

Strategic Improvement Plan 2021-2024

Balarang Public School 4291



**BALARANG
PUBLIC SCHOOL**

School vision and context

School vision statement

At Balarang Public School we believe in creating a school environment where every member of the school community is valued and heard. Our students, staff and community members work together to create a school that is rich in aspiration, care and enthusiasm. We create a learning environment where safety, respect and learning are valued. The vision of the Balarang Public School community is to foster high expectations and to deliver excellence within a rich and innovative learning environment, where every student has the opportunity to achieve their personal best through engaged and active learning.

School context

Balarang Public School is located in the suburb of Oak Flats, within close proximity to Shellharbour. In 2021 the school has a student enrolment of 263 students, with 12 classes. There are 36 Aboriginal students enrolled at Balarang Public School.

Balarang Public School teaches Positive Behaviour for Learning and our three school values are Safety, Learning and Respect. This is reinforced by the community, students and staff at all times. The social, emotional and academic well-being of our students is a priority. The continuation and further development of our well-being programs, for both boys and girls, means that all our students are known, valued and cared for.

An in-depth situational analysis identified key areas of focus to drive improvement in the school:

The system negotiated strategic direction of 'Student Growth and Attainment' was supported by internal and external data that showed areas for improvement in reading and numeracy. Future professional learning will focus on developing and sustaining whole school processes for collecting and analysing data, ensuring teaching and learning is underpinned by evidence-informed strategies and embedded evaluative practice.

Further analysis showed the need to improve consistency around when, how and why data was collected. Moving forward, in order to know our students really well, it has become evident that we must work towards strengthening our systems and practices. This will be supported by high quality processes for collating information, clear and consistent procedures for school wide systems and policies, and quality and compliant programming and documentation. Our second strategic direction is 'Quality Systems and Practices'.

An ongoing focus must be strong community connection, strong links of collaboration with parents as partners in student learning. To this end we have considered the case studies of what excellent parent, student teacher culture looks like. This will encompass high quality community relationships for fostering a culture of high expectations for our students, staff and community. This will encapsulate high quality wellbeing practices, as well as strong partnerships with our community. Our third strategic direction is 'High Expectations of Students, Staff and Community'.

Strategic Direction 1: Student growth and attainment

Purpose

In order to drive improvement in student learning outcomes for every student, staff will use evidence informed practice to understand the needs of students and adjust pedagogy accordingly.

Improvement measures

Target year: 2022

- The percentage of students achieving in the Top 2 bands of NAPLAN is between the system negotiated lower and upper bound targets for reading (42.2% - 47.2%) and numeracy (30.1% - 35.1%).

Target year: 2023

The percentage of students achieving expected growth in NAPLAN to be above the system negotiated lower bound target of (60.2%) for reading and (60.7%) numeracy.

Target year: 2024

Improvement as measured by the School Excellence Framework:

Learning Domain:

Curriculum - Excelling

Assessment - Theme: Formative Assessment - Excelling

Assessment - Theme: Student Engagement - Excelling

Teaching Domain:

Effective Classroom Practice - Excelling

Data Skills and Use - Excelling

Leading Domain:

Educational Leadership - Excelling

Initiatives

Effective Classroom Practice.

Collaborative practice and high impact professional learning drives effective classroom practice that is underpinned with evidence informed pedagogy. High quality teaching takes place in every classroom. This is characterised by:

- Explicit teaching
- Research informed strategies for teaching reading and numeracy
- Reflective and collaborative practices
- Consistent school-wide approaches to best practice in reading and numeracy

Effective Assessment Practices

Assessment is used as an ongoing opportunity to provide feedback to support each student at their point of challenge. Teacher capacity is built so that teachers use data informed practice to identify and monitor student achievement and progress. Assessment is:

- a part of everyday practice
- Formative - teachers use high quality feedback and a repertoire of strategies to be responsive to student needs
- used to provide students with learning opportunities
- designed and delivered through high-quality consistent and valid assessment tasks
- informed by the learning progressions for literacy and numeracy

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. (SEF-Effective Classroom Practice-Explicit Teaching).

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 (SEF-Data Skills and Use-Data Literacy)

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 (Educational Leadership-Instructional Leadership).

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness (SEF-Data Skills and Use-Data Skills in Teaching).

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success (SEF-Data Skills and Use-Data Skills in Teaching).

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers (SEF-Assessment-Formative Assessment).

Students and parents understand the assessment approaches used in the school and their benefits for

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

learning. Feedback from students on their learning derived from assessments informs further teaching (SEF-Assessment-Student Engagement).

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:

We will use a combination of data sources. These will include: * Internal assessment, eg. PLAN2, PAT test, Reading levels * External assessment, eg. NAPLAN, Phonics, Check-in, Best Start* Survey* Observation* Focus groups* Student voice* Document analysis

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

* Future actions* Annual reporting on school progress measures

Strategic Direction 2: Quality Systems and Practices

Purpose

In order to continue to improve as teachers and as a school we will create and maintain a collaborative and systematic approach to quality teaching, curriculum planning and resourcing.

