

Strategic Improvement Plan 2021-2025

William Bayldon Public School 4602



School vision and context

School vision statement

Staff and community have a narrow and deep focus on improving reading, numeracy, student behaviour, engagement and well-being, attendance, community engagement and Aboriginal and Torres Strait Islander knowledge, histories and culture.

We have a culture of continuous improvement, based on explicit teaching, high expectations and consistency. Teachers and leaders engage in a cycle of collaboration. We deliver a differentiated curriculum where feedback is valued and acted upon. We collectively celebrate every students' growth.

All students, staff and community have a strong sense of belonging and pride in our school. Effective partnerships ensure that students are at the center of decision making and their learning and well-being are a priority.

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 2022 at 180. 43.2% 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.

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. 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 focus areas:

- Reading and Numeracy,
- Attendance,
- Student behaviour, engagement and well-being,
- Community engagement and
- Aboriginal student support.

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

Reading growth

Achieve by year: 2023

Reading

Years 4, 5, and 6 within WBPS achieve expected, or above expected, growth in Reading as measured through the Check-In Assessment and when compared to Statistically Similar School Groups and State Averages.

Numeracy growth

Achieve by year: 2023

Numeracy

Years 4, 5, and 6 within WBPS achieve expected, or above expected, growth in Numeracy as measured through the Check-In Assessment and when compared to Statistically Similar School Groups and State Averages.

Achieve by year: 2023

Reading

Aboriginal students achieve expected, or above expected, growth in Reading as measured through the Check-In Assessment and when compared to Statistically Similar School Groups and State Averages.

Numeracy

Aboriginal students achieve expected, or above expected, growth in ReNumeracy as measured through the Check-In Assessment and when compared to Statistically Similar School Groups and State Averages.

NAPLAN expected growth - Aboriginal students

Achieve by year: 2025

Initiatives

Improving student reading outcomes

- Teachers develop a deep knowledge and understanding of English syllabus and pedagogy.
- Teachers use explicit teaching informed by evaluation and reflection of student assessments.
- All teachers use measurable, school-wide data to deliver differentiated learning programs.
- Teachers develop sequenced reading programs.
- Teachers engage in on-going professional learning of syllabus, formative and summative assessment, pedagogy and effective practice.
- Teachers engage with collaborative practice sessions with the IL & APCI.

Improving student numeracy outcomes

- Teachers develop a deep knowledge and understanding of Mathematics syllabus and pedagogy.
- Working Mathematically is embedded into all mathematics lessons and across the curriculum.
- Teachers use explicit teaching informed by evaluation and reflection of student assessments.
- All teachers use measurable, school-wide data to deliver differentiated learning programs.
- Teachers develop sequenced reading programs.
- Teachers engage in on-going professional learning of syllabus, formative and summative assessment, pedagogy and effective practice.
- Teachers engage with collaborative practice sessions with the IL & APCI.

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 analyse the effectiveness of initiatives:

- NAPLAN
- Check-In Assessments
- DoE Short Assessments

Strategic Direction 1: Student growth and attainment

Improvement measures

Numeracy

The proportion of Aboriginal students achieving expected growth in numeracy NAPLAN increases by 25%.

Evaluation plan for this strategic direction

- Essential Assessments
- Best Start

The evaluation plan will involve use of the QDAI process

- Evaluation every 5 weeks
- Reflection on results
- Actions of implications implemented

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

Attendance (>90%)

Achieve by year: 2023

Attendance

Increase the percentage of students attending school 90% or more to between 76% and 81%

Wellbeing

Achieve by year: 2023

Wellbeing

Increase the percentage of students reporting positive wellbeing on the Tell Them from Me Survey to between 83.3% and 88.3%

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.
- Celebration and promotion of positive attendance with parents and students.
- Explicit intervention, follow-up and support is provided to ensure there are no unexplained absences.
- Teachers, parents and the community work together to support consistent and systematic attendance processes.

Student behaviour, engagement and wellbeing

- Teachers collaboratively and effectively implement explicit lessons on behaviour, resilience, social and emotional skills and social responsibility.
- Berry Street Education model will be embedded into every class and whole school strategies.
- Teachers initiate strategies to build a positive learning environment characterised by supportive relationships and regular contact with every student.
- The Departments Behaviour Code for Students will be regularly and explicitly communicated to students, staff and parents.
- Positive Behaviour for Learning will be consistently implemented across the school.

Success criteria for this strategic direction

There is a strategic and planned approach to student behaviour management support and well-being for all students so they can connect, succeed, thrive and learn.

Students attending school more than 90% of the time is equivalent to or above state average.

Positive, respectful relationships promote student well-being to ensure optimum conditions for student learning across the whole school.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in well-being and engagement to support learning.

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 fulfill their potential.

Evaluation plan for this strategic direction

The school will use the following data sources to analyse the effectiveness of initiatives:

- Students Attendance
- Suspension data
- Sentral data
- Student well-being surveys
- Tell Them From Me

The evaluation plan will involve use of the QDAI process

- Evaluation every 5 weeks
- Reflection on results
- Actions of implications implemented

Strategic Direction 3: Community Engagement

Purpose

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.

Improvement measures

Community Engagement

Achieve by year: 2025

At least 90% of parents and community indicate high level satisfaction in the school in the annual community survey.

Aboriginal student wrap-around support

Achieve by year: 2025

The percentage of Aboriginal students attending school 90% or more is equal to or better than the school average.

Aboriginal student reading growth

Achieve by year: 2025

Increase the percentage of Aboriginal students achieving expected growth in NAPLAN reading to 50% or above.

Aboriginal student numeracy growth

Achieve by year: 2025

Increase the percentage of Aboriginal students achieving expected growth in NAPLAN numeracy to 50% or above.

Initiatives

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.
- 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.
- Work in collaboration with external agencies to support students and families.
- Work in collaboration with Galambila, AECG, Aboriginal Police Liaison Officer, United-Be You Project, Family Connect and Support, Your Dreams.
- Develop a mentor program with local secondary school.

Aboriginal student support

- Dedicated Instructional Leader Aboriginal Education
- Collaborative development of identified student PLP's
- Personalised learning approaches
- Partnerships with Aboriginal support agencies
- Ongoing staff professional learning on Aboriginal and Torres Strait Islander knowledge, histories and culture
- Inclusive, supported learning environment
- On-going monitoring and adjustments for learning, well-being, engagement and 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. (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)

Students develop an understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

There are effective partnerships established with parents, students, community and external agencies.

The school engages in strong collaborations with parents, students and the community to ensure every student is motivated and demonstrating continuing improvement.

The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings with community.

Evaluation plan for this strategic direction

The school will use the following data sources to analyse the effectiveness of initiatives:

- Parent and community surveys
- Parent and community numbers at events
- Tell Them From Me surveys
- Aboriginal student PLP's
- Aboriginal student academic, attendance, well-being and engagement data

The evaluation plan will involve use of the QDAI process

- Evaluation every 5 weeks
- Reflection on results

Strategic Direction 3: Community Engagement

Evaluation plan for this strategic direction

- Actions of implications implemented