

Strategic Improvement Plan 2021-2024

Burren Junction Public School 1447



School vision and context

School vision statement

At Burren Junction Public School we believe that all children need to be challenged and engaged in order for them to develop their potential fully. Children who come to our school:

- are known as individuals;
- are accepted and valued for themselves;
- know that staff care about what happens to them;
- have their needs, talents and aspirations known, and furthered, through personalised, challenging and engaging intellectual, creative, social-emotional and physical opportunities;
- have access to intellectual, creative, social-emotional and physical opportunities beyond the classroom;
- learn in a culture of high expectations and commitment to the pursuit of excellence in all domains.

At Burren Junction Public School our staff will use evidence based practice to think and reflect on what is best for our students. We believe that by strengthening the partnership with the parents and community we are creating an excelling school that will prepare the children for their future.

School context

Burren Junction Public School provides a comprehensive education for students living in the township of Burren Junction and on its neighbouring farms. Drawing children from a radius of up to 65 kilometres away, the school has an outstanding reputation for allowing students to reach their full academic, sporting and social potential with its unique student Parliament a feature of the school.

The school has consistently achieved excellent results in external assessments such as NAPLAN. The school experiences strong parental involvement with a very active School Council made up of parents and interested community representatives who meet up to 8 times a year. The Parents & Citizens Association (P&C) is a separate body made up of parents who take on the role of fundraising for the school and who have been very supportive of the school for many years. As a result of this involvement, the expectations of the parent body are very high. Each year the majority of students need to go to boarding school due their remoteness from sealed roads and any local comprehensive high schools.

Student numbers at Burren Junction Public School sit at 37. The ongoing drought has seen a decline in school numbers over the last four year. We have, for a number of years, had approximately the same number of students enrolling in kindergarten as are departing Year 6. In 2021 this has also declined with only four children entering kindergarten after having six children leaving Year 6.

At Burren Junction Public School the staff is made up of a principal, three class teachers, in their first five years of teaching, three experienced part-time teachers for mentoring, RFF and the COVID ILSP, one fulltime SAM, a one day a week SAO, a part-time SLSO, who works for 3 1/2 days a week, and a GA working one day a week.

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students consistently perform at high levels on external and internal school performance measures in reading and numeracy this will be reinforced with high levels of student attendance.

Improvement measures

Target year: 2022

Reading

Uplift of 2% into the top 2 bands in NAPLAN reading from system negotiated targets, 2019.

Numeracy

Uplift of 10% into the top 2 bands in NAPLAN numeracy from system negotiated targets, 2019.

Attendance

All student attendance to be at 90% or above, aiming for a school target of 95% or above.

Target year: 2023

Reading

Maintain and enhance student growth consistent with system negotiated targets, as measured by internal and external assessments.

Numeracy

Enhance student growth in all aspects of numeracy to achieve system negotiated targets as measured by internal and external assessments.

Attendance

All student attendance to be at 90% or above, aiming for a school target of 95% or above.

Target year: 2024

Initiatives

Reading

Effective strategies and processes for data collection and analysis are used regularly to inform differentiated curriculum delivery, K-6, in Reading.

- Full implementation of assessment schedule;
- Consistent tracking systems K-6 will be implemented to ensure all tracking of student data is strategic and stored electronically;
- PLAN 2 progressions will be fully implemented for all aspects of literacy: reading;
- Professional learning in data use in teaching;
- Professional learning in all aspects of reading texts;
- Professional learning in all aspects of creating texts, complemented with access to a writing mentor.

Numeracy

Effective strategies and processes for data collection and analysis are used regularly to inform differentiated curriculum delivery, K-6, in Numeracy.

- Full implementation of assessment schedule;
- Professional learning in data use in teaching;
- Consistent tracking systems K-6 will be implemented to ensure all tracking of student data is strategic and stored electronically (eg PAT: 1-6; Essential Assessment, SENA / Interview for Student Reasoning);
- PLAN 2 progressions will be fully implemented for all aspects of numeracy;
- Professional Learning in all aspects of the new mathematics syllabus including further enhancements to the school's scope and sequence.

