

Strategic Improvement Plan 2021-2025

Barrack Heights Public School 4501



School vision and context

School vision statement

At Barrack Heights Public School, we are dedicated to providing a highly supportive and inclusive environment; empowering our students to unlock their potential by transforming individualised learning outcomes to become productive citizens.

Our school promotes a dynamic atmosphere of engagement in school life, where self-motivated learners can become confident and creative individuals, prepared to take the journey into tomorrow's world of education by embracing change and using their skills as a learner to tackle challenge.

Barrack Heights Public School will be the community's leader of education - enabling engagement, innovation and shared partnerships in learning for all - ensuring a rewarding and productive contribution to society.

As a community, we are creating tomorrow's leading learner through a culture underpinned by high expectations and evidence-based decision making. By providing rich and authentic learning experiences, we demonstrate sustained dedication to quality teaching, learning and success.

Our school ethos is built around high expectations and a commitment to excellence in learning and life. At Barrack Heights Public School, there is an expectation that every student will thrive in our school environment.

School context

Barrack Heights Public School (est 1976) is located within the scenic coastal township of Shellharbour on the New South Wales South Coast Region. The current school population comprises approximately 200 students from diverse cultural and socio-economic backgrounds.

Our proud public school fosters a sense of belonging for all in a supportive and inclusive community by nurturing the social success of each individual and maintaining a positive and empowering learning environment.

Barrack Heights successfully caters for all our students, empowering them to realise their potential and strive for success. We pride ourselves on developing the whole child and catering for individual differences in all our mainstream and support unit classrooms.

Barrack Heights Public School is well known for our committed teachers and rigorous curriculum opportunities focused on learning and living. As a future focused school, we use digital technologies to spark curiosity, engage our learners and create a passion for knowledge and understanding.

Through embracing the philosophy of every child, every opportunity, Barrack Heights Public School students' educational experiences are further extended by enrichment opportunities in sport, music, culture and STEM, as well as targeted progressive learning programs for students with additional learning needs.

The school continues to build on quality teaching, learning and leadership practices with a committed focus on improving student results in literacy and numeracy. The school implements a dynamic, innovative and differentiated professional learning model to enhance teaching, learning and leadership practices across the school.

Our school caters for students from a vast range of backgrounds including 25% of student body identifying as having an Aboriginal background and 19% of students have English as a Second Language.

The active P&C Association helps establish strong ties with our community and is the connecting link between home and school. Consistent feedback is sought from all members of the school community to underpin ongoing school improvement.

Barrack Heights Public School are dedicated partners in the Challenging Learning Movement and part of the high performing network Social Ventures Australia as a Bright Spot Schools Connection hub. The strong links with our local Jurbosay AECG and Community, will continue to drive learning and culture within our school and support high aspirations for our Aboriginal students.

Following the rigorous situational analysis process and authentic consultation with our stakeholders, including our local AECG, our school and community identified three areas to focus on for this Strategic Improvement Plan. These high impact areas for further development have been clearly stated and they will be the driving factors which stimulate

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long lasting improvements in not only teaching practice, but student learning outcomes.

The school motto of '*Learning Together, Thriving Together*' is reflective of the school environment we are creating to ensure each student, educator, family and community member has limitless opportunities in learning and life.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning growth of all students beyond the normal developmental curve in reading and numeracy to shift student learning away from just attainment to optimal growth. This will be achieved through a concentrated approach to explicit teaching, a culture of high expectations and effective data practices which are responsive and agile.

Improvement measures

Achieve by year: 2025

By the end of 2022, BHPS will achieve *sustaining and growing* in the elements of Curriculum, Assessment and Student Performance Measures as measured by the School Excellence Framework.

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2025

100% teaching and learning is driven by informed decision making, differentiated instruction and quality teaching pedagogy in the areas of reading comprehension and quantifying numbers.

Initiatives

Agile and responsive literacy and numeracy practices

Embed a cyclic, responsive and agile approach to literacy and numeracy teaching practice determined by aggregate and granular data analysis to ensure learning is appropriately differentiated to student need and targeted to identified focus areas.

