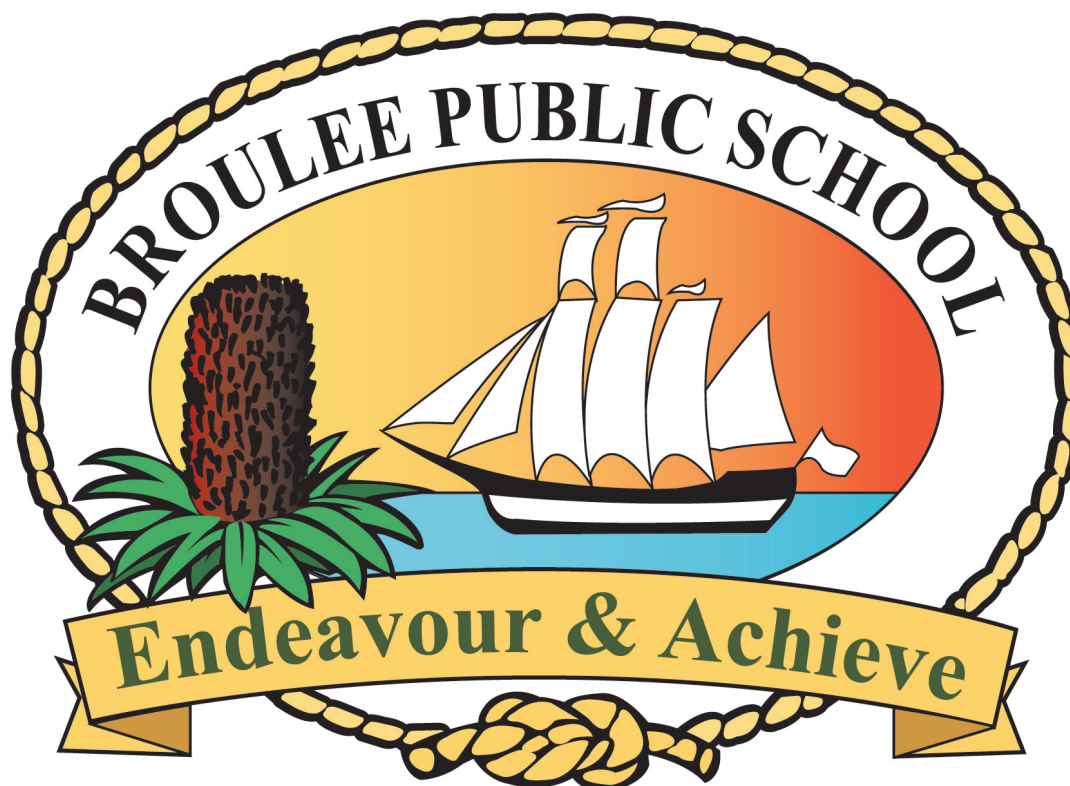


Strategic Improvement Plan 2021-2025

Broulee Public School 4612



School vision and context

School vision statement

Broulee Public School exudes a culture of high expectations in an environment where teachers and the school community work in partnership to develop students who are critical thinkers, successful collaborators, effective communicators and creative individuals. Staff are committed to ongoing development of their teaching skills, providing challenging and inclusive learning opportunities.

We are mindful and demonstrate that learning is a lifelong process that is enhanced when all members of the school are known, valued and cared for.

School context

Broulee Public School is a mid-sized school nestled on the south coast approximately 19km south of Batemans Bay and 12km north of Moruya. The school is a focal point of the community and caters for 363 students from Kindergarten to Year 6 with 15 mainstream classes. The school has a combination of experienced and early career teachers. Broulee Public School values its community, and is focused on maintaining and building strong partnerships with staff, parents and students. The wider community supports the school through the community tutors program.

Broulee Public School has a strong heritage of providing challenging educational programs which both engage the students and foster their individual skills and talents. A focus on integrating technology to build student capacity to learn and on environmental education has been a long standing highlight of our school. A strong emphasis is placed the well-being of the students, with targeted Mindfulness programs delivered by trained teachers across the school. Broulee Public School students reflect the school's FISH core values of Fair, Inclusive, Safe and Honest.

