

# Strategic Improvement Plan 2022-2026

## Bourke Public School 1326



# School vision and context

## School vision statement

Bourke Public School values excellence, promotes a culture of high expectations and supports continuous improvement in all learners. Students develop the skills to become resilient, respectful learners in a school community where success is celebrated. Our school fosters a safe, inclusive learning environment in which respect and valuing each student's unique qualities is of paramount importance. Our work is underpinned by our commitment to being a positive, responsive school and authentic engagement with all stakeholders which reflects community aspirations and priorities.

## School context

Bourke Public School serves a small isolated community in the far north west of NSW. The Bourke township is located on the banks of the Darling river on traditional Aboriginal land. The school's population is approximately 154, of whom 87% identify as being Aboriginal. Bourke Public School became a Connected Communities strategy school in 2013. Successful implementation of this strategy is dependent upon effective leadership, sound governance and genuine community partnerships. Key features include: cultural awareness (Connecting to Country) delivered locally for all staff, teaching Aboriginal language and culture, the appointment of an additional school executive position - Senior Leader Community Engagement, an early years focus through to further learning and employment, personalised learning programs for all students, positioning the school as a hub for service delivery, early intervention and prevention focus, partnership and co-leadership with the Aboriginal community through the School Reference Group and partnerships with universities and TAFE Western.

The school is very well resourced and has an ongoing focus on improving the physical facilities and access to a variety of technologies.

The highly regarded Early Years Transition Centre excels at delivering foundational skills, and early identification of student learning needs which results in effective transition to Kindergarten and a successful start at school for our students.

Professional Learning strengthens staff knowledge and understanding of evidence based pedagogy creating a culture of continuous improvement. All staff will use evidence informed strategies and embedded evaluative practices to meet the learning needs of all students.

The situational analysis highlighted the need to focus on academic success, connection to culture and self efficacy for our Aboriginal students. It also identified the need to provide development for teachers in data analysis and use in planning, curriculum provision and differentiation, whole school assessment and monitoring along with a consistent focus on whole school improvement through the authentic implementation of the school plan.

The school is committed to promoting a culture of high expectations where learning is valued throughout the school community. Our teaching and learning programs offer opportunities to support our students to obtain grade appropriate outcomes, as well as providing enrichment for students working beyond, so that all students achieve growth and school success. Attendance is paramount in ensuring academic success and will be a focus for the school community.

The school has collaborative systems that implement, monitor and evaluate processes and practices to ensure high levels of accountability.

# Strategic Direction 1: Student growth and attainment

## Purpose

Develop and refine data driven teaching and assessment practices to improve student learning outcomes in reading and numeracy.

## Improvement measures

### Reading growth

Achieve by year: 2023

Increase the percentage of students achieving or exceeding expected growth in the sub-element Phonological Awareness of the National Literacy Learning Progressions.

### Numeracy growth

Achieve by year: 2023

Increase the percentage of students achieving or exceeding expected growth in the sub-element Quantifying Number of the National Numeracy Learning Progressions.

### School Excellence Framework

Achieve by year: 2026

Self assessment against the School Excellence Framework demonstrates the school is at sustaining and growing in the element of Assessment

### School Excellence Framework

Achieve by year: 2026

Achieve 'Sustaining and Growing' in 'Data Skills and Use' and 'Assessment' as measured by the School Excellence Framework.

## Initiatives

### Literacy and Numeracy

Provide staff with high impact professional learning in literacy and numeracy.

Instructional leadership practices used by staff to improve literacy and numeracy practices.

### Data and Assessment

Promote and demonstrate professional learning in data concepts, analysis and use of student assessment data and related tools.

Staff collection and analysis of student performance data at regular intervals to ensure that teaching is responsive to individual students needs.

Teachers routinely use assessments to inform their teaching, adapt their practice and meet the learning needs of students.

## Success criteria for this strategic direction

### Literacy and Numeracy

Staff use evidence based practices in literacy and numeracy lessons.

Classroom teachers are provided with support and feedback in order to improve literacy and numeracy practices.

### Data and Assessment

Teachers use data effectively to evaluate student understanding of lesson content to inform future directions..

Assessments help to promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

Staff use a range of assessment practices to inform teaching and learning..

## Evaluation plan for this strategic direction

BPS will use the following data sources to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures:

- internal assessments
- external assessments
- ALAN/ PLAN2
- NAPLAN and Check In
- surveys/ feedback/ minutes
- observations
- focus groups
- Interviews
- consistent teacher judgement/ moderation activities
- scout data

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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### Reflective Questions

Were staff provided with high impact professional learning around literacy and numeracy?

Were instructional leadership practices used across the school?

Was student assessment data regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions?

Were consistent school-wide practices for assessment used to monitor, plan and report on student learning across the curriculum?

Is formative assessment integrated into teaching practice in every classroom, confirming that students learn what is taught?

## Strategic Direction 2: Developing Staff Expertise

### Purpose

Provide staff with quality learning and development experiences to ensure evidence based practices are implemented to improve student outcomes.

### Improvement measures

#### Tell The From Me Student Survey

Achieve by year: 2026

Increase in the percentage of students reporting that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.

#### Tell Them From Me Teacher Survey

Achieve by year: 2026

Increase in the amount of teaching staff who report using effective teaching strategies and deliver effective feedback

#### School Excellence Framework

Achieve by year: 2026

Self assessment against the School Excellence Framework demonstrates the school is at Delivering in the element 'Effective Classroom Practice'.