- Executive Team to undertake deep dive analysis of data to inform the establishment of agile and responsive literacy and numeracy practices.
- Provide the foundations for teachers to effectively engage with the literacy and numeracy progressions and use effective data to monitor, and assess individual student progress and design future learning on a whole class, group and individual level.
- Develop, communicate and establish a shared responsibility and accountability by embedding a *Teaching Sprints* evaluation cycle to measure targeted literacy and numeracy focus areas to determine future directions.
- Professional learning to embed Cognitive Load Theory, ensuring explicit models of instruction are being utilised in targeted areas of literacy and numeracy to provide explicit guidance accompanied by practise and feedback.

Data driven practice

Ensure effective strategies, practices and processes for data analysis and reflection are used for responsive and targeted curriculum delivery.

- Professional learning targets the needs of teachers to support, access and use assessment tools in order to interpret and use data effectively in their daily instruction.
- Instructional Leader will work with all teachers to support data use in monitoring and assessing student progress as well as designing future learning on a whole class, group and individual level.
- Targeted intervention using student achievement data supports the modification of curriculum in all classrooms and is used as a tool for continuous

Success criteria for this strategic direction

BHPS curriculum provision and evidence based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.

The school monitors and reviews its curriculum provision to meet the changing requirements of the students and teachers.

Teaching and learning programs describe expected student progression in knowledge, understanding and skills and the assessments that measure them.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction and school decision making.

Teachers routinely (5 weekly) use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of students.

Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning and are supported to use this data by the school executive team.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements change in teaching that leads to measurable improvement.

BHPS has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

The schools value-add trend is positive.

School data shows that student progress and

Strategic Direction 1: Student growth and attainment

Initiatives

improvement.

- Targeted collection and analysis of literacy and numeracy data to establish proactive intervention and extension initiatives in order to improve student learning outcomes for all Aboriginal students.

Explicit Teaching

Develop school-wide explicit teaching practices which build on students previous understanding of related concepts to maximise student learning opportunities.

- Establish consistent K-6 formative assessment processes in order to determine students' current level of understanding and therefore determine appropriate scaffolding.
- Expertly plan and deliver well sequenced learning tasks based on formative assessment data to provide individualised, explicit, differentiated and responsive learning opportunities.
- Embed effective questioning techniques in all classrooms which ask learners to build connections between ideas.
- Establish a common understanding of Aboriginal histories and cultures in order to effectively embed Aboriginal perspectives into daily teaching practice K-6.

Success criteria for this strategic direction

achievement on external measures is consistent with progress and achievement on internal assessments.

Evaluation plan for this strategic direction

*BHPS will use the following **questions** to regularly analyse the effectiveness of our initiatives in achieving our purpose and improvement measures of this first strategic direction.*

- Are the literacy and numeracy practices responsive to our analysed data?
- To what extent have we maximised student learning outcomes in reading and numeracy?
- Are our explicit teaching practices being streamlined K-6? If so how or how not?

*These questions will be supported by a range of **data** and sources to guide the school's future directions. Data used to drive our evaluation plan will include, but is not limited to:*

- NAPLAN
- Check in Assessment data
- PAT achievement and assessment data
- PLAN2 tracking and achievement data
- Scout data such as value added data
- Interview for Student Reasoning (IfSR) data
- Observational data in classrooms through team teaching, mentoring and the Challenging Learning process.
- Student work samples
- PLPs and ILPs
- Student feedback data through focus groups, check ins and surveys.
- Learning and Wellbeing Team referral and monitoring data.
- Feedback from PDP discussions.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Tell Them From Me surveys and responses.
- Feedback from staff on whole school structures which support the quality teaching and learning cycle.
- Community feedback and responses initiatives and improvement measures.
- Teachers feedback will demonstrate that they value the identity, culture, heritage and languages of their Aboriginal students.

