

# Strategic Improvement Plan 2022-2026

## Barnsley Public School 1138



# School vision and context

## School vision statement

Develop our teachers and leaders in education by building their capacity to deliver student growth and attainment across all areas to reach their full potential academically, socially and emotionally.

We will innovate and undertake continual improvement to respond to the changing needs of our students through setting and maintaining high expectations for all ensuring everyone has the opportunity to participate as creative, critical thinkers.

## School context

Barnsley Public School is situated in Lake Macquarie North, with an enrolment of 295 students in 2022. Our policies and procedures are based on strong values and beliefs. Wellbeing strategies based on the core values of: Learning, Respect and Responsibility are embedded across all aspects of school life. Barnsley Public School has an Aboriginal population of 14% with a FOEI of 118.

Barnsley Public School provides innovative, relevant and engaging learning experiences, which challenge students in a safe, inclusive and supportive learning environment. Teachers, students and the community work collaboratively to enhance the culture of high expectations in all aspects of teaching and learning.

Positive links and strong partnerships exist with the Community of Schools (SCOS) to build the capacity of staff and deliver the highest quality teaching and learning programs. Our parent community aspirations have supported our directions. A rich data analysis school and community wide drives the shared commitment to improving student achievement, developing leadership capacity and authentic connections. In 2020 we undertook a deep situation analysis which has led to the following strategic directions.

1. Student growth and attainment: Areas of focus include: Reading - viewing and comprehension strategies, and Numeracy - additive and multiplicative strategies. Our whole school focus to improve student growth and maintain student achievement in literacy and numeracy is underpinned by the evidence base provided by What Works Best: 2020 update. Focusing on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs embedding evidence-informed teaching strategies. Intervention to support students will be responsive and closely monitored.

2. Student wellbeing - The Wellbeing Hub framework provided the initial area of development for Barnsley Public School. Our school environment is pivotal to the growth and development of our children where they strive for excellence in learning, connecting on many levels and building trust and respectful relationships enabling our students to succeed.

3. Future Focused Practices: The High Potential and Gifted Education program engages and sets challenges for students across intellectual, creative, social-emotional and physical domains by supporting every student to achieve their educational potential, through talent development opportunities and differentiated teaching and learning practices ensuring that their specific learning and cultural needs are met. Bulowara Ngaraliko: Listening and Believing 2 Ways - A collaborative Aboriginal Literacy and Numeracy Initiative in conjunction with the Aboriginal Cultural Education Mentor and under the Walking together - Working together guidelines from the AECG. We have extensive initiative and programs to develop our students into resilient and responsible future citizens. These include: Aboriginal dance groups, drumming group, Art shows, Oz Harvest project, advanced technology. Barnsley Public is developing a strong student voice to engage in learning, sharing of ideas and building distributive leadership across the school.

# Strategic Direction 1: Student growth and attainment

## Purpose

To deliver a learning environment of high expectations that is built around the fundamentals of quality curriculum and innovative opportunities that provide collaborative, connected and self-directed learning experiences where students of a wide range of ability levels develop a growth mindset.

## Improvement measures

### Reading growth

Achieve by year: 2023

Demonstrate progress in 4-6 Reading check-in assessment against SSSG achievement data, compared to 2022 baseline.

### Numeracy growth

Achieve by year: 2023

Demonstrate progress in 4-6 Numeracy check-in assessment against SSSG achievement data, compared to 2022 baseline.

### SEF

Achieve by year: 2026

The school self-assessment of the School Excellence Framework (SEF) in the element 'Data Skills and Use' indicates improvement from Sustaining and Growing' towards Excelling in every classroom.

## Initiatives

### Targeted Literacy and Numeracy

#### Data Driven Practices

**Literacy:** Focus on collecting and analysing data which meets syllabus requirements. The evaluation of this data will be consistently used to drive teaching and learning:

- Implementation of dynamic teaching and learning programs in Literacy and Numeracy that demonstrate evidence based practices consistent and reliable student assessment and continuous tracking of student progress and achievement.
- Data informed practice will be prioritised for teaching and learning programs with consideration given to data for equity groups, including Aboriginal and Torres Strait Islander students.

