

Strategic Improvement Plan 2021-2024

William Bayldon Public School 4602



School vision and context

School vision statement

We have a culture of continuous improvement, based on high expectations, engagement and consistency. Teachers and leaders engage in a cycle of collaboration, using measurable school-wide data, to develop relevant and personalised goals in reading, numeracy and attendance. To achieve these goals, we deliver a differentiated curriculum where feedback is valued and acted upon by all to maximise learning. We collectively celebrate every child's growth.

All students have a sense of belonging because of our planned approach to wellbeing and personalised practice in working and connecting with our whole school community. Effective partnerships from home to school ensure everyone is united in supporting our school for student wellbeing and learning.

School context

William Bayldon Public School is located in Sawtell, 10 kilometres south of Coffs Harbour, on Gumbaynggirr land. We have spacious, attractive and accessible grounds that are enhanced with a variety of outdoor learning areas, including a yarning circle, vegetable and mindfulness gardens. The school is staffed on a P2 entitlement with our enrolment figures for 2021 at 190. 43.7% of our student population identify as Aboriginal. Our school has seven mainstream classes from Kindergarten to Year 6. Students attending our school come from a range of socio-economic backgrounds. We are a member of the Bongil Bongil Community of Schools who work together to provide inter-school opportunities for students and staff, such as sport, public speaking and professional learning. We also liaise with a variety of agencies to support student learning needs.

Our school hosts a Special Education Unit which is a regional resource for schools across the Mid-North Coast and Coffs Harbour areas. Enrolment in the Special Education Unit is accessed by a consistent state-wide placement panel process.

Students have the opportunity to learn an instrument, engage in whole school performances and productions as well as enjoy drama and music activities. We have a range of inter-school sport events as well as various sporting opportunities including coaching at a school level. Students who have an interest and/or talent in digital technologies can join before school programs to build on Science and Technology learning in the classroom. We have a school kitchen that is used by all classes to enhance learning programs that link home to school with a focus on a healthy, active lifestyles. Our students engage in Gumbaynggirr language and culture lessons as part of their curriculum. In addition, there are Aboriginal cultural opportunities through lunch time programs and engagement with local elders.

Students have opportunities through the Student Representative Council and sports houses to develop leadership skills. Student voice is valued in decision making for improving the learning environments and extra-curricular activities. We develop and support quality transition programs for all students, including entry to kindergarten and high school.

Through our situational analysis and consultation with members of the local Aboriginal community, parents, staff and students, we have identified the following three focus areas.

1. Sound assessment practices and the use of data to evaluate and differentiate teaching, to support student growth and attainment.
2. A consistent whole school approach to student wellbeing to provide a positive school environment.
3. A culture of improvement with a focus on high expectations, collaboration and feedback.

Strategic Direction 1: Student growth and attainment

Purpose

Maximise student learning outcomes for every student, in reading and numeracy, and build strong foundations for academic success in all key learning areas.

Improvement measures

Target year: 2022

Reading

An uplift of 15% in the top 2 bands in NAPLAN, reading.

Numeracy

An uplift of 6% in the top 2 bands in NAPLAN, numeracy.

Target year: 2022

Reading

Increase the % of Aboriginal students achieving in the top 3 bands, in reading, to be above the school's lower bound system negotiated target of 29.80%.

Numeracy

Increase the % of Aboriginal students achieving in the top 3 bands, in numeracy, to be above the school's lower bound system negotiated target of 23.80%.

Target year: 2023

Reading

The proportion of Year 5 students achieving expected growth in NAPLAN, reading, increases by 10.4%.

Numeracy

The proportion of Year 5 students achieving expected growth in NAPLAN, numeracy, increases by 32%.

Target year: 2023

Initiatives

Meaningful assessment and data practices

- Teachers develop a deep knowledge and understanding of English and mathematics syllabus as well as the literacy and numeracy learning progressions.
- Teachers collaborate to design, implement and analyse sound assessment practices to monitor and inform learning in reading and numeracy.
- All teachers use measurable, school-wide data to deliver a differentiated curriculum.
- Teachers clearly explain when and why students are being assessed in reading and numeracy, and how the tasks relate to learning outcomes from the syllabus.
- All teachers use data to evaluate individual learning programs, in reading and numeracy, to inform new goals for student learning, or to adapt existing goals, to ensure all students are challenged and successful.

Effective classroom practice

- All teachers develop sequenced, explicit and differentiated reading and numeracy programs.
- All teachers plan for explicit teaching using the syllabus to systematically build student understanding of skills, concepts and content knowledge.
- Teachers will explain, model and guide learning and monitor student progress and check for understanding.
- Establish planned and systematic opportunities for teachers to collaborate, plan and deliver differentiated lessons in reading and numeracy.
- All teachers are skilled at explicit teaching techniques, such as questioning and assessing, to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge in reading and numeracy.

Success criteria for this strategic direction

Teaching and learning programs reflect syllabus documents and show evidence they are adjusted to address individual student needs. They demonstrate explicit teaching where learning is sequenced, students are challenged and there is evidence of improved learning in reading and numeracy. (SEF Curriculum - Differentiation)

Students and parents are informed about and understand our school's reading and numeracy assessment approaches. Feedback from students on their learning, derived from assessments, informs further teaching. (SEF Assessment - Student engagement)

School data shows that student progress and achievement in reading and numeracy on external measures is consistent with progress and achievements on internal assessments. (SEF Student Performance Measures - Internal and external measures against syllabus standards)

Teachers work collaboratively to clearly understand, develop and apply a full range of assessment strategies in reading and numeracy. They determine teaching directions, monitoring and assessing student progress and achievement, and reflect on teaching effectiveness. (SEF - Data Skills and Use - Data use in teaching)

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (SEF- Professional Standards- literacy and numeracy focus)

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives. This analysis will guide the school's future directions: Teaching and learning programs, student assessment and work samples, PLAN2 data, teacher PDPs, data wall evidence, SEF SaS, PLPs, Professional Learning reflections. Regular review of data sources, using question, data,

Strategic Direction 1: Student growth and attainment

Improvement measures

Reading

The proportion of Aboriginal students achieving expected growth in reading, NAPLAN, increases by 1.16%.

