

# Strategic Improvement Plan 2022-2026

## Branxton Public School 1341



# School vision and context

## School vision statement

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At Branxton Public School we believe every child should be challenged to learn and continually improve through the delivery of evidence based whole school practices. Teachers, parents and students work collaboratively to maintain high expectations that every student will improve, every year. Strong systems and structures will be in place to support the ongoing learning and wellbeing of staff and students.

## School context

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Branxton Public School is situated in a semi rural setting in the lower Hunter Valley, on the traditional lands of the Wonnarua people. With a strong history of over 150 years of education, the school works in partnership with parents and carers to ensure all students achieve their personal best. The current enrolment is 430, with 10% of students identifying as Aboriginal. Staff are dedicated to improving outcomes for all students through their professional, collaborative learning. Branxton Public School is part of the Rutherford Learning Community, working collaboratively with local schools and Rutherford Technology High School.

Through our Situational Analysis, we have identified the need to continue to develop our knowledge of and implementation of high impact teaching strategies and assessment practices and strengthen our understanding of how to use data to move learning forward. The school is concentrating on developing consistent data collections and analysis. System negotiated targets in Reading and Numeracy ensures that the school is concentrating on improving the number of students in the top two bands. To support this improvement, staff will continue to develop their formative and summative assessment practices and strengthen their understanding of how to use data to move learning forward. The school is concentrating on developing consistent practices that will enable staff to engage in professional dialogue, reflective of student need. Intervention and targeted support will be used to support students not achieving.

The wellbeing and engagement of our students is a high priority. To ensure the school in enabling a positive, successful learning environment, we will complete a thorough analysis of student support systems and structures (LST, PBL etc) to ensure the emerging needs of our students are met. The school will continue to use Tell Them From Me (TTFM) survey to monitor student voice and continue to utilise the tool for parents and staff as well. Attendance will continue to be closely monitored and strategies put in place to support students and their families to ensure students are attending school and system negotiated targets are met.

Building a school wide collective responsibility for student learning through authentic partnerships is a top priority. The school will continue to build on current systems that build teacher and family partnerships ensuring both parties directly and regularly engage to improve understanding of student learning and strengthen student outcomes.

# Strategic Direction 1: Student growth and attainment

## Purpose

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To enable students to obtain maximum success in Literacy and Numeracy, we will further develop evidence-based teaching methods and data-driven teaching practices to ensure that all students are challenged, and all adjustments are purposeful and lead to improved learning.

## Improvement measures

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### NAPLAN expected growth - Reading

Achieve by year: 2023

Increase the number of students achieving expected growth in *Essential Assessment - Common Grade English Assessment\** by 10% or greater.

### NAPLAN expected growth - Numeracy

Achieve by year: 2023

Increase the number of students achieving expected growth in *Essential Assessment - Common Grade Number and Algebra Assessment\** by 10% or greater.

## Initiatives

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### Effective Classroom Practice

Embed a whole school approach to identifying, understanding, and implementing the most effective explicit teaching methods, with priority given to literacy and numeracy. Teachers will use evidenced based professional learning models, so they understand curriculum knowledge, data, assessment, and feedback to develop evidence-based teaching and learning which meets the needs of all students.

### Data Skills and Use

School-wide data driven practices are used to monitor, plan and report on student progress, and to reflect on teaching effectiveness in Literacy and Numeracy. Assessment is used flexibly and responsively as an integral part of daily instruction. Teachers respond to trends in students achievement as individual, group and whole school level.

Leadership team will engage in professional learning in data literacy, data analysis and data use to be able to lead teams to thoroughly analysis student data. Student data will drive conversations with teachers about the effectiveness of teaching and learning programs and how to support students in their next steps in their point of need learning.

## Success criteria for this strategic direction

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Teachers provide explicit, specific, and timely formative feedback related to defined success criteria.

Student assessment data is regularly used school wide to identify students' achievements and progress, in order to reflect on teaching effectiveness.

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.

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.

The whole school community demonstrates aspirational expectations of learning progress and achievement of all students.

In order to facilitate growth, Aboriginal students will have individualised Reading and Numeracy goals within their Personalised Learning Pathway (PLP). PLP's will be used as a working document, supported by school staff, families and local Aboriginal Partnerships.

## Evaluation plan for this strategic direction

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**Q** Is there consistent practice across the school? What is the level of understanding from staff about assessment (formative and summative), WWB and LI SC? To what extent are teachers implementing new learning to inform planning and programming? Were the initiatives successful and what were the barriers and enablers to implementation?

**D** Staff Survey. Evidence in programs. Classroom observations Data meeting minutes. Programming quality check and feedback proforma. Data (or CTJ) meeting minutes. Lesson observation feedback. Lesson observation feedback proforma. School systems to

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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support PDP process. PL schedule. Walls that teach.

**A** What focus areas appear to be strengths/weaknesses? Have we triangulated data from different sources to confirm/clarify findings? What does the data tell about student achievement/student progress?

**I** The findings of the analysis will inform: Future actions - what are the next steps? Use of data to inform teaching and support students.

# Strategic Direction 2: An Enabling Learning Environment

## Purpose

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At Branxton Public School we will have quality systems, structures and processes that drive a high expectation culture that focuses on the continuous improvement of teaching and learning. We will have quality systems within the school that support the wellbeing of all students so they can connect, succeed, thrive and learn.