#### Numeracy:

Focus on collecting and analysing data which meets syllabus requirements. . The evaluation of this data will be consistently used to drive teaching and learning:

- Staff undertake professional learning in the implementation of learning progressions with ongoing reflective practices underpinned by collaboration and reviewing.
- Draw on research to further develop and implement high quality professional learning in literacy and numeracy teaching practices. Development of learning alliances across schools to share and embed effective practice.

### Professional Learning Teams

The development of further alignment of PDPs with the Professional Teaching Standards and to move towards an improved contemporary knowledge and future- focused practices. Teachers develop and apply a full range of assessment strategies in determining teacher direction, monitoring and assessing students' progress and achievement and reflecting on teaching effectiveness.

- Teaching Sprints

## Success criteria for this strategic direction

- PLAN2 is embedded K-6 in Literacy and Numeracy leading to responsive teaching and learning.
- Inclusion of open ended Mathematics questions in Formative and Summative Assessment tasks.
- A whole school approach to explicitly teaching the 6 levels of reading every day.
- Talk Moves embedded school wide to develop Mathematical understanding.
- Explicitly teaching of problem solving in Mathematics.
- Teachers and students monitoring and adjusting learning to demonstrate individual student growth.
- Aboriginal students demonstrate connectedness and engagement within Literacy and Numeracy developing a deep understanding of their culture and Aboriginal ways of learning.
- Every teacher will have the professional standards embedded in their PDPs.
- Learning sprints will be differentiated with impact of quality of teaching and student learning outcomes being evident.
- Teachers demonstrate a wide range of assessment strategies in determining teaching directions.
- Teachers monitor and assess student progress and achievement and are self-reflective.

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose of delivering a learning environment of high expectations built around quality curriculum and innovative practices that will develop a growth mind set and demonstrate impact and improvement of student outcomes in reading and numeracy?

**Data:** We will use a combination of data sources. These will include:

\* Internal assessment, eg. PLAN2, PAT, SENA \* External

# Strategic Direction 1: Student growth and attainment

## Initiatives

- PDPs
- Formative and Summative Assessment

## Evaluation plan for this strategic direction

assessment, eg. NAPLAN \* Survey \* Observation \* Focus group \* Student voice \* Interview \* Document analysis

**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures. Regular reflective sessions will be held to analyse all data and term by term review and triangulation of data sources including qualitative and quantitative, including internal and external sources to formulate future directions.

**Implications:** The findings of the analysis will inform: \* Future actions \* Annual reporting on school progress measures. Learning outcomes are at the point of challenge.

## Strategic Direction 2: Wellbeing

### Purpose

Enhancing improved outcomes through delivery of wellbeing programs for students, staff and families by developing positive relationships where all stakeholders feel connected.

### Improvement measures

#### Attendance >90%

Achieve by year: 2023

- Percentage of students attending 90% of the time is trending towards the 2022 lower bound measure of 78.3% with a minimum uplift of 6.4% from baseline of 69.4%.

#### Tell Them From Me

Achieve by year: 2026

Demonstrating an upward trajectory of parents completing TTFM survey from a baseline of 3.8%.

#### Wellbeing

Achieve by year: 2023

Increase the proportion of students reporting Expectation for Success, Advocacy and Sense of Belonging at school with a minimum uplift of 5.4% from the baseline to reach the lower bound target by 2022.

### Initiatives

#### Wellbeing Practices

Embedding a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

- Targeted approach to attendance.
- Embed positive, respectful and cultural relationships are among staff promoting student wellbeing ensuring optimum conditions for student learning across the school.
- Implement school systems to assist students to self-regulate their cognitive, emotional, social, physical and spiritual wellbeing.
- Tell Them from Me Survey to include findings that relate to sense of belonging and positive behaviours.
- Consideration given to staff wellbeing and a positive school culture.

#### Wellbeing -Teacher Development

Embedding of differentiated and system negotiated targeted support for teaching programs, behaviour systems, intervention and adjustment ensuring strategies are regularly reviewed.

- High impact professional learning in wellbeing framework for staff to implement consistently across all settings.
- Berry Street Trauma model.
- Trauma informed practices.
- Social and Emotional Programs.
- What works best document (Wellbeing).
- Professional Learning on the new Student Behaviour Strategy.

