

Strategic Improvement Plan 2022-2026

Bilambil Public School 1224



School vision and context

School vision statement

Bilambil Public School aims to be an inspiring and engaging environment where children are enabled to have maximum choices for their life.

School context

Established in 1898, Bilambil Public School is a dynamic public school on the Far North Coast of NSW, set in a beautiful rural setting close to a thriving urban area experiencing current population growth. The school stands proudly on the land of the Minjungbal people of the Bundjalung Nation. Our 2023 enrolment of 315 students includes 10% who identify as Aboriginal and/or Torres Strait Islander.

Bilambil Public School is proud to be an active part of a supportive and connected community. Our school enjoys a very positive relationship in our school community as a provider of high quality, inclusive practices, that cater for the academic, creative, and wellbeing needs of all students. Our core values of 'Be Safe, Be Fair, Belong' underpin our focus of student wellbeing and learning programs.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy, we will build strong foundations for academic success through the implementation of data driven evidence-based and differentiated teaching practices that are responsive to the learning needs of all students.

Improvement measures

Numeracy growth

Achieve by year: 2023

The proportion of Year 4 and Year 6 students demonstrating growth in numeracy, by correctly answering questions in the Check-In Assessment will be at or above the average of 2022 Year 3 and Year 5 data.

Reading growth

Achieve by year: 2023

The proportion of Year 4 and Year 6 students demonstrating growth in reading, by correctly answering questions in the Check-In Assessment will be at or above the average of 2022 Year 3 and Year 5 data.

Initiatives

Data Driven Practices

To embed whole-school practices and processes for collecting and analysing student achievement data, and reflect on continuous improvement of teacher practice, we will:

- provide opportunities for staff to participate in high impact professional learning in data literacy, data analysis, and data use in teaching for all staff, aligned to school targets.
- establish a Curriculum Leader role to work with teachers to use and record data effectively to monitor and assess student progress.
- review and improve teacher practice to ensure reliable formative and summative assessment tools are used consistently to analyse student progress, evaluate growth, and report student achievement.

Personalised Learning

To embed an improved learning culture to provide explicit, differentiated, and responsive learning opportunities, we will:

- engage in high impact professional learning in how to use the literacy and numeracy progressions, including data logging into PLAN2, to help personalise learning and understanding across the school.
- ensure teaching staff use student assessment data effectively to reflect on teaching effectiveness and program planning, to provide individualised, explicit, differentiated learning experiences.
- use high impact professional learning structures and resources, as well as in-school and DoE support staff expertise, to build teacher capacity and collective pedagogical practice.

Success criteria for this strategic direction

Our success will be determined when:

- all teachers have a comprehensive understanding of student assessment and data concepts, which is used to inform planning and interventions.
- all teachers can expertly apply a range of explicit, evidence-based teaching strategies to inform teaching and learning that will lead to measurable improvement.
- valid and reliable assessment data is regularly collected, monitored, and deeply analysed in reading and numeracy.
- system-negotiated targets have been achieved or exceeded.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate we have achieved impact in numeracy and reading relating to our system negotiated targets?

Data sources used will include:

- Scout data (NAPLAN and Check-In Assessments)
- PLAN2, internal assessment (including effect size data) and student work sample data
- student and staff surveys
- annual SEF SaS

Analysis of data through implementation and progress monitoring will ensure the success of initiatives. School-wide analysis of data will involve all staff in regular professional discussion, linked to continuous school improvement in SEF elements and themes.

Implications derived from the findings of the analysis will be used to inform future directions and budget adjustments.

Strategic Direction 2: High Expectations and Collaboration

Purpose

To develop a school-wide culture that is focused on learning and the building of educational aspiration and ongoing performance improvement, we will embed a culture of continuous school improvement and high expectations for all, developing professional knowledge, practice and engagement.

Improvement measures

SEF - Learning and Development

Achieve by year: 2025

To collectively self-assess our on-balance judgement across all themes from the School Excellence Framework element of Learning and Development at Excelling.

Professional Learning

Achieve by year: 2025

100% of teaching staff demonstrate a strong commitment to students making learning progress, underpinned by a continuous focus of improvement in teaching and learning, and supported by participation in high impact professional learning opportunities.

Initiatives

High Expectations

Through the implementation of strategic activities, all teachers and non-teachers will assist to create a consistent atmosphere of high expectations. Staff will:

- develop best practice with the support of our Assistant Principal Curriculum and Instruction, and our school funded Curriculum Leader Roles.
- embedding the DoE NSW High Potential Gifted Education Policy with a strong commitment to ensure differentiation occurs at all levels of student learning.
- maintain a consistent approach to ensure best practice Aboriginal education to ensure all students are aspirational through programs including Sista Speak and Bro Speak.
- strengthen current Learning Support practices to minimise gaps in achievement.

