

# Strategic Improvement Plan 2021-2025

## Barwon Learning Centre 5762



# School vision and context

## School vision statement

Barwon Learning Centre (BLC) is committed to developing trustworthy, respectful relationships with all members of our school community, and to providing a balanced and meaningful approach to educational programs. A particular focus is on literacy and numeracy, and social and emotional learning to support achievement. Barwon Learning Centre aims to support students to re-engage positively with their learning.

## School context

BLC was established in 2007 as a School for Specific Purposes for students whose behaviour was interfering with their learning and the learning of others. The Centre provides a twenty (20) week program for students from Grade 5 - 9.

There were three classes comprising a maximum per class of seven students with a Class Teacher and School Learning Support Officer. In 2017, a BLC Teacher and School Learning Support Officer were placed at Moree East Public School as part of a pilot project to provide intensive early intervention for students exhibiting behavioural challenges. Student enrolments at Barwon Learning Centre are approved by an operational directorate placement panel.

Our school delivers a range of programs designed to help all students identify, understand and learn to self regulate their emotions. Attendance is a major focus at BLC. A significant number of students approved for placement have long histories of non-attendance with subsequent low levels of literacy and numeracy. We aim to re-engage students with their learning so they can successfully transition back to their base school.

There are serious implications for a significant number of our vulnerable students with complex needs when they are not attending school. Some tend to gravitate in groups and engage in antisocial behaviour in the community. Sadly there is very easy access to a variety of drugs in the community, and this pathway to addiction is starting at very early ages for a number of students. Due to the long histories of the majority of students placed at BLC having very poor and irregular attendance patterns prior to placement, every effort is made to re-bond each student and their families with the schooling system.

At BLC we subscribe to the concept of 'Edu-care', in which education is provided in a supportive and caring way that actively includes parents and caregivers. The strengths of each student are identified and frequent contact is made with parents and caregivers by phone and visits, sharing good news about their child.

As a result of a comprehensive situational analysis BLC has arrived at three (3) key strategic directions to improve the learning and behaviour for all our students. These are:

SD 1 - Reading, Numeracy and Attendance

SD 2 - Cultural Connection and Advocacy for Student Success

SD 3 - Data Skills and Use and Collaborative Practice

BLC provides a diverse range of learning programs to support personal, social, learning and Cultural outcomes. Our focus is on providing all members of our school community with a safe and caring environment in which students can access quality teaching and learning, as well as opportunities to develop insight into the management of their behaviour.

Each student has an individual learning and behaviour plan and a risk assessment. Parent and caregivers are actively involved in the development and review of each of these plans.

# School vision and context

## School vision statement

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## School context

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Students are placed at BLC for a twenty (20) week program. Individual transition plans are collaboratively developed between Barwon Learning Centre and each student's base school. School Learning Support Officers from BLC initially accompany students returning to their base school to provide targeted support during transition.

Planning has begun for one of the three classes to be changed in 2023 to an ED (Emotionally Disturbed ) class for students with diagnosed mental health. Students will be able to stay in this particular class though to the Higher School Certificate if that is collaboratively decided in consultation with parents and caregivers.

BLC has a Staffing allocation of a Principal, Assistant Principal, three Classroom Teachers, a School Administrative Manager, Aboriginal Education Officer, three School Learning Support Officers and a General Assistant. School funding provides for additional School Learning Support Officers, to support key intervention programs.

A new permanent position of a School Support Officer will be advertised at the beginning of 2023 to support student wellbeing.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure there are consistent school-wide practices for assessment, that are used to monitor, plan and report on student learning across the curriculum, with a focus on reading and numeracy.

## Improvement measures

### Wellbeing

Achieve by year: 2023

All students engage in and co-develop behavioural agreements to support improved behavioural outcomes for all students resulting in a reduction of incidences when compared to pre transition.

### Attendance >90%

Achieve by year: 2023

70% of students attend >90% of the time during placement.

## Initiatives

### Reading - Monitor and support student progress and achievement

Teaching and learning programs embed the use of formative data collection, use of Progressions for goal setting and demonstrate changes to explicit teaching practice in reading.

- Staff professional learning in the *High Potential and Gifted Education Policy* (DoE : 2020) and practical application to BLC.
- Staff professional learning in PLAN 2 in all aspects of literacy.
- Staff professional learning in Check in Assessment and Progressions to differentiate learning.
- Establish a whole school literacy focus (led by executive) to regularly assess, collate and analyse student progress to inform next steps in teaching.
- Develop and collate comprehensive assessment schedules which include time-frames for use by all teachers.
- Establish PLSPs which explicitly identify literacy, personal, social and Cultural goals, with the 'progress to the next step' understood by all stakeholders including parents and caseworkers.
- Formally track students' progress in these areas at five (5) week intervals.
- Utilise data gained from this to inform any accommodations and modifications to students' PLSPs.

