievement. Students that also show significantly improved attendance across one school term or more will be acknowledged through a Year Adviser's/ Assistant Principal's award and will also be eligible for the attendance reward activity.

Attendance Team Data Monitoring and Actions

The school attendance team will meet fortnightly, often with Forster Office attendance team members present (HSLO, ASLO) to identify strategies and actions to improve attendance for students with complex backgrounds or chronic non-attendance to return these students to school as soon as possible.

Friday and Stage 5/6 Focus

Attendance data shows that student attendance on Fridays for the Stage 5 and 6 cohorts is significantly below that of other days and cohorts. Several strategies will be developed and trialed to address this. These include;

- timetable adjustment to ensure Stage 5 students have a double elective class on Friday Periods 5 and 6.
- Friday lunch BBQ (free for all students who receive a sausage sandwich and a drink).
- consideration/survey to run secondary sport during periods 3 and 4 on Friday instead of periods 5 and 6 Wednesday.
- modified curriculum (e.g. early access to Stage 6 subject for gifted/talented Stage 5 student).
- supported and staffed study timetable for Stage 6 students.
- stage 6 student attendance is monitored closely and

Success criteria for this strategic direction

Increased attendance across the school.

Student Support Officer (from July 2021) to support families through regular, ongoing communication in relation to student attendance

Receive support from the Aboriginal Student Liaison Officer to support Aboriginal students and families in relation to student attendance.

Aboriginal tutor working with students and families, providing support for attendance and engagement.

SLSO support provided for indigenous students in classrooms as well as assessment support.

Student attendance on Friday's improves through identified initiatives.

Evaluation plan for this strategic direction

Sentral data will be frequently monitored to gauge the success of this strategy. Students will be asked to provide feedback to guide strategy directions for the terms ahead.

At the end of 2021, this strategy will be evaluated to monitor its progress and future directions.

Strategic Direction 2: Improve whole school systems to support all students

Initiatives

students with concerning attendance are interviewed by the Deputy Principal as soon as attendance concerns arise.

Engagement With School

Student wellbeing and safety will be assisted through systemic programs such as;

- Breakfast Club on Monday, Thursday and Friday.
 - School Liaison Police engagement each term and local Police engagement weekly.
 - daily fruit provision for students K-12.
 - accessing community links to support student wellbeing such as local grocery and stationary stores.
 - student assistance scheme actions.
 - the completed revision K-12 of the student reward/merit system.
 - a full time student support officer is employed to support student engagement (7-12).
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Strategic Direction 3: Identify, initiate and build community engagement

Purpose

The purpose of this strategic direction is to consolidate and further strengthen the already mutually productive and authentic links between BCS and its wider school community.

Improvement measures

GoalHub

Achieve by year: 2025

100% of Aboriginal students to have goals registered in GoalHub.

SEF Curriculum

Achieve by year: 2025

The School Excellence Framework element of Curriculum is validated at Sustaining and Growing through external validation.

HSC Minimum Standards

Achieve by year: 2025

100% of Aboriginal students achieve the HSC minimum standard by the end of Year 11.

SEF - Learning and Development

Achieve by year: 2025

The School Excellence Framework element of Learning and Development is validated at Sustaining and Growing through external validation.

SEF - Effective Classroom Practice

Achieve by year: 2025

The School Excellence Framework element of Effective Classroom Practice is validated at Sustaining and Growing through external validation.

Initiatives

Aboriginal Educational Partnerships

Continue to engage the Aboriginal Community Liaison Officer within BCS to support delivery of a range of cultural programs involving all Aboriginal students. This will include Language, Sista Speak and BroSpeak programs.

Build the capabilities of all staff to extend Aboriginal perspectives and contextually relevant learning into all areas of the curriculum to authentically engage and build the academic achievement of Aboriginal students and consequentially, all students.

Deliver Professional Learning to staff on working with Aboriginal Communities, selected pedagogies, explicit lesson design and delivery.

Employ an Aboriginal Tutor (K-12), an Aboriginal SLSO, working with selected pedagogies and explicit lesson design.

Planning the design of a 'bush tucker' garden and 'yarning circle' within BCS in consultation with ACLO.

School Community Links

BCS student work samples will be put on display in various locations within the local community (e.g. visitors information centre, rural transaction centre).

Develop a process to continue the 'friends of the school' tradition at BCS to involve eminent members of the local community in particular school events such as formal assemblies and other notable occasions.

BCS will support local businesses as much as is practically possible.

BCS will continue to engage safely with elderly members of the local community in writing, through music and face to face where possible.

The BCS band and drama group will continue to visit and

Success criteria for this strategic direction

Completion and ongoing maintenance of the 'bush tucker' garden and 'yarning circle'.

The implementation and positive evaluation of programs delivered by the ACLO within BCS.

Staff design, deliver and embed a culturally rich and locally relevant curriculum that genuinely connects Aboriginal students to learning experience and optimises the learning of every Aboriginal and non-Aboriginal student. This will include the continuation of the Koori shirt, designed by a local indigenous artist for every student and staff member. The artwork is also used for presentation folders and photo backdrops.

Effective partnerships with Aboriginal Elders, students, parents, Aboriginal Communities and the DoE Aboriginal Education and Communities Team support the development of learning programs that are relevant, challenging and reflect the high expectations of the school community.

The community provide positive feedback about engagement with the school via survey.

Community links established to ensure that student work is displayed in local business environments.

Evaluation plan for this strategic direction

The data sources that will be used to determine success include:

- Audit of teaching programs and assessment tasks for Aboriginal perspectives and cultural inclusion
- HSC minimum standards
- Student voice
- TTFM
- Check-in Assessment
- NAPLAN
- Cultural group engagement and attendance

Strategic Direction 3: Identify, initiate and build community engagement

Initiatives

perform at various venues across our community, including our partner primary schools.

BCS will continue to be involved in a range of ways in the annual Bulahdelah show.

BCS will continue to support and work closely with the local CWA, local 'men's shed' and 'Parents and Citizens Association'.

BCS will continue the professional learning community group, meeting offsite at various venues on a regular basis to engage with our community.

BCS will work with its partner Primary schools to strengthen student transition from Stage 3 to Stage 4 through initiatives such as showcase days and specific focus areas in the Science, TAS, CAPA and PDHPE faculties.

Evaluation plan for this strategic direction

- Achievement of M Goals
- Student work samples