Collaborative Practice

Through dynamic high impact professional learning opportunities, including 'by-the-side' mentoring with a school created position of Curriculum Leader, teachers will engage collegially in robust professional discussion and implement collaborative practices K-6 to improve teaching and learning. Staff will:

- participate in activities focused on engaging teachers and support staff in professional dialogue, collaboration, classroom observations, modelling of effective classroom practice, and the provision of specific and timely feedback.
- participate in the development of a school-wide approach to improving the teaching of numeracy, including engaging in the NSW Mathematics Strategy P/L, and Instructional Rounds.
- actively evaluate, share and discuss learning from professional development with others to improve whole school practice.
- curriculum reform stage meetings twice termly and

Success criteria for this strategic direction

Our success will be determined when:

- all teachers are actively engaged in ongoing strategic professional learning to support literacy and numeracy development, programming, and the delivery of lessons.
- all teachers can expertly apply a range of explicit, evidence-based teaching strategies to inform teaching and learning that will lead to measurable improvement.
- valid and reliable assessment data is regularly collected, monitored, and deeply analysed in reading and numeracy.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate we have achieved impact in the development of a school-wide culture of high expectation and collaboration?

Data sources used will include:

- professional learning feedback and sharing
- pre and post student and staff survey results
- Tell Them From Me surveys
- Teacher PDPs
- annual SEF SaS

Analysis of data through implementation and progress monitoring will ensure the success of initiatives. School-wide analysis of data will involve all staff in regular professional discussion, linked to continuous school improvement in SEF elements and themes.

Implications derived from the findings of the analysis will be used to inform future directions and budget adjustments.

Strategic Direction 2: High Expectations and Collaboration

Initiatives

fortnightly stage meetings to discuss programming and carry out consistent teacher judgement.

Strategic Direction 3: Wellbeing

Purpose

Through the development of a strategic and planned approach for whole school wellbeing practices, we will support student, staff and community wellbeing, by ensuring a safe and enabling school environment, supported by strong connections, that will result in engaged students who can connect, succeed, and thrive.

Improvement measures

Attendance >90%

Achieve by year: 2023

The proportion of Year 1 to 6 students attending school at least 90% of the time will be at or above the system-negotiated lower bound target of 85.5%.

Wellbeing

Achieve by year: 2023

The proportion of students reporting a positive sense of wellbeing in relation to Expectations for Success, Advocacy and Sense of Belonging at School will be at or above the system-negotiated lower bound target of 90%.

SEF - Wellbeing

Achieve by year: 2025

To collectively self-assess our on-balance judgement across all themes in the School Excellence Framework element of Wellbeing at excelling.

Initiatives

A Planned Approach to Wellbeing

In our pursuit of excellence and desire to develop a comprehensive planned approach to wellbeing, we will strive to provide an enabling school environment that:

- ensures our students will be actively connected to their learning, to have positive and respectful relationships, and to experience a sense of belonging to our school.
- ensures our students will be respected, valued, encouraged, supported, and empowered to succeed.
- ensures our students will grow and flourish, do well and prosper.
- is focused on reviewing existing school procedures, using DoE policies, guidelines, resources, and school community values, to develop a planned approach to whole school wellbeing practices.
- embeds a school-wide approach to wellbeing practices to monitor, analyse, and evaluate behaviour and wellbeing data.

Success criteria for this strategic direction

Our success will be determined when:

- we have embedded a strategic, planned approach to develop whole school wellbeing processes, in alignment with the Wellbeing Framework for Schools and the Student Behaviour Strategy, that supports the wellbeing of all students to connect, succeed, and thrive.
- through the implementation of evidence-based practices, we create a school culture of collective wellbeing resulting in measurable improvements in wellbeing and engagement in learning.
- the school and community work collaboratively to support consistent and systematic processes to ensure student absences do not impact on learning outcomes.
- system-negotiated targets have been achieved or exceeded.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and reviewed and developed a comprehensive, planned approach to wellbeing, that has resulted in measurable improvements?

Data sources used will include:

- Scout data (Wellbeing, Attendance, TTFM)
- internal data collection
- student, staff and parent/community surveys
- Wellbeing Self-Assessment Tool for Schools findings
- annual SEF SaS

Analysis of data through implementation and progress monitoring will ensure the success of initiatives. School-wide analysis of data will involve all staff engaging in regular professional discussion, linked to continuous school improvement in SEF elements and themes.

Strategic Direction 3: Wellbeing

Evaluation plan for this strategic direction

Implications derived from the findings of the analysis will be used to inform future directions and possible budget adjustments.