Attendance

Whole school processes and practices to deliver improved school attendance to support system

Success criteria for this strategic direction

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (School Excellence Framework - Curriculum)
- Students' learning and courses of study are monitored longitudinally, K-6, to ensure continued challenge and maximum learning. (SEF- Curriculum)
- The school achieves excellent value-added results, significantly above the value added by the average school. (SEF - Student Performance Measures)
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (SEF - Assessment)
- Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF - Effective Classroom Practice)
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. (SEF - Data Skills and Use)
- 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. (SEF - Professional Standards)

Evaluation plan for this strategic direction

Question:

To what extent have we ensured all students are consistently performing at high levels on external and internal school performance measures in reading and numeracy?

Data:

- PLAN 2 (Literacy and Numeracy Learning)

Strategic Direction 1: Student growth and attainment

Improvement measures

School Excellence Framework:

- Learning Domain: Curriculum - Excelling
- Learning Domain: Assessment - Excelling
- Learning Domain: Student Performance Measure - Excelling
- Teaching Domain: Effective Classroom Practice - Excelling
- Teaching Domain: Data Skills and Use - Excelling
- Teaching Domain: Professional Standards - Excelling

Initiatives

attendance policy implementation.

- School analysis of all student attendance data every 5 weeks;
- Parent meeting to discuss the attendance of any child falling below the 90% attendance threshold;
- Newsletter and parent meeting focus on the importance of student attendance for improved learning outcomes;
- Student learning around leadership, healthy coping strategies, resilience and self-regulation that ultimately promotes positive attendance outcome.

Evaluation plan for this strategic direction

Progressions)

- Learning and Support Team minutes
- MultiLit Assessments
- Running Records
- Teacher Assessment Records
- NAPLAN
- Check-In Assessment
- PAT
- SENA / Interview for Student Reasoning (IfSR)
- Essential Assessment
- Student Work Samples
- Attendance Data
- Tell Them From Me Survey
- Student focus group surveys

Analysis:

Analysis of the progress of the Strategic Direction will follow using key data sets. This data and analysis will inform future directions within planning.

Implications:

Using the comprehensive analysis future directions and planning will occur to ensure that all students achieve their full potential.

Strategic Direction 2: High Performance Culture

Purpose

To ensure all teachers and leaders are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Improvement measures

Target year: 2022

- All teachers to access writing mentor support;
- All teacher's PDPs will reflect the Australian professional standards for teachers and School Plan goals with identified learning noted;
- A negotiated lesson observation process to further develop all teachers and leaders.

Target year: 2023

- All teachers will have access to professional learning in consistent teacher judgement in placing students in various frameworks of learning;
- All professional learning will be evaluated against the HIPL toolkit. and school based lesson observations;
- School leadership development acknowledged against the appropriate Teaching Standard and Principal Standards;
- All teachers to access writing mentor support;
- All teacher's PDPs will reflect the Australian professional standards for teachers and School Plan goals with identified learning noted;
- A negotiated lesson observation process to further develop all teachers and leaders.

Target year: 2024

School Excellence Framework:

- Teaching Domain: Effective Classroom Practice - Excelling
- Teaching Domain: Professional Standards - Excelling
- Teaching Domain: Learning and Development -

Initiatives

Evidence-based teaching and ongoing improvement

All staff are committed to a whole school focus on evidence-based teaching and ongoing improvement. This will be achieved through:

- Writing mentor provides targeted professional learning for all staff to develop consistent teacher judgement measured against state standards in improving all students' writing;
- Teacher PDPs to reflect the Australian professional standards for teachers and School Plan goals with identified learning noted;
- School leadership development acknowledged against the appropriate Teaching Standard and Principal Role Description.

