

# Strategic Improvement Plan 2021-2024

## Black Springs Public School 4190



# School vision and context

## School vision statement

Everyone a successful learner everyday. At Black Springs Public School we believe every student and staff member will reach their full potential by embedding a supportive and high expectations culture where everyone is challenged to do their best. Student success is underpinned by differentiated and explicit teaching, focusing on student growth, wellbeing and social success, delivered by passionate and committed staff.

## School context

Black Springs Public School is a vibrant and dynamic small rural primary school, located in the Central Tablelands area, that has served the Black Springs community for over 125 years. Our school is situated 25 kilometres from our nearest regional centre, Oberon, with students coming from the village and local surrounding area.

Our school has excellent facilities, which include well-maintained classrooms in pleasant, green surroundings. The school has a comprehensive library, music and art learning spaces, Covered Outdoor Learning Area and high levels of technology for student learning. Classrooms are fitted with either interactive panels or interactive whiteboards and every student has access to a school laptop and iPad.

We have an enrolment of 12 students in 2021, and as a low socio-economic rural school with a transient population., we cater for individual student needs, inclusive of indigenous students and additional needs. Our school currently has 3 teachers and 4 administration and support staff, which includes additional temporary staff employed through school-based funding to better support the learning needs of all students. Our staff is stable with the majority being here for more than three years. There is a 15% turnover of staff each year.

Extra-curricular opportunities in sport and creative and performing arts enable our students to excel through a range of different experiences.

Our school has strong relationships with a small and active P&C, broad parent and caregiver body and the wider community. We have also fostered strong partnerships with cultural institutions, businesses, community groups and school networks and alliances.

As a result of the school's situational analysis, including authentic engagement with our community and local AECG, we have determined that a whole school approach is required to achieve improvement in student performance. We have identified we need improvement in Reading fluency and oral language and Numeracy additive strategies and measurement and our staff need to remain upskilled in the latest evidenced based research.

We will engage in the development of a strong, collaborative professional learning community which includes evaluation of impact across teaching and non-teaching staff.

We will undertake professional learning in the development and application of explicit teaching practices, feedback and lesson design in reading and numeracy.

We will develop evidenced based, consistent, integrated practices for assessment used to monitor, analyse, plan and report on student learning and staff will improve in data use and skills

We intend to focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing.

Our human and financial resources will be allocated to these initiatives and will be monitored regularly.

# School vision and context

## School vision statement

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## School context

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We will undertake regular evaluation of our initiatives to ensure our students are achieving to their potential.

Karolyn Blackburn, Principal

22 March 2021

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise the reading and numeracy learning outcomes for every student, all staff will use explicit and consistent teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practices and curriculum provision through quality, targeted professional learning and use of student data driven differentiated teaching.

## Improvement measures

**Target year: 2022**

### Network Top 2 Bands Reading

- Improvement in the percentage of students in the Bathurst Principals' Network achieving in the top 2 reading bands to be above the Bathurst Principals' Network lower bound system-negotiated target in reading of 47.7%

**Target year: 2022**

### Network Top 2 Bands Numeracy

- Improvement in the percentage of students in the Bathurst Principals' Network achieving in the top 2 numeracy bands to be above the Bathurst Principals' Network lower bound system-negotiated target in numeracy of 36.2%

**Target year: 2023**

### Expected growth Reading

- Increase the % of students achieving expected growth in NAPLAN reading by 6%

**Target year: 2023**

### Expected growth Numeracy

- Increase the % of students achieving expected growth in NAPLAN numeracy by 6%

## Initiatives

### Highly effective teaching practices

To improve effective classroom practice through a focus on explicit teaching, effective feedback, use of data to inform practice and assessment strategies. We will

- Explain to students what they will be learning and be clear about the purpose and relevance of all tasks.
- Use a combination of feedback strategies to provide students with information that is timely and directly connected to the learning intentions and success criteria to demonstrate what they know and can do
- Use consistent methods when collecting data over time so that comparisons of student progress are accurate. For example, teachers can work collaboratively to ensure consistency of teacher judgement activities.

## 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. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

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.

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

### Data:

Data sources will include:

- Internal assessment, e.g. PLAN2
- External assessment, e.g. NAPLAN
- Scout data
- Student work samples
- Surveys
- Lesson observations
- Student voice, eg goal setting in PLP's
- Interviews
- Document Analysis, eg Teaching programs, student

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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work samples, PLP's

- SEF SaS

### Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification. Annually the school will review progress towards the improvement measures.

### Implications:

The findings of the deep analysis will inform

- :Future directions, next steps and budget allocation.
- Annual reporting on school progress measures.

## Strategic Direction 2: Connections

### Purpose

To ensure everyone is known, valued and cared for there will be a planned approach to develop a self-sustaining and self improving school community that supports the highest level of learning through high expectations, embedded collaborative practices and wellbeing processes so students can connect, succeed, thrive and learn.

### Improvement measures

#### Target year: 2022

##### Attendance

- Increased percentage of students attending school more than 90% of the time by 15% or above. school-level target
- School Self-assessment of the School Excellence Framework (SEF) element Learning culture: Attendance indicates improvement from Sustaining and growing to Excelling

#### Target year: 2024

##### Wellbeing

- Rumble's Quest Wellbeing data (attachment to school, self-regulation, social confidence, and supportive relationships) improves
- School Self-assessment of the School Excellence Framework (SEF) element Wellbeing: Caring for students indicates improvement from Sustaining and growing to Excelling

#### Target year: 2024

##### Collaboration

School Self-assessment of the School Excellence Framework (SEF) element Learning and Development: Collaborative practice and feedback indicates improvement from Sustaining and growing to Excelling

### Initiatives

#### Educational Aspirations

To Improve educational aspirations there will be a focus on wellbeing, collaboration, and high expectations strategies. We will

- Establish mentoring programs that identify strengths and success as well as build resilience. A teacher mentor can work with students to build strategies that foster resilience and self-regulation and can help students feel that they have an adult at school that they can turn to for support and advice.
- Implement systems to share ideas, practices and resources and use them on a regular and ongoing basis.
- Create a safe space where all students feel comfortable taking risks, making mistakes and asking questions to clarify their thinking. This can be done by facilitating and modelling classroom expectations about how to be a respectful, responsible and collaborative class member.
- Regularly analysing attendance data to inform planning and personalise attendance approaches to improve regular attendance rates for all students.

### Success criteria for this strategic direction

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

### Evaluation plan for this strategic direction

#### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of outcomes in student wellbeing, collaborative practices and high expectations culture?

#### Data:

Data sources will include:

- Professional Development Plans.
- Scout data -Attendance
- SEF SaS
- Incident reports.

## Strategic Direction 2: Connections

### Improvement measures

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**Target year: 2024**

#### High Expectations

School Self-assessment of the School Excellence Framework (SEF) element Learning culture: High expectations indicates improvement from Sustaining and growing to Excelling

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### Evaluation plan for this strategic direction

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- Rumble's Quest pre and post data - Student social and emotional wellbeing
- Parent feedback and surveys
- Staff feedback and surveys
- Lesson observations
- Document analysis, eg Teaching programs, professional learning records, student work samples
- Internal and external assessment

#### Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification. Annually the school will review progress towards the improvement measures.

#### Implications:

The findings of the deep analysis will inform

- :Future directions, next steps and budget allocation.
- Annual reporting on school progress measures.

# Strategic Direction 3: SD 3

Purpose

Improvement measures

Target year: 2024

Target year: 2024

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction