

# Strategic Improvement Plan 2022-2026

## Batemans Bay Public School 1149



# School vision and context

## School vision statement

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Batemans Bay Public School delivers a high quality, inclusive and culturally connected learning environment to all students. A culture of high expectations for all and close partnerships with its entire school community underpins the school's commitment to developing empowered, flexible, resilient, life long learners and future citizens.

## School context

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Batemans Bay Public School is located on the South Coast of NSW and upon the traditional lands of the Walbanga people of the Yuin Nation. The student population is made up of approximately 500 mainstream students and is proudly inclusive, hosting 4 inclusion classes with a regionally assigned enrolment of approximately 30 students. Batemans Bay Public School also includes Mundarra Preschool where 40 students attend in two groups during the year preceding their Kindergarten enrolment. The school's student population comes from a varied cultural and socioeconomic background that is reflective of the Batemans Bay community and proudly includes approximately 30% of students being from an Aboriginal background.

The school has a dedicated and passionate teaching staff who are committed to the ongoing development of their professional practice and whole school improvement. The school is supported by strong parent and AECG partnerships. Batemans Bay Public School is committed to developing empowered learners through the promotion of high expectations, lifelong learning and citizenship. The school is committed to a culture for all that reflects the school's values of Respect, Responsibility and Kindness.

Our school is committed to continuing the existing staff culture and commitment towards enhancing their practice through quality, collaborative and impact focused professional learning and reflection. The school looks to capitalize on its skilled executive team and the experience of a diverse teaching and non-teaching staff who bring a rich source of capacity to the school's teaching and learning team and who show genuine and deep care for our students and their families.

Batemans Bay Public School works always to be a learning environment with a great school community and to be a great community school.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure all students achieve and sustain growth in literacy and numeracy in a high expectations learning environment so that students are able to make empowered life long choices.

## Improvement measures

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

- A minimum of 59% of all students Kinder to Year 6, achieve expected growth in DIBELS Composite score of reading risk.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

- A minimum of 44% students in years 2 to 6 achieve expected growth in PAT math adaptive from November benchmark.

Achieve by year: 2024

An uplift of 33% will be achieved in Year 1 Phonics screener results.

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

## Initiatives

### Explicit Teaching

Explicit Teaching practices draw on research about how students effectively take in and retain information, and how they then use that knowledge and understanding to solve problems, pose questions, and synthesise and justify their reasoning.

- Embed high quality intervention practices as a part of a multi-tiered systems of support model.
- Build and sustain a process of developing consistent, high quality teaching practices and routines so that all students are guaranteed access to explicit teaching.
- Ensure teachers are equipped with the knowledge, skills and tools to successfully implement new syllabus documents in English and Math (K-6).

### Assessment

Student assessment refers to the variety of methods that teachers use to evaluate, measure, and document the academic readiness, learning progress, skills acquisition, or educational needs of students. Student assessments can be formative or summative.

- All teachers make student assessment a part of everyday practice by providing regular opportunities for students to demonstrate what they know and can do in relation to the learning.
- Work with colleagues to develop and deliver assessment tasks that assess the intended learning outcomes from the syllabus.
- Achieve consistent teacher judgement by collaborating with colleagues across stages and teams to develop standards of performance against the outcomes and by organising assessment moderation.
- Embed processes of using assessment to provide students with opportunities to reflect on their progress to inform future learning goals.

## Success criteria for this strategic direction

### Explicit teaching

1. All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement with success that is measured by improved student achievement data. (SEF - Teaching, Professional Standards, Literacy and Numeracy focus)
2. A whole school approach ensures the most effective evidenced based teaching methods optimise leaning progress for all students, across the full range of abilities in Reading and Numeracy. (SEF - Teaching, Effective classroom practice, Explicit teaching)
3. Students can articulate their learning and understand what they need to learn next to enable continuous improvement in Reading and Numeracy. (SEF - Learning curriculum, Differentiation)

### Assessment

1. Teachers clearly understand and apply a full range of assessment strategies in Reading and Numeracy. (SEF - Teaching data skills and use, Data use in teaching)
2. The school has processes in place to support teachers consistent evidence based judgement and moderation of assessments in Reading and Numeracy. (SEF - Learning, Assessment, Whole school monitoring of student learning)

## Evaluation plan for this strategic direction

The school is committed to ongoing evaluation of impact and progress towards this strategic direction.

### Guiding Evaluative Questions

#### *Explicit Teaching*

1. What evidence shows that teachers have a consistent understanding, a common language of and common practice in the explicit teaching of Reading and

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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A minimum of 46% of all students Kinder to Year 6 achieve in the core support range based on DIBELS 8 composite score at end of year data collection.

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## Evaluation plan for this strategic direction

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Numeracy?

2. What evidence shows that students can articulate their 'where to next' learning goal in Reading & Numeracy?

### *Assessment*

1. What evidence demonstrates that teachers are using effective assessment practices and they are applying consistent teacher judgement in Reading and Numeracy?

### *Data*

A range of internal and external data sources will be triangulated to guide decision evaluative thinking and future planning/resourcing.

### *Analysis*

Analysis will be embedded within the initiative through ongoing progress and implementation monitoring. The school will formally review progress towards the improvement measures in an annual review.

### *Implications*

The findings of the analysis will inform:

\* Future actions and resourcing.

\* Annual reporting and regular sharing of progress towards school improvement measures.