*Consistent and deep **analysis** will be used to determine our evidence of impact:*

- 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.
- Regular professional discussion around the *What Works Best* document elements and themes.
- Continual and consistent executive team, stage team and whole staff reflective sessions.
- Five weekly review and term by term triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions and determine where to next actions.

***Implications** form our findings will:*

- Ascertain if we are enhancing student learning outcomes and informing educational practice.
- Determine if we need to change our practice to reflect on what we have learned.
- Inform our future actions.

Strategic Direction 2: Creating the Learning Launchpad

Purpose

To use best practice to excite, engage and enrich the learning of all students through great teaching and inspired learning. In order to maximise student learning outcomes, we will create life-long and adaptive learners who strive for excellence in a culture of dynamic expectations where every teacher and student accesses personalised learning. Learning will be strongly supported by our wellbeing interventions and a clear and concise school structure, which in turn will be the launchpad for the optimal learning environment.

Improvement measures

Achieve by year: 2025

By the end of 2025, BHPS will achieve *sustaining and growing* in the element of *Learning Culture* as measured by the School Excellence Framework. This will be evidenced by the themes of High Expectations and Attendance.

Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending 90% of the time by a minimum of 5% to be at or above the system negotiated lower bound target.

Achieve by year: 2025

By the end of 2025, BHPS will have established the creation of our own learning dispositions in order for students to successfully engage in challenging/quality learning experiences.

Achieve by year: 2025

100% of staff effectively embedding challenging learning language (dialogue, feedback, challenge) into classroom practice.

Wellbeing

Achieve by year: 2023

Initiatives

Learning

Embed a learning culture which empowers learners to take ownership of their learning by developing habits of an effective learner and be successful in engaging in challenge to stimulate curiosity.

- Establish a consistent learning language in all classrooms which creates an atmosphere of intellectual risk taking, perseverance and a strong focus on improvement.
- Determine and embed habits of an effective learner in order to promote lifelong learning success as opposed to just content knowledge and short-term success.
- Embed practices of the Challenging Learning Process to aid the development of independent and resilient learners.
- Know, use and embed the general capabilities to ensure students apply their knowledge and skills confidently, effectively and appropriately in a myriad of circumstances both inside and outside the classroom.

Wellbeing

Establish proactive practices and structures that support student wellbeing to ensure students can flourish in the school environment and access learning which is not only tailored to their individual academic needs, but their social and emotional wellbeing needs as well.

- Establish practices to determine barriers hindering learning and initiate available support strategies to ensure the students specific needs are diagnosed and understood.
- Create, tailor, initiate and embed proactive programs and initiatives to build the social and emotional attributes of students to flourish in their education journey, build resilience against adversity and provide them with skills and confidence to self-seek help for early intervention.

Success criteria for this strategic direction

There is demonstrated commitment by all staff to embed a common language of learning in all classrooms and the culture of the school. as determined by the Challenging Learning Process.

Attendance data is regularly analysed and used to inform planning, interventions and support, improving regular attendance rates for all students, including those at risk.

Evidence collected and analysed from reliable student, parent/carer and staff surveys or feedback, shows higher levels of student wellbeing is linked to improvement in student learning outcomes.

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions of learning occurs in all classrooms. These expectations are explicitly, consistently and supportively applied across the school.

The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.

The leadership team embeds clear processes, with accompanying timelines and milestones to direct school activity towards effective implementation of the school plan.

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.

Feedback practices are used effectively in all classrooms to respond promptly to student learning. Teachers provide explicit, specific and timely formative feedback related to defined success criteria and in turn supports improved student learning.

The school collects, analyses and uses data including valid and reliable student, parent and staff survey/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning and the learning environment.

Strategic Direction 2: Creating the Learning Launchpad

Improvement measures

Tell Them from Me Wellbeing data has improved by 5% to reach or exceed the lower bound system negotiated target in the areas of *students with positive wellbeing, sense of belonging, advocacy and expectations of success*.