Numeracy

The proportion of Aboriginal students achieving expected growth in numeracy NAPLAN increases by 7.1%.

Evaluation plan for this strategic direction

analysis and implications (QDAI), will ensure we are on track for achieving the intended improvement measures, through professional discussions using the SEF, Executive team & whole staff reflection practices, 5 weekly review and triangulation of qualitative & quantitative data; and use of internal and external data to verify conclusions.

Strategic Direction 2: A consistent whole school approach to student well being

Purpose

To implement a planned whole school approach to wellbeing through effective partnerships.

Improvement measures

Target year: 2022

Attendance

Up to at least 81% of students attending 90% or more.

Target year: 2022

Wellbeing

At least 88% of students indicate a positive sense of belonging in the Tell Them From Me survey.

Target year: 2024

At least 80% of parents feel they are well informed and receive regular communication about their child's progress in literacy and numeracy as indicated in the annual parent satisfaction survey.

Initiatives

Attendance

- A strategic and planned approach will be developed for whole school attendance and wellbeing processes.
- Attendance data will be regularly analysed and used to inform planning.
- Whole of school and personalised attendance and interventions will be implemented.
- Celebration and promotion of positive attendance with parents and students.

Engagement and wellbeing

- Teachers collaboratively and effectively implement the PDHPE syllabus, to improve student wellbeing, by teaching healthy coping strategies, resilience and self-regulation.
- Staff lead innovative and high interest programs to develop a passion for learning and a sense of belonging for all students.
- Teachers initiate strategies to build a positive learning environment characterised by supportive relationships and regular contact with every student.
- Staff implement consistent, preventative and responsive behaviour and classroom management strategies.
- Implementation of targeted student wellbeing programs through collaborative strategies across the school, school community and with other agencies as required.

Success criteria for this strategic direction

Positive, respectful relationships promote student wellbeing to ensure optimum conditions for student learning across the whole school. (SEF Wellbeing-behaviour)

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)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF Learning Culture- Attendance)

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. (SEF Wellbeing- caring for students)

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives. This analysis will guide the school's future directions: Attendance rolls, student focus group reports, SENTRAL data: attendance & behaviour, Tell Them From Me surveys, celebrations, PBL matrix, reward system, PLPs/IEPs/TAPs, Attendance Committee minutes, teacher programs, intervention programs/plans, student surveys. Regular review of data sources, using question, data, analysis and implications (QDAI), will provide clarity to ensure we are on track for achieving the intended improvement measures. This will be achieved through regular professional discussions using the SEF, executive team and whole staff reflection practices, 5 weekly review and triangulation of qualitative and quantitative data and use of internal and external data to verify conclusions.

Strategic Direction 3: A culture of continuous improvement for all

Purpose

To build a strong, cohesive staff and community team that works collectively to achieve great ongoing initiatives for our students.

Improvement measures

Target year: 2024

At least 90% of teachers identify there is a culture of collaboration across the school to achieve goals in reading and numeracy through the What Works Best teacher survey.

At least 90% of teachers identify that the school always has high expectations and is improving student learning outcomes in reading and numeracy through the What Works Best teacher survey.

Target year: 2024

At least 90% of students say the school and their teachers always have high expectations of their learning in reading and numeracy through the Tell Them From Me survey.

At least an increase of 40% of students indicate they always receive regular feedback about their progress in reading and numeracy through the Tell Them From Me survey.

At least an increase of 30% of students identify they are engaged in school because they enjoy and feel challenged in their learning in all KLAs through the Tell Them From Me survey.

Initiatives

Collaboration

- Teachers actively participate in professional learning communities that focus on continuous student improvement and share any professional learning.
- Establish a school culture where all teachers work in partnership with colleagues to achieve shared collaboration goals.
- Establish a whole school process where teachers regularly participate in structured lesson observations that focus on how different teaching approaches impact on student learning and provide appropriate challenge for students.
- Teachers provide students with detailed and specific feedback about what they need to do to achieve growth as a learner, through collaborative processes, to ensure the feedback is constructive and actionable.

Community engagement

- Initiate practices to engage culture and community within the school and classroom.
- Teachers engage with parents and carers to encourage them to hold high expectations of their children.
- Establish a dedicated family-school action team of teachers, school leaders and parents to develop and coordinate partnership plans and activities for ongoing improvement in partnerships within our community.
- Provide opportunities for parents and community members to engage in a range of school-related activities which help build the school as a cohesive educational community.

Success criteria for this strategic direction

Teachers routinely review learning with each student, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. (SEF- Effective classroom practice- Feedback)

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. (SEF Learning and Development- Collaborative Practice and feedback)

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF- Learning Culture- High Expectations)

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. (SEF- Educational Leadership- Community Engagement)

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives. This analysis will guide the school's future directions: What Works Best Toolkit, Survey Tell Them From Me surveys, teaching and learning programs, Stage meeting minutes, professional learning records, internal surveys- pre and post, learning walks, PDP process, teacher observations, student assessment, parent focus groups, parent surveys. Regular review of data sources, using question, data, analysis and implications (QDAI), will provide clarity to ensure we are on track for achieving the intended improvement measures. This will be achieved through regular professional discussions using the SEF, executive team and whole staff reflection practices, 5 weekly review and triangulation of qualitative and quantitative data and use of internal and external data to verify conclusions.