The whole school community, including students, staff and parents was consulted in a comprehensive situational analysis. As a result of the situational analysis the following areas were identified as areas for growth: *Student Academic Growth and Attainment, Pedagogy of High Exceptions and Effective Collaborative Practice for High Impact Student Learning.*

Through the analysis of school and external data sources in the situational analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will take place on developing quality summative and formative assessment tasks and data collection practices in addition to developing greater consistency of judgement within and across all areas of the school.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning Support Team for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

An avenue for our continued improvement will be deep engagement in the *Curiosity and Powerful Learning* school improvement pathway, which engenders collaboration and reflection on practice through instructional rounds and up-skilling our teachers.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success we will develop and sustain whole school processes for collecting and analysing data to inform teaching practice. This will ensure the implementation of appropriate curriculum provision aligns with student identified need. Evidence-informed strategies will be responsive to the learning needs of individual staff and students.

Improvement measures

Reading growth

Achieve by year: 2023

Increase the proportion of students in years 3 to 6 achieving above state average within Reading Check In Assessment by an uplift of 10%.

Numeracy growth

Achieve by year: 2023

Increase the proportion of students in years 3 to 6 achieving above state average within the number Learning Area of the Numeracy Check In Assessment by an uplift of 10%.

Initiatives

Consistent School-wide Assessment Practices

In reading and numeracy, teachers will embed a sustainable whole school process of consistent, rigorous and ethical data collection. School-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative and summative assessment will be integrated into teaching practice in every classroom, confirming that students learn what is taught. In reading and mathematics, the school will ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

Broulee Public 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.

Effective Teaching Practice

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 leading to ongoing, school-wide improvement.

Teaching programs reference student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Teachers routinely review learning with each student both individually and in group/class situations ensuring all students have a clear understanding of how to improve.

Success criteria for this strategic direction

- Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction
- Teaching staff engage in high impact professional learning
- Professional dialogue exchanged between staff, stage groups, teams and Executive members
- Evidence of data collection
- Staff engage in consistent teacher judgement in the analysis of student learning data
- Data analysis evident in teaching programs
- Staff collaborating strategically
- Effective partnerships with staff and parents/carers
- Evidence of feedback between teachers leading to ongoing, school-wide improvement
- Evidence of feedback between teachers and students driving the learning

Evaluation plan for this strategic direction

QUESTION:

What systems are in place to ensure all staff engage in data informed programming leading to effective classroom practice?

DATA:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction:

- NAPLAN data
- Check-in assessment data
- Scout - Value added data
- Internal assessment data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- PAT assessments
- Teaching and learning programs
- SENTRAL student records
- Student work samples, rubrics and marking criteria
- Literacy and numeracy PLAN2 data
- Staff PDPs
- Staff evaluations of professional learning
- Teaching programs

ANALYSIS:

Students growth is tracked through consistent rigorous data collection, allowing teachers to make collaborative, on-balanced judgement of their achievement and cater to student individual learning needs.

IMPLICATIONS:

What other data sources and structures need to be in place for a more comprehensive system of collection and analysis, integrating seamlessly with teaching and learning practice?

Strategic Direction 2: A Learning Culture of High Expectations

Purpose

To improve student learning outcomes through explicit teaching that challenges every student so they can connect, succeed, thrive and learn. There is a strategic and planned approach to develop whole school well-being processes that support the well-being of all students.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending school 90% of the time or more with an uplift of 6.4%.

Achieve by year: 2025

In the element of *Effective Classroom Practice*, School Excellence Framework Self Assessment shows uplift to *Excelling*.

Achieve by year: 2025

In the element of *Learning Culture* School Excellence Framework Self Assessment shows uplift to *Excelling*.

Achieve by year: 2025

Increase the percentage of students responding positively in the *Tell Them From Me* student survey in all 3 areas from 2020 baseline data:

- Advocacy at School 72%
- Expectation for success 86%
- Sense of Belonging 53%

Initiatives

Explicit Teaching

Whole school staff relationships support mentoring and coaching to ensure the ongoing development and improvement of all teachers and support staff. This 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 with a focus on reflective practice. Effective teaching methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

The leadership team participates in capacity development programs and implements principles of evaluative thinking, continually monitoring the impact of programs and approaches used by all teachers, and improves practice as required.