Initiatives

- Determine and effectively embed, clear and concise school and classroom expectations which create the optimal learning environment for all students to be engaged in quality learning opportunities.
- Engage with the *Attendance Matters* website on a regular basis to ensure best practice in monitoring and responding to attendance matters.

Strong Structures

Embed strong school procedures and processes to develop a school wide, shared responsibility for student learning and success and to establish a culture of continuous professional improvement.

- Establish efficient school structures and norms to allow for optimum learning environments which challenge, enrich and engage all learners.
- Set clear and consistent expectations for stage and classroom planning sessions, lesson observations, team teaching, data collection and analysis, teaching programs and the PDP process in order to support and enhance the quality learning environment.
- Streamline school processes for event management and communication to support quality opportunities for our students. whilst still keeping quality teaching and learning as our core business.

Evaluation plan for this strategic direction

*BHPS will use the following **questions** to regularly analyse the effectiveness of our initiatives in achieving our purpose and improvement measures of this second strategic direction.*

- Is the Challenging Learning process having a positive impact on the learning outcomes for our students?
- To what extent have we maximised student learning outcomes through the support of our wellbeing initiatives and structures?
- Are the strong structures and processes developed creating a shared responsibility for student learning and success and are they establishing a culture of continuous professional improvement?

*These questions will be supported by a range of **data** and sources to guide the school's future directions. Data used to drive our evaluation plan will include, but is not limited to:*

- Challenging Learning data, including feedback on professional readings, classroom engagement data, learning habits.
- Student feedback data through focus groups, check ins and surveys.
- Scout data, such as student attendance and engagement data, suspension data.
- Learning and Wellbeing Team referral and monitoring data.
- Integration funding support applications.
- Feedback from PDP discussions.
- Tell Them From Me surveys and responses.
- Feedback from staff on whole school structures which support the quality teaching and learning cycle.
- Community feedback and responses initiatives and improvement measures.

*Consistent and deep **analysis** will be used to determine our evidence of impact:*

Strategic Direction 2: Creating the Learning Launchpad

Evaluation plan for this strategic direction

- 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.
- Regular professional discussion around the *What Works Best* document elements and themes.
- Continual and consistent executive team, stage team and whole staff reflective sessions.
- Five weekly review and term by term triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions and determine where to next actions.

Implications form our findings will:

- Ascertain if we are enhancing student learning outcomes and informing educational practice.
- Determine if we need to change our practice to reflect on what we have learned.
- Inform our future actions.

Strategic Direction 3: Building the Learning Community

Purpose

By establishing powerful partnerships, strong foundations of collaboration and encouraging student agency, BHPS will build upon the collective genius of others to create a culture of inspired change makers who are curious and empowered to be active citizens in society.

Improvement measures

Achieve by year: 2025

By the end of 2025, effective relationships with the Rural and Remote SVA Bright Spots Connection hub schools will drive school improvement, teacher expertise and student learning outcomes.

Achieve by year: 2025

Establish an effective leadership strategy for student leaders to seek and use student voice and to ensure students have the platform to be active and inspired change makers.

Achieve by year: 2025

By the end of 2024, collaboration with the Challenging Learning Team and CL Hub schools will be the key driver behind effective implementation of feedback, questioning, challenge and dialogue in classrooms and the school.

Achieve by year: 2025

The NSW AECG and DoE Partnership Agreement is deeply embedded in the ethos of the school and it is not only known and understood, but it is the driver behind authentic relationships and opportunities for BHPS students, staff and Community.

Initiatives

Powerful Partnerships

To establish effective collaboration with key education stakeholders to share and engage in successful and innovative evidence-informed practice, explicitly aimed to improve teacher practice and student outcomes.

- Develop and strengthen partnership with Social Ventures Australia Bright Spot Schools Connection Rural and Remote schools to share, discover and embed successful and innovative evidence informed practices in similar school settings.
- Collaborate with Challenging Learning Hub schools to strengthen our learning culture and improve use of feedback, questioning, challenge and dialogue in classrooms.
- Connect and consult with the Jurbosay Aboriginal Education Consultative Group to foster an understanding of and respect for Aboriginal peoples, histories, cultures and languages to more authentically drive initiatives in our school.