### Numeracy - Monitor and support student progress and achievement

Teaching and learning programs embed the use of formative data collection, use of National Learning Progressions for goal setting and demonstrate changes to explicit teaching practice in numeracy.

- Staff professional learning in PLAN 2 in all aspects of numeracy.

## Success criteria for this strategic direction

- 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).
- There is a demonstrated commitment within the school that all students make learning progress.
- The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community (SEF-Learning Culture).
- The curriculum is enhanced by learning alliances with other schools or organisations where useful and practicable. (SEF-Curriculum).
- 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).
- The school analyses student progress and achievement data and a range of other contextual information (SEF Assessment).

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose and can demonstrate impact and improvement of student achievement, growth and numeracy within a high expectations learning environment and differentiated learning?

### Data:

- Internal assessment PLAN2.
- External assessment - Check In Assessment process.
- Surveys.
- Observation.

# Strategic Direction 1: Student growth and attainment

## Initiatives

- Develop a comprehensive assessment schedule that is collated electronically for use by all teachers.
- Develop key assessment tools that are applied strategically to measure individual student growth and attainment.
- Staff professional learning in knowing each student and how they learn.
- Develop explicit numeracy, personal, social and Cultural goals with the 'progress to the next step' understood by all stakeholders including parents and caseworkers. Teachers track students' progress in these areas at five (5) week intervals.
- Data is utilised to inform accommodations and differentiation to students' PLSPs.

## Attendance - Monitor and support student progress and achievement

Ensure a culturally sensitive approach, that includes all school and relevant community members, to affirm the importance of school attendance on student learning outcomes.

- Continue professional learning with Berry Street Educational Model to focus on an understanding of trauma informed practice.
- Staff professional learning in Managing Challenging Behaviours (Positive Behaviour Support - Functional Behaviour Assessment and Managing of Actual or Potential Aggression - MAPA) for all staff.
- Develop PLSPs with explicit personal, social and Cultural goals with the 'progress to the next step' understood by all stakeholders including parents and caseworkers. Teachers track students' progress in these areas at five (5) week intervals.

## Evaluation plan for this strategic direction

- Student voice.
- Teaching Programs
- Work Samples
- Meeting Minutes
- Analysis of PLSPs
- Storytelling for student success.
- Community consultation via interviews and surveys about school improvement progress

### Analysis:

Ongoing data analysis will measure the success of initiatives and identify areas for improvement or modification.

Implications:

The findings of the analysis will inform:

- Future directions and budget allocation
- Future actions for teaching and learning in Literacy and Numeracy
- Annual reporting of school progress measures against initiatives in achieving of the strategic directions

# Strategic Direction 2: Connect/belong, succeed, thrive and learn.

## Purpose

To build individual and collective wellbeing for all students, staff and families through integrating, embedding and valuing cultural identity and safety in a climate of care, respect and inclusivity.

## Improvement measures

Achieve by year: 2025

Community engagement improves against baseline data (2021) in the Community Engagement matrix.

Well-being framework measures demonstrate improvement from baseline (2021) data.

Achieve by year: 2025

School Excellence Framework

- Learning Culture - Excelling
- Management Practices and Processes - Excelling
- Reporting - Excelling
- Professional Standards - Excelling

## Initiatives

### Cultural Connections

Embed whole school and community practices to improve student attendance and well-being with particular regard to the individual's context.

- Staff professional learning to engage students with Aboriginal history and Culture through life stories, practices and experiences of Kamilaroi Country
- Staff professional learning to acknowledge the significance of Aboriginal spirituality in the lives of some students and their families
- Develop 'Friends of Barwon' as a key initiative in connecting our students and staff with the wider community.
- To regularly engage with all stakeholders in a consultative role, endorsement and evaluation of key initiatives.
- Implement Indigenous pedagogical strategies to acknowledge and support Aboriginal learning styles through deep and authentic professional learning for identified leaders
- Staff professional learning to value culture, diversity and acknowledge these as key drivers of students' engagement and success
- Develop inclusive and positive interactions with students to promote their engagement with classroom learning

### Advocacy for Student Success

Streamline and strengthen inter-agency support for every student in partnership with the school and families to advocate for student success.

- Attend Aboriginal Education Consultative Group (AECG) meetings for consultation and advocacy
- Use collaborative processes to support students transitioning into, and out of their base school
- Provide strong induction programs for students, staff and parents lead by school leaders

## Success criteria for this strategic direction

- 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, including highly mobile students and students with atypical enrolment (SEF-Learning Culture)
- There is a whole school approach to improving service delivery for parents, students and our community (SEF-Management Practices and Processes)
- All staff directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received (SEF-Reporting)
- All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement (SEF-Professional Standards)

## Evaluation plan for this strategic direction

Question: To what extent has BLC built individual and collective wellbeing for all students, staff and families through valuing cultural identity in a climate of care and inclusivity?

