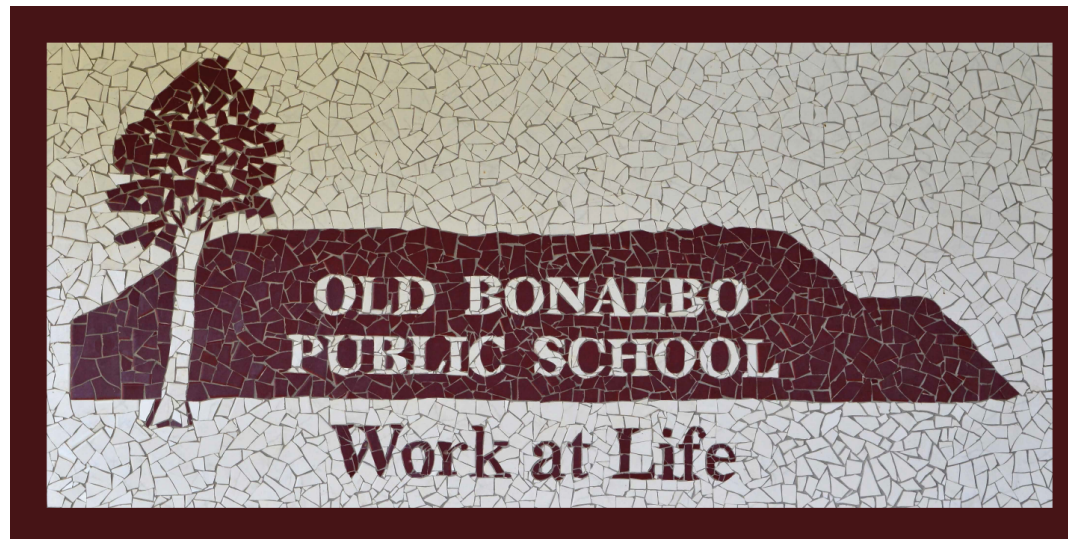


Strategic Improvement Plan 2021-2024

Old Bonalbo Public School 2800



School vision and context

School vision statement

Old Bonalbo Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. This means the school, community members, parents and carers work in partnership, with the commitment to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world, and to develop each individual child.

School context

Old Bonalbo Public School is a small rural school with an enrolment of seven students. It is located 112 kilometres north west of Casino and 35 kilometres south of the Queensland border. The school fosters a culture of high expectations and high levels of community engagement. The learning programs are personalised, supporting a range of diverse learners. Students have high levels of access to technology, strong social networks through Community of Schools.

Based on the outcome of our Situational Analysis, we have determined that we need to continue to develop our formative and summative assessment practices. Personalised Learning Plans (PLPs) will continue to be used for each student to promote learning and wellbeing growth as well as self-directed learning. Clear processes will be put in place to support students with additional needs. Teachers will evaluate the effectiveness of their teaching practices.

The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet changing requirements of the students. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise the learning outcomes for every student through all staff using data to understand the learning needs of individual students and inform differentiated teaching for all students.

Improvement measures

Target year: 2023

NAPLAN expected growth - Reading (Small Schools Network Target)

The proportion of students achieving expected growth in NAPLAN Reading meets the system negotiated lower bound target of 60%.

Target year: 2023

NAPLAN expected growth - Numeracy (Small Schools Network Target)

The proportion of students achieving expected growth in NAPLAN Numeracy meets the system negotiated lower bound target of 60%.

Target year: 2022

NAPLAN top two bands - Reading (Small Schools Network Target)

The proportion of students achieving in the top two bands of NAPLAN Reading meets the system negotiated lower bound target of 60%.

Target year: 2022

NAPLAN top two bands - Numeracy (Small Schools Network Target)

The proportion of students achieving in the top two bands of NAPLAN Numeracy meets the system negotiated lower bound target of 60%.

Initiatives

Data informed practice

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

- Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progression and growth.
- Use of formative assessment strategies such as Learning Intentions & success criteria ensuring all students have a clear understanding of how to improve.
- Use of Learning Sprints to target data-informed explicit teaching and Learning Walks to monitor improved teacher capacity.

Effective Classroom Practice

Implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

- Embed a whole school approach to research-based effective teaching methods that promote and model to students to be self-directed learners.
- Implement a whole school professional learning framework which is tailored to support the individual learning needs of all students to enhance the teacher capacity.
- Routinely review learning with each student ensuring all students have a clear understanding of how to improve in Reading and Numeracy.
- A collaborative approach to the development of teaching and learning programs across the school to show evidence of differentiation to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Success criteria for this strategic direction

- Progress towards student learning goals is monitored through collection and analysis of quality, valid and reliable data.
- Reporting on school performance is based on valid and reliable data and analysis..
- Teachers clearly understand, develop and apply coherent differentiated learning programs ensuring all students have a clear understanding of how to improve and goal set.
- A consistent school wide assessment schedule is adopted to gather data on student growth in Reading and Numeracy and drives decision making, ensuring each student in K-6 is challenged.
- Embedded professional learning framework facilitates professional dialogue and collaboration which drives ongoing, school wide improvement in teaching practice and student results.

Evaluation plan for this strategic direction

Q: To what extent have our students increased their Reading and Numeracy learning outcomes from effective classroom practice driven by student data?

D: NAPLAN, check in assessments, PLAN2, Essential Assessment, Benchmarking, Progressions, student portfolios, PLPs

A: Staff will analyse the collected data to evaluate the effectiveness of the strategies implemented.

I: The implications for future practice will be developed from the analyses undertaken.

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

Our purpose is to foster a positive school culture where the school community shares the collective responsibility to support the collective wellbeing and learning of all students.

Improvement measures

Target year: 2022

Attendance

- Increase the percentage of students attending 90% of the time to be at or above the lower bound target of 70%

Target year: 2022

Data

- TTFM Wellbeing data (advocacy, belonging and expectations) increases to be above the lower bound system negotiated target of 89.6%.

Initiatives

Wellbeing and engagement

Embed a whole school approach to student well being and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- Utilising the Wellbeing Framework to drive effective wellbeing strategies whilst undertaking a lesson study approach used to adjust and improve practice.
- Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school well being reform.
- Updating whole school approach to wellbeing processed to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated PLSPs.

Strengthen the school as a Learning Community

School culture is strongly focused on learning, the building of educational aspirations and ongoing performance improvement throughout the school community. This will be achieved through:

- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers and community.
- Develop whole school collective responsibility for student learning and success, which is shared by both parents/carers and the school.

Success criteria for this strategic direction

- Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties. PBL (Positive Behaviour for Learning) program.
- Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations via PBL (Positive Behaviour for Learning) program.
- Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with families.
- Teachers and parents/carers work together to reduce student absence and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Evaluation plan for this strategic direction

Q: To what extent do the strong partnerships that the school facilities build the learning outcomes for our students?

D: 'Tell Them From Me' survey data, staff surveys, classroom observations, PDP's, collegial conversations, EBS incident reports, Wellbeing Framework Self-assessment pre and post data.

A: Staff will analyse the collected data to evaluate the effectiveness of the strategies implemented.

I: The implications for future practice will be developed from the analysis undertaken.

Strategic Direction 3:

Purpose

Improvement measures

Target year: 2024

Target year: 2024

Initiatives

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Success criteria for this strategic direction

Evaluation plan for this strategic direction