Collaborative Practice

Establish high-quality collaborative practices within the school to harness expertise, improve teacher quality, boost student learning outcomes and ensure best practice is identified, celebrated and shared.

- Provide teachers with professional collaboration opportunities that explicitly aim to improve teacher practice and student outcomes.
- Create intentional opportunities for students to engage in collaborative learning where mistakes are welcomed and examined as part of the learning process.
- Strengthen and encourage active contribution of parents, carers and the community by valuing and developing effective partnerships that enable a positive environment where all students thrive.
- Strongly embed the NSW AECG and NSW DoE Partnership Agreement and show commitment to

Success criteria for this strategic direction

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year group, stages and student groups.

The school identifies expertise within its staff and draws on this to further develop its professional learning community.

Teachers are supported to trial innovative or evidence based, future focused practices.

The school uses explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practices and the provision of effective feedback between teachers.

Whole school and inter-school relationships provide mentoring and coaching support to ensure ongoing development and improvement of all teachers.

School leaders create the conditions and culture that support meaningful teacher collaboration.

Physical learning spaces are used flexibly to meet a broad range of student learning interests and need.

Evaluation plan for this strategic direction

BHPS will use the following questions to regularly analyse the effectiveness of our initiatives in achieving our purpose and improvement measures of this third strategic direction.

- Are the partnerships we are developing with key education stakeholders improving teacher practice and student outcomes? If so why, or why not?
- To what extent are the collaborative practices we use high-quality and are they effective in harnessing expertise, improving teacher quality, boosting student learning outcomes and do they ensure best practice is identified, celebrated and shared?
- Are the platforms we are creating for student agency encouraging and supporting students' ownership

Strategic Direction 3: Building the Learning Community

Initiatives

walking together, working together with our Aboriginal Community to set and support high aspirations for our Aboriginal students.

Student Agency

To create a strong platform which encourages and supports students' ownership over their learning and voice to enable them to be creative and critical thinkers, using their voice in advocacy, decision making and driving initiatives.

- Develop a school culture where everyone has a strong sense of self efficacy; they are confident, can take risks, and are accurate in self-evaluation.
- Establish and embed opportunities where students engage actively in their education to build a deeper understanding of the role they play in their own learning and success.
- Build a strong platform of student leadership to empower students to be active in using student voice to drive improvements in our school.
- Empower staff to take an active role in providing opportunities for our students and school to build the school ethos of Inspired Change Makers.

Evaluation plan for this strategic direction

over their learning? Do they provide the platform for student voice and do they enable students to be creative and critical thinkers, using their voice in advocacy, decision making and driving initiatives?

*These questions will be supported by a range of **data** and sources to guide the school's future directions. Data used to drive our evaluation plan will include, but is not limited to:*

- Social Ventures Australia engagement data.
- Bright Spots School Connection Action plan progress.
- Student feedback data through focus groups, check ins and surveys.
- Student led initiative tracking data.
- Student uptake in leadership opportunities.
- Scout data, such as student attendance and engagement data, suspension data.
- Tell Them From Me surveys and responses.
- Feedback from staff through surveys and focus groups.
- Community feedback and responses initiatives and improvement measures.
- Feedback shows parents and carers of Aboriginal children find our school a welcoming and respectful place.
- Reflection on the NSW AECG and NSW DoE Partnership Agreement from staff collaboration sessions.

*Consistent and deep **analysis** will be used to determine our evidence of impact:*

- 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.
- Regular professional discussion around the *What Works Best* document elements and themes.

Strategic Direction 3: Building the Learning Community

Evaluation plan for this strategic direction

- Continual and consistent executive team, stage team and whole staff reflective sessions.
- Five weekly review and term by term triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions and determine where to next actions.

Implications form our findings will:

- Ascertain if we are enhancing student learning outcomes and informing educational practice.
- Determine if we need to change our practice to reflect on what we have learned.
- Inform our future actions.