### Success criteria for this strategic direction

#### Wellbeing:

Teachers demonstrate an increased understanding in Trauma Informed practices.

Respectful and positive relationships are evident throughout the school developed through explicit teaching and reflection of wellbeing values and expectations.

Regular and ongoing planning, monitoring and evaluation of a whole school approach to wellbeing practices K-6.

Students attending and actively engaging in quality learning.

Students demonstrate high expectation for their success by setting and achieving person goals.

Decrease by 10% from the baseline the top 4 negative referrals as measured by school system data.

### Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose of student, staff and families developing a strong sense of wellbeing and positive relationships and can demonstrate impact and improvement?

**Data:** We will use a combination of data sources. These will include: Wellbeing evaluative practices K-6, external assessments, TTFM attendance data, Wellbeing Framework, School Excellence Framework, Incident reports, What Works Best Toolkit, Student Behaviour Strategy, Personal and Social Capability learning continuum.

**Analysis:** The school will bi-annually review progress towards the improvement measures. Regular reflective sessions will be held to analyse all data. Term by term review and triangulation of data sources including qualitative and quantitative, internal and external.

**Implications:** The findings of the analysis will inform

## Strategic Direction 2: Wellbeing

### Evaluation plan for this strategic direction

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future directions. Wellbeing outcomes are a point of challenge.

## Strategic Direction 3: Refined practice and collaboration

### Purpose

To promote a culture of excellence ensuring staff engage in High Impact Professional Learning with students demonstrating growth in their learning and engagement through evidence based practices.

### Improvement measures

Achieve by year: 2026

The school self-assessment of the School Excellence Framework (SEF) in the element 'Learning and Development' indicates that this is maintained as Excelling across the school.

Achieve by year: 2026

The school self-assessment of the School Excellence Framework (SEF) in the element 'Educational Leadership' indicates that this is embedded as Excelling across the school.

Achieve by year: 2026

The school self-assessment of the School Excellence Framework (SEF) in the element 'Effective Classroom Practice' indicates that this is embedded as Excelling across the school.

### Initiatives

#### Curriculum Reform

Through a model of high impact professional learning, the school will deliver learning excellence with the implementation of the NSW Curriculum Reform. Priority will be given to;

- Professional Learning for School Leaders including engagement with professional networks.
- Plans for implementation which align with NESA timelines.
- Professional Learning and support for classroom teachers in effective curriculum delivery.

#### Collaboration and Community Engagement

The school establishes and embeds active partnerships, working collaboratively to ensure continuity of learning for all students.

- Student Voice- Students take responsibility for their learning, developing strong identities as reflective learners.
- Explicit systems embedded across the school for consistent collaboration, observations of effective practice and feedback to sustain ongoing improvement in teaching practices.
- Community engagement will be prioritised with enhanced practices for communication and consultation.
- Strengthen processes for engagement with the Aboriginal and Torres Strait Islander community, including the AECG.

### Success criteria for this strategic direction

- A whole school integrated approach to quality teaching, curriculum planning, delivery and assessment which aligns with NESA requirements.
- The school has established explicit systems for collaboration and feedback to sustain quality teaching practices. Collaboration and innovative learning practices are embedded in all teaching programs and are evident in teaching pedagogy.
- Opportunities and differentiated teaching and learning practices to support every student to achieve their educational potential where all students are challenged and engaged.
- Professional learning is aligned with the school plan and it's impact on the quality of teaching and learning outcomes is evaluated.
- Student voice and future focused practices is embedded across K-6.

### Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose of promoting a culture of excellence through innovative and collaborative practices resulting in growth in student outcomes?

**Data:** We will use a combination of data sources. These will include:

\* Internal data (PLAN2, PAT, SENA, Literacy and Numeracy Progressions), surveys, observations and PDPs). External data (NAPLAN, Check In Assessment, SEF).

**Analysis:** Ongoing analysis will be embedded within the initiatives through IPM and biannually the school will review progress towards the improvement measures.

**Implications:** Robust analysis of the data will guide both ongoing implementation as well as future school planning. By the end of Term 1 each year Annual Reporting on the school progress measures will be published.