## Improvement measures

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### Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending school more than 90% of the time by 9.4%.

### Aboriginal student attendance

Achieve by year: 2024

Increase the percentage of Aboriginal students attending school more than 90% of the time by 20%.

### Wellbeing

Achieve by year: 2023

Increase the proportion of students reporting positive wellbeing by 8.6% or greater.

## Initiatives

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### Whole School Structures

Strong systems, structures and processes drive a high expectations school culture that learning is everyone's responsibility. Consistent, embedded support will be provided to teachers to develop a flexible repertoire of strategies for classroom management and student engagement to ensure optimum conditions for learning.

Enhance systems for case management where partnerships form a collaborative approach addressing the individual needs of student's attendance.

### Wellbeing

A strategic and planned approach to develop whole school wellbeing processes that support an optimal learning environment. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Refine Positive Behaviour for Learning (PBL) systems and structures to support student's wellbeing, engagement and learning and investigate and embed wellbeing systems (including trauma informed practices) that support PBL, to ensure all students needs are met.

## Success criteria for this strategic direction

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The school has implemented evidence-based change to whole school practices, resulting in measurable improvements to enable learning.

Students will be provided with meaningful, engaging and rewarding personalised learning experiences to enable students to be actively connected to their learning.

Learning environments fostering choice, positive relationships, enjoyment and growth to ensure that all students can engage in productive learning.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Effective partnerships in learning with parents and students promoting continual improvement.

Aboriginal pedagogies will be embedded across all key Learning Areas.

## Evaluation plan for this strategic direction

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Q. To what extent has the PL and whole staff focus on procedures supported staff to be confident in supporting, monitoring and promoting improved attendance? What has been the impact on student learning? Were there any unforeseen outcomes? How do we know classroom management support is having an impact on teaching and learning? What impact is mentoring having for individual teachers? How are we using local Aboriginal community members to support PLPs? How do we know that teaching and learning have Aboriginal perspective embedded? How will we know what elements of the PL are working and what's not? What impact is the PL having on staff interactions with students?

D - Daily data: what the facts and trends? What is the staff data. Student and Parent data. Impact on student learning. Decreases in class negative SENTRAL data. Feedback from Exec to teacher. Programs. Student

## Strategic Direction 2: An Enabling Learning Environment

### Evaluation plan for this strategic direction

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Lesson observations.IEP.PLP (Personalised Learning pathways).PBL Tools- SET.SENTRAL data.

A - Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

I - Innovative learning practices are embedded and student interest, motivation and effort has increased.

# Strategic Direction 3: Collaborative Practice

## Purpose

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At Branxton Public School we will maintain a focus on distributed instructional leadership to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes measurable learning progress. We will build a school-wide collective responsibility for student learning and success with enhanced partnerships between the school, parents/carers and the community.

## Improvement measures

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### Parent information

Achieve by year: 2026

Internal measures indicate 80% or more of staff engage consistently in sharing student outcomes with parents.

### TTFM- Parent

Achieve by year: 2026

85% or above of parents complete the TTFM survey with over 80% parents' feeling welcomed and informed.

### TTFM- Teacher

Achieve by year: 2026

80% or above of staff reporting strong staff collaboration from the teacher TTFM survey.

## Initiatives

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### Authentic Partnerships

Develop a high expectations culture of a school-wide, collective responsibility for student learning and wellbeing success, which is shared by parents and students. Teachers will connect and engage with families and community members in a professional and authentic way that builds connection and enhances school connections.

Strong partnerships with the Rutherford Learning Community and the Maitland Aboriginal Education Consultative group (AECG) to ensure continuity of learning and connection to culture.

### Leadership Development for a quality PLC

The leadership team is developed to support and promote a professional learning community which is focused on continuous improvement of teaching and learning, using the expert knowledge and skills of teaching and non-teaching staff to make best use of available expertise to meet the needs of students.

The school leadership team will collaboratively review teaching practices to affirm quality and to challenge and address under performance.

## Success criteria for this strategic direction

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Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Teachers and parents/ care givers directly and regularly engage to improve understanding of student learning and strengthen student outcomes. Reporting to parents / care givers has been enhanced in response to feedback received.

Establishment of a professional learning community which is focused on continuous improvement of teaching and learning.

Increase the percentage of Aboriginal students feeling good about their culture to 80% or above (TTFM)

## Evaluation plan for this strategic direction

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Q -

To what extent are teachers implementing new learning to inform planning and programming? Is there consistency across the school? Has there been a shift in community engagement? Are students, staff and parents actively involved with the Junior AECG and AECG? What early intervention strategies are supporting the successful start to school? Are systems and processes established to provide staff opportunities to collaborate? How are all members of the leadership team actively involved in facilitating continuous improvement?

D - TTFM- Collaboration. Seesaw. Surveys. SPARO. Agile leadership tools.

## Strategic Direction 3: Collaborative Practice

### Evaluation plan for this strategic direction

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A - Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

I - Aboriginal students are feeling connected to their culture and community. Parents / carers have a shared understanding of their child's performance and wellbeing. Parents / carers and teachers are working together to support student attendance at school.