

Strategic Improvement Plan 2021-2025

Buronga Public School 1688



School vision and context

School vision statement

Buronga Public School creates an enabling environment where students are empowered to embrace learning, achieve their personal best and build strong emotional, social and physical well being.

We have aspirational expectations of learning progress for all students and are committed to the pursuit of excellence.

School context

Buronga Public School comprises a diverse population who champion inclusivity. Our school is located on the banks of the Murray River in the far west of NSW, where a rich cultural identity is valued and celebrated. Buronga is a border town to Mildura in Victoria. A number of staff and some students reside in Mildura.

Our diverse school enrolment of 88 students includes 45% Aboriginal and Torres Strait Islander students. Currently we have five classes where we provide differentiated educational opportunities for students with a wide and diverse range of academic need.

We have a strong focus on evidence based teaching and learning programs. Literacy and Numeracy programs are our priority with attention given to providing intervention to ensure students reach their full academic potential.

Extra curricular priorities at Buronga Public School include a comprehensive and progressive Digital Technology Program where all students have access to a wide and varied range of devices and specialist teachers. We also offer Environmental Education opportunities to all students. The program incorporates outdoor and practical experiences where we work with other local schools and agencies.

As a small school we enjoy a positive school culture where collaboration between all stakeholders is valued and prioritised. We operate using a shared and agreed upon set of school values and corresponding behaviour matrix.. We explicitly teach expected behaviours, social skills and implement emotional intelligence programs. We encourage and support an active Student Representative Council where we guide and promote student leadership and empowerment.

Following an authentic and extensive evaluative process our improvement focus targets improving academic outcomes for students in Literacy and Numeracy, particularly reading and number skills. Part of this process will be to enhance staff capacity in providing targeted and high impact educational programs that best suit the needs of individual students. Educational delivery methods will be inclusive and sensitive to the needs of all students.

Our work focuses on the core business of student achievement resulting in happy and successful students.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student academic achievement where evidence based, high impact teaching and learning programs support all students to reach their full potential. We will build strong systems and practices ensuring all students are challenged and all interventions lead to increased achievement of learning outcomes in reading and numeracy.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Attendance

75% - 80% of students attend more than 90% of the time.

Reading growth

Achieve by year: 2023

0.5 effect size in PAT reading schoolwide

Numeracy growth

Achieve by year: 2023

0.5 effect size in PAT mathematics schoolwide

Initiatives

High Impact Teaching and Learning Programs

Work collaboratively in the development and delivery of whole school teaching and learning programs in reading and numeracy where evidence based strategy, data and current research guide practice. Content delivery is consistent using visible learning and quality teaching pedagogy.

Provide targeted intervention and differentiation that is individualised, timely and relevant to specific student need.

Student Performance

Implement three tiers of assessment as a whole school collaborative process that is systematic and evaluates student learning over time. Assessment information informs changes in teaching that leads to measurable improvement in reading and numeracy.

Develop and implement summative assessment practices with a whole school focus that is scheduled and consistent with follow up analyses of student progress that considers trends in individual, group and whole school data.

Teachers use formative assessment in an expert way that is responsive and an integral part of daily classroom instruction.

Learning support practices include individual, targeted programs to address highly specific learning needs, including students with disability and the use of expert knowledge and intervention from external agencies.

Develop a culture of shared responsibility for learning and success.

Success criteria for this strategic direction

Initiative 1 : High Impact Teaching and Learning Programs

Lesson delivery includes learning intention, structured lessons, explicit teaching, worked samples, collaborative learning, multiple exposures, questioning, feedback and teaching acquisition to transfer.

Whole school scope and sequence, teaching and learning programs and class assessment are regularly reviewed and evaluated with a responsive mindset.

An environment that encourages and supports learning, quality curriculum and instruction that responds to student diversity, assessment that informs teaching and learning, leading students and managing routines.

An integrated approach to quality teaching, curriculum planning and delivery.

Initiative 2 : Student Performance Measures

Assessment is used flexibly and responsively as an integral part of daily classroom instruction.

Staff analyse student progress and achievement data and respond to trends in student achievement at individual, group and whole school levels.

Visible learning pedagogy enables students to be assessment capable learners. Students understand assessment approaches and associated benefits to learning and that improved learning opportunity is derived from assessment that informs teaching.

Systematic and reliable assessment information is used to evaluate student learning over time and informs changes in teaching that leads to measurable improvement.

Students actively engage in evaluating their learning, articulating next steps for progress, and consistently setting high expectations for learning.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

Phonological awareness data

Reading level data

Check in assessment data reading & numeracy

MiniLit data

M100W sight word data

Whole school program student samples

Sound waves progress reports

Numeracy pre and post tests

PAT data

NAPLAN and Scout data

SES S-aS

High level of engagement from staff and parents/carers using See Saw as a teaching and reporting tool.

Learning support tier three data

The evaluation plan will involve

- * Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

- * Regular professional discussion around the School Excellence Framework elements and themes.

- * Executive team and whole staff reflective sessions.

- * Term by term review and triangulation of data sources

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Enhancing capacity

Purpose

To support professional practice where all teaching and non-teaching staff have opportunity and expertise to enable excellence in service, high performing and well functioning teams and best practice that supports the entire school and all stakeholders to improve student learning outcomes.

Improvement measures

Achieve by year: 2025

SEF assessment indicates improvement in SEF theme data skills and use from sustaining and growing to excelling.

Achieve by year: 2025

SEF assessment indicates improvement in SEF theme learning and development from delivering to excelling.

Initiatives

Data Skills and Use

Use high quality, relevant data to improve learning outcomes for students.

Build staff capabilities to ensure data collection is used to differentiate curriculum, inform teaching practice and programs and provide feedback to students and parents so that learning is maximised.

Systematic analysis and use of external and internal data to track progress and growth and respond individually with personalised learning for any students not achieving expected growth.

Expert use of authentic self assessment processes for all school teaching and learning practices.

High Performing Staff

Develop and maintain a high performing teaching and non teaching team with a commitment to ongoing and sustained improvement.

Develop a culture of authentic self reflection and commitment to continuous improvement with a whole school focus and a commitment of resources within our professional learning plan.

Success criteria for this strategic direction

Initiative 1 : Data Skills and Use

All staff review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

All staff use effective whole school strategies for data collection and analysis to deliver curriculum in a responsive and expert way.

Staff collectively use data to inform planning, identify intervention and modify teaching practice using whole school scheduled analysis.

Teachers clearly understand, develop and apply a full range of assessment strategies, determining teaching directions, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness.

A coordinated approach to engage the school community to reflect on student progress and discuss plans and strategy for improvement.

Initiative 2 : Professional Growth

All staff demonstrate personal responsibility for maintaining and developing their professional growth and commit to whole school self reflection and responsive culture.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, modelling effective practice and provision of timely and authentic feedback.

Whole school and inter school mentoring and coaching support to ensure ongoing development and growth.

All staff demonstrate and share their expertise within the school and with other schools. Staff have expert contemporary knowledge and deploy effective high performing strategies.

Strategic Direction 2: Enhancing capacity

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

Buronga whole school Professional Learning Plan

Individual staff tailored professional learning plans

PLNTS Enhancing Capacity Program data

Class observation data

Programs and assessment data

Coaching/mentoring data

Australian Professional Standards for Teachers data

Performance Development Plan data

SEF S-aS

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- * Regular professional discussion around the School Excellence Framework elements and themes.

- * Executive team and whole staff reflective sessions

- * Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'