Improvement measures

Target year: 2024

School Excellence Framework

Learning Domain - Assessment

Theme: Summative Assessment - Assessed as **Excelling**

Target year: 2024

School Excellence Framework

Learning Domain - Assessment

Theme: Whole school monitoring of student learning - Assessed as **Excelling**

Target year: 2024

School Excellence Framework

Learning Domain - Learning and Development

Theme: Collaborative Practice and Feedback - Assessed as **Excelling**

Initiatives

School-wide Systems and Practices

Established and embedded school-wide systems will monitor progress and achievement. The school vision is modeled and underpinned by high expectations. Whole school structures support differentiated learning, and coaching and mentoring procedures are sustainably built into school processes. Quality systems and practices will:

- ensure meaningful evaluative processes are ongoing and timely
- provide a clear vision centred on quality teaching and high expectations of students, staff and community
- strategically use resources to enable high quality professional development
- facilitate consistent assessment procedures across the school
- coaching and mentoring is supported for all staff and comprehensive induction processes are provided for all new staff

Quality Teaching and Learning Programs

A systematic and coordinated approach is developed through the NSW curriculum to drive high quality teaching and learning programs across the school.

- Time is dedicated throughout the school year for working with colleagues to collaboratively plan, develop and refine teaching and learning programs, supported by expert teachers.
- The leadership team fosters an environment that promotes ongoing professional dialogue and feedback in programs in the context of mutual trust, collective growth and collective efficacy.
- Whole school structures support differentiated learning experiences for students, staff and community.

Success criteria for this strategic direction

- 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. Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF-Curriculum-Differentiation).
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels (SEF-Assessment-Summative Assessment).
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments (SEF-Assessment-Whole School Monitoring of Student Learning).
- 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, school-wide improvement in teaching practice and student results (SEF-Learning and Development-Collaborative Practice and Feedback).
- The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness (SEF-Leading-Management Practices and Processes).
- 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 (SEF-Curriculum-Teaching and Learning Programs).

Strategic Direction 2: Quality Systems and Practices

Initiatives

- Staff are responsive to the new curriculum.
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Success criteria for this strategic direction

Evaluation plan for this strategic direction

Q: To what extent have we addressed the success criteria of this strategic direction? Is our strategic planning being enacted in all classrooms by all class teachers?

D:

- Professional learning records (MyPL Evaluations)
- Tell Them From Me Teacher Survey and internal surveys
- Classroom Observations
- Professional Development Plans
- Staff Collaboration/Data/Planning Days (agenda/minutes)

A: What is the data and evidence telling us?

I: Where can we improve? What is the evidence of impact and how will we know going forward?What will it look like:

- in the classroom
- in professional learning sessions

Strategic Direction 3: High Expectations of Students, Staff and Community

Purpose

In schools that excel, the school culture is focused on learning, educational aspiration and ongoing improvement throughout the whole community. Schools that excel support the wellbeing of all students so they can connect, succeed, thrive and learn.

Improvement measures

Target year: 2024

School Excellence Framework

Learning Domain:

Learning Culture - High Expectations - Assessed as **Excelling**

Learning Culture - Transitions and Continuity of Learning - Assessed as **Excelling**

Wellbeing - A Planned Approach to Wellbeing - Assessed as **Excelling**

Target year: 2022

Increase the percentage of students attending greater than 90% of the time to be at or above the lower bound system-negotiated target of 87.6%.

Initiatives

Strong Connections

The school promotes a shared responsibility for student improvement. Teachers work in collaboration with all stakeholders to set a culture of high expectations for the school. Students are supported in transitions, for every year of school, including Preschool to Kindergarten and Year 6 to high school, and pedagogy is strengthened through community and educational partnerships. The school will actively engage with parents and carers to encourage them to hold high expectations of their children using evidence informed strategies.

Strong Wellbeing Practices

- As a school we will develop and implement strategies to proactively teach healthy coping strategies, help-seeking behaviours, resilience and self-regulation.
- Actively promoting excellent attendance through high expectations and strong student engagement
- Strengthening the students sense of belonging and advocacy.
- Engage with the attendance matter website to strategically plan for improved attendance.

Success criteria for this strategic direction

- 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 (SEF-Learning Culture-High Expectations).
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points (SEF-Learning Culture-Transitions and Continuity of Learning).
- The school has implemented evidence- based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (SEF-Wellbeing-A Planned Approach to Wellbeing).

Evaluation plan for this strategic direction

Q: To what extent has the planned approach towards Strong Connections and Strong Wellbeing Practices increased student engagement, attendance and achievement?

D:

- Student attendance data
- Tell Them From Me (TTFM) Wellbeing data (advocacy, belonging, expectations, engagement)
- Tell Them From Me (TTFM) Social-Emotional Outcomes
- Tell Them From Me (TTFM) Drivers of Student Outcomes
- Tell Them From Me (TTFM) NSW DoE Measures for Aboriginal Student
- Frequency of, and attendance rates for, school events
- Parent and carer engagement in co-curricular and extra-curricular activities and school events.

Strategic Direction 3: High Expectations of Students, Staff and Community

Evaluation plan for this strategic direction

- Parent teacher nights and other information sessions (e.g. attendance, frequency)
- Parents & Citizens (P&C) meetings (e.g. minutes).
- Student behaviour data from Sentral
- Minutes from PBL meetings

A: Analyse the data as to the extent to which the purpose has been achieved.

I: What are the implications for our work? What are our future directions and next steps?