#### School Excellence Framework

Achieve by year: 2026

Self assessment against the School Excellence Framework demonstrates the school is at Sustaining and Growing in the Element Professional Standards'.

#### School Excellence Framework

Achieve by year: 2026

Self assessment against the School Excellence Framework demonstrates the school is at Sustaining and Growing in the element 'Learning and Development'.

### Initiatives

#### Effective Classroom Practice and Curriculum

Professional learning and support ensures teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective.

Provide staff with comprehensive professional learning around explicit teaching, feedback and classroom management.

Instructional leadership practices utilised by staff to support effective classroom practice.

Targeted professional learning and support around the new English and Mathematics Syllabuses.

#### Learning and Development

Establishment of negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals.

The school identifies expertise within its staff and draws on this to further develop its professional learning community.

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research.

### Success criteria for this strategic direction

#### Effective Classroom Practice and Curriculum

Teachers use student progress and achievement data to inform lesson planning.

Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.

Staff respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.

Staff maintain orderly classrooms and manage challenging behaviour to create a positive environment for learning

Staff are provided with feedback in order to support effective classroom practice.

Staff routinely use evidence based teaching practices to improve student outcomes.

Teachers confidently implement the new English and Mathematics Syllabuses.

#### Learning and Development

Teachers engage in professional discussions and collaborate to improve teaching and learning for student groups.

Development of aspiring leaders.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

Areas for development in teacher expertise are identified and addressed.

Teachers are supported to trial innovative or evidence based, future-focused practices.

Whole school analysis of the teaching staff identifies

## Strategic Direction 2: Developing Staff Expertise

### Success criteria for this strategic direction

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strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

### Evaluation plan for this strategic direction

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BPS will use the following data sources to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures:

- program supervision
- observations
- performance and develop cycle/records
- meeting minutes
- surveys
- tracking documents
- scout data

### Reflective Questions

Are teachers committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies?

Do staff demonstrate personal responsibility for maintaining and developing their professional standards/ PDPs?

Are Professional Standards used as a reference point for whole school reflection and improvement?

Is professional learning aligned with the school plan, and its impact on the quality of teaching and student learning outcomes evaluated?

Are there explicit systems for collaboration and feedback to sustain quality teaching practice?

Is there an integrated approach to quality teaching, curriculum planning and delivery, and assessment to

## Strategic Direction 2: Developing Staff Expertise

### Evaluation plan for this strategic direction

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promote learning excellence and responsiveness in meeting the needs of all students?

## Strategic Direction 3: Culture and Community

### Purpose

Development of partnerships across the school and community so that every student can connect, succeed and thrive.

### Improvement measures

#### Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for Reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

#### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for Numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022

#### Attendance >90%

Achieve by year: 2023

5% increase in the proportion of students attending >90% of the time.

#### Wellbeing

Achieve by year: 2023

Increase of 5% of the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School.

#### School Excellence Framework

Achieve by year: 2026

Self assessment against the School Excellence Framework demonstrates the school is at Sustaining and Growing in the Element 'Learning Culture'.

#### School Excellence Framework

Achieve by year: 2026

Self assessment against the School Excellence

### Initiatives

#### Cultural Education and Community Engagement

Students are provided with experiences to develop cultural understanding and opportunities to learn on Country.

Develop partnerships with community members to ensure they are involved in educational experiences.

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

#### Learning Culture

Develop partnerships with parents and students to support clear improvement aims and planning for learning.

Provide staff with targeted professional development around high expectations.

Collect and analyse information to inform and support students' successful transitions.

Attendance data is regularly analysed and is used to inform planning.

#### Wellbeing

Establish and embed consistent structures and processes across the school to monitor the wellbeing needs of students.

Collect, analyse and use data including valid and reliable student, parent and staff feedback to monitor and refine a whole school approach to wellbeing and engagement.

### Success criteria for this strategic direction

#### Cultural Education and Community Engagement

Students participate in regular lessons to explore Ngemba Wayilwaan language.

Aboriginal pedagogies are embedded in teaching and learning practices.

Community consultation occurs throughout the planning and implementation of activities.

BPS is responsive to community and uses best practice to embed a culture of high expectations to effectively cater to the school community.

#### Learning Culture

Collaboration with parents of students whose continuity of learning is at risk.

Whole school and personalised attendance approaches are improving attendance rates for all students, including those at risk.

#### Wellbeing

Staff develop rapport with students and provide safe and supportive environments.

Well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs.

### Evaluation plan for this strategic direction

BPS will use the following data sources to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures:

- attendance data
- TTFM
- community consultation



## Strategic Direction 3: Culture and Community

### Improvement measures

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Framework demonstrates the school is at Sustaining and Growing in the Element 'Wellbeing'.

#### **School Excellence Framework**

Achieve by year: 2026

Self assessment against the School Excellence Framework demonstrates the school is at Sustaining and Growing in the Element 'Educational Leadership'.

### Evaluation plan for this strategic direction

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- meeting minutes
- wellbeing data
- internal procedures
- learning and support documents
- performance and develop cycle/records
- scout data
- student profiles

#### **Reflective Questions**

Is the school culture strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community?

Is there a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn?

Does 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?