Professional learning is enhanced through:

- Negotiated lesson observation process to develop authentic PDP to further upskill all teachers and leaders;
- The use of the HIPL toolkit.

Explicit Teaching:

- All staff are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

As a school we will increase student engagement through:

- Reflection and communication around learning tasks;
- Regular provision of feedback in order for students to improve individual knowledge skills and understanding as learners;
- Student's ability to self-assess, reflect and monitor their work.

Success criteria for this strategic direction

- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. (SEF - Effective Classroom Practice)
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF - Effective Classroom Practice)
- 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. (SEF - Professional Standards)
- All staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. (SEF - Learning and Development)
- The leadership team maintains a focus on distributed instructional leadership 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. (SEF - Educational Leadership)

Evaluation plan for this strategic direction

Question:

To what extent is evidence-based teaching and ongoing improvement visible across K-6?

Data:

- PLAN 2: Literacy and Numeracy Progressions
- NAPLAN
- Check-In Assessment

Strategic Direction 2: High Performance Culture

Improvement measures

- Excelling
 - Leading Domain: Educational Leadership - Excelling
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Evaluation plan for this strategic direction

- Learning and Support Team minutes
- Teacher Assessment Records
- Running Records
- PAT
- Essential Assessment
- SENA / Interview for Student Reasoning (IfSR)
- Professional Learning data
- Staff PDPs

Analysis:

Analysis of the progress of the Strategic Direction 2 will follow using key data sets. This data and analysis will inform future directions for planning.

Implications:

Using the comprehensive analysis, future directions and planning will occur to ensure that all students achieve their full potential.

Strategic Direction 3: Partnerships and Connections

Purpose

The school has a strategic and planned approach to develop whole school processes that support the wellbeing and engagement of students, staff, the community and the interschool community so that they can connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

All staff engaged:

- With learning alliances within and beyond the school in order to share and embed good practice.

All teachers are:

- Engaged in structured lesson observations;
- Actively involved in the accreditation process at their relevant level.

Target year: 2023

All staff engaged:

- With learning alliances within and beyond the school in order to share and embed good practice.

All teachers are:

- Actively involved in the accreditation process at their relevant level;
- Involved in collaborative programming practices;
- Engaged in structured lesson observations.

Target year: 2024

School Excellence Framework:

- Teaching Domain: Learning And Development - Excelling
- Teaching Domain: Professional Standards - Excelling

Initiatives

Collaboration

Successful collaboration involves teachers working together to achieve a common goal through the sharing of evidence informed practices, knowledge and problem solving, resulting in improved teacher quality.

At Burren Junction Public School this will be done through the following actions:

- Involvement with the Barwon Community of Schools group;
- Participation in strategic professional learning and teaching projects in order to assist all staff engage with a wider learning community;
- Create a school based culture of collaborative practice around collaborative programming and structured lesson observations in order to focus on how different teaching approaches impact on student learning.

Success criteria for this strategic direction

- The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. (SEF- Curriculum)
- 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. (SEF - Wellbeing)
- 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 (SEF - Learning and Development)
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF - Educational Leadership)

Evaluation plan for this strategic direction

Question:

To what extent has the school implemented a strategic and planned approach to develop whole school processes that support the wellbeing and engagement of students, staff, the community and the interschool community so that as a school we connect, succeed, thrive and learn?

Data:

- Staff PDPs
- Staff Professional Learning Logs
- Professional Learning Evaluations
- Teacher Accreditation
- Leadership Development Framework data
- Tell Them From Me surveys

Analysis:

Strategic Direction 3: Partnerships and Connections

Improvement measures

- Leading Domain: Educational Leadership - Excelling
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Evaluation plan for this strategic direction

Analysis of the progress of the Strategic Direction will follow using key data sets. This data and analysis will inform future directions within planning.

Implications:

Using the comprehensive analysis future directions and planning will occur to ensure that all students achieve their full potential.