

# Strategic Improvement Plan 2021-2025

## Burrumbuttock Public School 1453



# School vision and context

## School vision statement

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### Personal Best for All

**Students** have the **confidence** to apply their knowledge and skills to **succeed** as lifelong learners and **engaged** global citizens.

**Staff** implement evidence based **best practice** to provide a **positive learning culture** ensuring students reach their **full potential**.

**Community** is engaged in **reciprocal collaboration** nurturing **mutual respect, inclusiveness** and **inter-connection**.

## School context

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Burrumbuttock Public School is a small rural school located 35 km north-west of Albury. It is situated on Wiradjuri Land. Students live in the village or surrounding farming areas.

Many students' parents and grandparents are ex-students of the school. Two multi-grade and multi-age classes exist for the current enrolment of 27 students.

Quality teachers, support personnel and administrative staff work collaboratively with parents and community to provide a caring and supportive learning environment that encourages and enriches student success.

The school is well respected and valued, the Parents and Citizens Association play an active role in supporting the school community.

Unique features to the school include the onsite Stephanie Alexander Kitchen and Kitchen Garden facilities, and the adjacent Wirraminna Environmental Education Centre. Both features utilise local community expertise to support innovative learning programs.

As a member of the Walbundrie Network of Small Schools and the Durakar Learning Community the school has strong links with other local public schools, high schools and universities ensuring enriched and diverse educational programs.

A situational analysis was conducted in 2020 and indicated that the school needed to focus on assessment and curriculum.

# Strategic Direction 1: Student growth and attainment

## Purpose

*In order to maximise the learning outcomes for every student, teachers will use data to understand the learning needs of individual students, and inform differentiated teaching programs. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.*

## Improvement measures

### Improved numeracy outcomes

Increase % of students achieving growth in numeracy

Achieve by year: 2024

An increased proportion of students can demonstrate continued numeracy growth as evidenced by PAT data.

### Improved reading outcomes

Increase % of students achieving growth in reading

Achieve by year: 2024

An increased proportion of students can demonstrate continued reading growth as evidenced by PAT data.

## Initiatives

### Personalised Learning

*Embed a learning culture that enables students to create, receive feedback and achieve learning goals.*

- School-wide practices for assessment will be used to monitor, plan and report on student learning.
- Student assessment data will be regularly used school-wide to identify student achievements and progress, reflect on teaching effectiveness, and inform future directions.
- Formative assessment will be integrated into teaching practice in every classroom.
- Every student will have ownership of a Personalised Learning Plan, (PLP), which reflects their achievements, progress, learning support, and future learning goals.

### Literacy and Numeracy excellence

*Improve students' achievement in literacy and numeracy using research-based knowledge/strategies and student data.*

- Students will consistently perform at high levels on external and internal school performance measures.
- All teachers will understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas.

## Success criteria for this strategic direction

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction.
- Formative assessment is practised expertly by teachers.
- The school uses systematic and reliable assessment information to evaluate student learning and implement changes in teaching that lead to measurable improvement.
- The learning goals for students are informed by analysis of internal and external student progress and achievement data.
- Teachers collaboratively analyse, interpret and extrapolate data to inform planning, identify interventions and modify teaching practice.
- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal achievement data and external measures.

## Evaluation plan for this strategic direction

**Question:** *How will the school determine if improvement benchmarks in student growth and attainment are being achieved?*

**Data:** The following data sources will be analysed:

- NAPLAN & Check-in assessments
- ALAN assessments (ie. phonological awareness, phonics)
- PATR & PAT Maths assessments
- Essential Assessment pre-post tests
- Reading Level graphs/Comprehension tests
- Student Personalised Learning Plans, (including tracking progress on Learning progressions and formative strategies)

**Analysis:** Formal systems of evaluative practice will be aligned with the assessment scope and sequence,

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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providing a structure for the periodic analysis of achievement data and reflection on the implications for teaching practice.

**Implication:** If the improvement benchmarks in student growth and attainment are not being realised, the logic model for teaching practice improvement initiatives will be reassessed.

## Strategic Direction 2: Dynamic teaching and learning

### Purpose

*To promote learning excellence and responsiveness in meeting the needs of all students by developing skilled and high performing educators through an integrated approach to evidence-based teaching, curriculum planning and delivery, and assessment.*

### Improvement measures

#### Learning and Development

Achieve by year: 2025

In accordance with the School Excellence Framework, the school is Excelling in the element of Learning and Development.

#### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 91.17% in 2023 to 92.3% in 2027.

### Initiatives

#### Evidence informed practice

Develop teaching and learning programs so they are dynamic and show evidence of the teaching and learning cycle.

- All teachers will be committed to identifying, understanding and implementing the most effective explicit and evidence-based teaching methods.
- Teachers will work together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving.
- Implement an integrated approach to quality teaching, curriculum planning and delivery responsive to meeting the needs of all students.

### 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.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed.
- Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

### Evaluation plan for this strategic direction

**Question:** *How can the school determine that its systems and processes for building teacher capacity to implement evidence-based quality teaching and learning programs has impacted student growth and attainment?*

**Data:** The following data sources will be analysed:

- Teacher observations and reflections
- Teaching and learning programs
- Teacher self assessment tool and surveys
- Professional learning and evidence of PL in teaching practice
- Student Personalised Learning Plans
- Student observation, assessments and work samples
- TTFM Surveys

**Analysis:** Regular analysis will provide clarity around whether we are on track for achieving the intended improvement measures through the progress and implementation monitoring. Adjustments and

## Strategic Direction 2: Dynamic teaching and learning

### Evaluation plan for this strategic direction

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improvements will occur along the way.

**Implication:** Strategic decision making will occur regularly based on this data analysis and will inform future directions.