Data:

- Surveys
- Storytelling for student success
- attendance data (events)
- Community Engagement matrix data
- Wellbeing framework data
- Observations
- Student voice
- Interview
- Document Analysis

## Strategic Direction 2: Connect/belong, succeed, thrive and learn.

### Initiatives

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- Utilise deep Cultural knowledge and respect to inform and enhance student success
  - Investigate alternative pathways for students into Vocational Education and Training (VET)
  - Explicitly teach social-emotional skills to support student insight and understanding resulting in improved self regulation
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### Evaluation plan for this strategic direction

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Analysis:

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

Implications:

The findings of the analysis will inform:

- Future directions and budget allocation



# Strategic Direction 3: Effective classroom and collaborative leadership practice

## Purpose

To ensure that all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods.

## Improvement measures

Achieve by year: 2022

All teachers complete the listed Professional Development relative to BLC's school vision statement.

School leadership ensures that teaching and learning programs are guided by the principles of the Quality Teaching Instructional Rounds and Enhancing Assessment Practices to ensure differentiation and individualised learning.

Achieve by year: 2023

Teaching and learning programs are collaboratively developed and all elements of the quality teaching framework are incorporated.

Integrated unit on Indigenous Cultures was developed, taught and evaluated 2021 and will continue to be a part of the teaching and learning program in 2022 and 2023.

Achieve by year: 2025

Staff professional learning are applied to meet students' personal, social and cultural goals

By 2024 Barwon Learning Centre's performance measure based on the elements of the School Excellence Framework:

Assessment - Excelling

Data Skills and Use - Excelling

Learning and Development - Excelling

Educational Leadership - Excelling

## Initiatives

### Data skills and use.

Analysis and collaboration allows the interpretation of data to inform planning, identify interventions and modify teaching practice.

- Staff participate in Check-in assessment, Quality Teaching instructional rounds and Enhancing Assessment Practices to focus on differentiated instruction and individualised learning
- Staff professional learning in student assessment and data use (Check-in assessment and Quality Teaching: Enhancing Assessment Practice)
- Staff professional learning to apply and adapt data informed practices to enhance differentiated instruction in the areas of literacy, numeracy, as well as assisting teachers in meeting students' personal, social and cultural goals
- Apply and adapt data-informed practices to inform teacher judgement in the delivery of formative and summative assessments and authentic reporting

### Collaborative practice

A strong professional learning community committed to quality teaching is developed through collaborative practice.

- Staff participate in Quality Teaching Rounds to provide a shared vision of quality teaching and learning
- Develop PDPs for all staff at point of need learning against agreed frameworks to improve practice
- Develop comprehensive student and staff induction practices and procedures
- Lead and develop staff understanding of administrative systems
- Build a collaborative culture for co-teaching, reflective use of lesson coding and action research for improved practice
- Integrated, trauma informed curriculum featuring ten

## Success criteria for this strategic direction

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement (SEF-Assessment)

Teachers have a sound understanding, develop and apply a full range of assessment strategies in determining teaching directions, student progress and achievement (SEF-Data Skills and Use)

All teachers have expert contemporary content knowledge and deploy effective teaching strategies (SEF-Learning and Development)

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)

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement (SEF-Educational Leadership)

Teachers routinely review students' learning both in the classroom and on work submitted, ensuring that all students have a clear understanding of how to improve. Student feedback informs teaching and learning. Students' learning misconceptions are addressed in a timely manner until mastery of concepts and self-efficacy in learning is demonstrated (Effective Classroom Practice - Feedback)

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, interventions and teaching and learning modifications and adjustments (Data Skill and Use - Data Literacy)

All staff Performance and Development Plan (PDP) explicitly demonstrate a focus on genuine improvement and teacher practice and data literacy skills



# Strategic Direction 3: Effective classroom and collaborative leadership practice

## Initiatives

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(10) week units that can be reproduced and differentiated to meet student needs

- Apply Quality Teaching and Learning frameworks and well-being indicators for all students to experience meaningful learning experiences
- Establish a whole school approach to classroom management using trauma informed practices

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## Trauma informed practice

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## Evaluation plan for this strategic direction

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Question: To what extent have we ensured that all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods?

Data:

- Internal assessment PLAN2.
- External assessment - Check In Assessment process.
- Surveys.
- Observations of practice and feedback
- PDP's
- Records of Professional Learning
- Exit surveys
- Student voice.
- Document Analysis.
- Storytelling for student success.

Analysis:

Ongoing data analysis will measure the success of initiatives and identify areas for improvement or modification.

Implications:

The findings of the analysis will inform:

- Future directions and budget allocation