Positive Learning Culture

Students are provided with individualised, regular, positive feedback with a clear understanding of how to improve. This informs teaching strategies and methods that are identified, promoted, and modeled through lesson observations and ongoing cycle of continuous improvement.

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.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.

Success criteria for this strategic direction

- Positive staff relationships supporting best practice in teaching and learning
- Teaching programs underpinned by evidence-informed research
- Parents, Carers and the wider community engaging regularly with the school
- A positive social and emotional school climate is evident, supporting students' social and emotional competence and positive teacher-student relationships.
- All members of the school community can clearly articulate and demonstrate school values and expectations for behaviour in all settings
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of aspirational learning
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes
- Formative and summative assessment is embedded in teaching programs
- Teachers collaborate within and across stages and key learning areas to share student data, curriculum knowledge and effective teaching and classroom management strategies.

Evaluation plan for this strategic direction

QUESTION:

How has a focus on positive learning culture and explicit teaching achieved our purpose of challenging every student so they can connect, succeed, thrive and learn?

DATA:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic

Strategic Direction 2: A Learning Culture of High Expectations

Evaluation plan for this strategic direction

direction:

- TTFM student, parent and staff survey data
- Teaching programs
- Assessment schedules
- Scope and Sequences
- Attendance data
- SEF-SaS growth data
- PDPs
- Lesson observation feedback reports
- Staff/Stage/Exec meeting agendas and minutes

Analysis

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification through:

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- 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.
- Leadership team and whole staff reflective sessions.

Implications

Where do we go from here? The findings of the analysis will inform future directions, next steps and resource allocation.

Strategic Direction 3: Effective Collaborative Practice

Purpose

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. The leadership team focuses on continuous improvement of teaching and learning.

Improvement measures

Achieve by year: 2025

Curiosity and Powerful Learning High Expectations audit measure the school at "Yes" in all questions.

Achieve by year: 2025

In the People Matter Employee survey staff results for: *My performance is assessed against clear criteria* will see an increase from baseline data 2019 of 46.15% towards 100%.

Initiatives

Successful Collaboration through High Impact Professional Learning

Teachers collaborate across curriculum teams and stages to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes and across Stages. A focus on continuous development is embedded in the school's professional learning approach, underpinned by ongoing analysis of evidence and planning.

Actively engage all teaching staff in the analysis of student need and the identification of evidence-based initiatives that can be introduced to further strengthen professional learning in the school.

Educational Leadership

The school leadership team models instructional leadership and supports a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

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 adjustment to teaching programs reflect individual student need.

The school demonstrates a high performance culture, with a clear line of sight on student progress and achievement and high quality service delivery.

Success criteria for this strategic direction

- Clear communications across the school
- Positive commitment from all staff to engage collaboratively in targeted professional learning
- Professional learning is considered as important collective work of all teachers, with deep collaboration enabling authentic peer review and feedback
- The school identifies expertise within its teaching staff and draws on this to further develop its professional community and provide leadership opportunities
- Evidence of co-constructed programming and assessment
- Collaboration to identify topics or strategies for ongoing professional learning, aligned to the school's strategic improvement priorities
- Teachers can clearly articulate how their ongoing professional learning enables continuous school growth
- Whole school approach to student learning data
- All staff are provided mentoring and coaching support to ensure the ongoing development and improvement of all teachers, SLSOs and support staff.

Evaluation plan for this strategic direction

QUESTION:

What does high impact professional learning and educational leadership look like at Broulee Public school?

DATA:

- People Matter employee survey data
- Teaching programs feedback
- Curiosity and Powerful Learning audit data
- PDPs and support structures at stage levels
- Instructional rounds feedback reports

Strategic Direction 3: Effective Collaborative Practice

Evaluation plan for this strategic direction

- Evaluations of professional learning
- Staff/Stage/Exec meeting agendas and minutes
- 360 survey data
- Teams established across the school to deliver on initiatives
- School planning documents
- SEF-SaS data
- TTFM Teacher survey results

Analysis

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification through:

- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- 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.
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Implications

Where do we go from here? The findings of the analysis will inform future directions, next steps and resource allocation.