# Strategic Direction 2: Impact focused collaborative practice

## Purpose

To ensure classroom teachers deliver explicit professional practice that is underpinned by evidenced informed, regular and impact focused collaborative learning opportunities for all teaching staff.

## Initiatives

### Data driven teaching practice

Teachers use data to check and understand where their students are in their learning and to plan what to do next. Effective use of data helps teachers understand which students are progressing at an appropriate level in response to the teaching approaches in their classroom, and how they could best adjust their practice to drive improvement for all students in their class.

- Engage in collaborative analysis of data with colleagues at the 4 levels:
- Whole school big picture
- Cohort level
- Class level
- Individual student
- Monitor and reflect upon the progress of every student to identify strengths and gaps in learning. This includes a process of developing a school wide plan to collect robust evidence of student learning and use this data to target teaching and track student progress over time.

### Impact focused teacher development

The school creates a culture of high quality teaching practice through the provision of impact focused professional learning and individualised feedback to support growth for all teachers. This includes a commitment to frequent and ongoing opportunities for teacher collaboration.

- Participate in regular professional learning communities that focus on continuous teacher improvement and collective teacher efficacy.
- Participate in structured lesson observations that focus on how different or similar teaching practices impact on student learning.
- Drawing on the collective expertise of teachers to discuss, develop and review core programs,

## Success criteria for this strategic direction

### Data driven teaching practice

1. All teachers have a sound understanding of why they use certain assessment types (for, as or of) to assess student learning. They analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify intervention and modify teaching practice. (SEF - Teaching, Data skills and use, Data literacy)
2. 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 - Learning, Assessment, Whole school monitoring of student learning)

### Impact focused teacher development

The school uses embedded and explicit systems to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives improved teaching practice and student results. (SEF- Teaching, Learning and development, Collaborative practice & feedback)

## Evaluation plan for this strategic direction

### Guiding Evaluative Questions

#### *Data to inform practice*

1. At each level of data collection, what evidence is there of data usage to inform planning, identify intervention and modify teaching practice?

#### *Impact focused teacher development*

1. What evidence is there of regular professional dialogue, collaboration, opportunity for classroom observation, modelling of effective practice and provision of feedback to teachers upon their practice?
2. What evidence is there of changed teacher talk,

## Strategic Direction 2: Impact focused collaborative practice

### Initiatives

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assessment and teaching impact.

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### Evaluation plan for this strategic direction

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practice and student outcomes from the above?

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#### **Implications**

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# Strategic Direction 3: Engage-Aspire-Empower

## Purpose

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Build connected stakeholder partnerships that underpin an engaging and aspirational learning environment that empowers students to be life long learners, empowered citizens and community leaders.

## Improvement measures

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### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 87.51% to 88.09% by 2027.

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## Initiatives

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### A High Expectations Learning Culture

A shared culture of high expectations by students, staff and parents/carers is enriched by:

- The provision of opportunities for students to start strong, connect to Country and place, become you and enact you.
  - Supporting ongoing life-long learner traction through high quality student transitions and building early aspiration in post school work and study pathways.
  - Ensuring the school's systems, processes and relationships provide high quality differentiation and culturally relevant/respectful programs for all learner needs and cultural backgrounds.
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### Robust Learner Focused Partnerships

The school builds strong internal and external partnerships that empower all stakeholders in their roles and their shared responsibility for student wellbeing and student learning growth through:

- Building authentic relationships that support regular student attendance and on track learner behaviours.
  - Providing wrap around family and learner supports to ensure optimal student and family connection to school life and strong learning outcomes.
  - Developing parent empowerment, knowledge and capacity to support learning both at home and in partnership with school for all learners.
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## Success criteria for this strategic direction

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### A High Expectations Learning Culture

1. 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, Learning Culture - High Expectations).
2. 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 - Learning, Curriculum - Differentiation).

### Robust Learner Focused Partnerships

1. There is school-wide, collective responsibility for student learning and success, which is shared by teachers, parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF - Learning, Wellbeing, Individual Learning Needs).
2. Effective partnerships in learning with parents, students and community mean students are motivated to deliver their best and continually improve. (SEF - Learning, Learning Culture - High Expectations).
3. 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 - Leading, Educational leadership, Community engagement).
4. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact upon learning outcomes. (SEF - Learning, Learning Culture, Attendance).

## Evaluation plan for this strategic direction

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## Evaluation plan for this strategic direction

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### Guiding Evaluative Questions

The school is committed to the ongoing evaluation of impact and progress towards this strategic direction.

#### *A High Expectations Learning Culture*

1. What evidence suggests there is a school wide, collective responsibility for student learning and success which is shared by teachers, parents and students?
2. How does the school support the development of empowered leaders and citizens?
3. In what ways do we know that our school equitably and respectfully delivers high expectations learning opportunities and outcomes for all learners?

#### *Robust Learners Focused Partnerships*

1. What evidence supports the school knowing that all learners at our school feel known, valued and cared for?
2. What evidence shows that the school's parents feel empowered as partners in supporting learning for their children with Batemans Bay Public School?

### **Data**

A range of internal and external data sources will be triangulated to guide decision evaluative thinking and future planning/resourcing.

### **Analysis**

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### **Implications**

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## Evaluation plan for this strategic direction

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\* Annual reporting and regular sharing of progress towards school improvement measures.