

# Strategic Improvement Plan 2022-2026

## Black Springs Public School 4190



# School vision and context

## School vision statement

At Black Springs Public School we believe every child matters and is known, valued and nurtured as an individual. High expectations and quality teaching for all students is embedded in our inclusive school culture and challenging curriculum. We promote resilience, responsibility and respect in a dynamic and supportive learning environment where students are encouraged to strive for excellence and individual success. Success for all everyday.

## School context

Black Springs Public School is a small rural primary school, located in the Central Tablelands area, that has served the Black Springs community for over 140 years. Our school is situated 25 kilometres from our nearest regional centre, Oberon, with students coming from the village and local surrounding area.

Our school has excellent facilities, which include well-maintained classrooms in pleasant, green surroundings. The school has a comprehensive library, music and art learning spaces, Covered Outdoor Learning Area and high levels of technology for student learning. Classrooms are fitted with either interactive panels and every student has access to a school laptop and iPad.

We have an enrolment of 10 students in 2022, and as a low socio-economic rural school with a transient population, we cater for individual student needs, inclusive of Aboriginal students and additional needs. Our school currently has one part time Assistant Principal Curriculum and Instruction, two teachers and four administration and support staff. This includes additional temporary staff employed through school-based funding to better support the learning needs of all students. Our staff is in transition with a balance of new and established members.

Extra-curricular opportunities in sport and creative and performing arts enable our students to thrive through a range of different experiences.

Our school has strong relationships with a small and active parent and caregiver body and the wider community. We have also fostered strong partnerships with cultural institutions, businesses, community groups and school networks and alliances.

As a result of External Validation and the school's situational analysis, including authentic engagement with our community and local Aboriginal Education Consultative Group, we have determined that a whole school approach is required to achieve improvement in student performance. We have identified we need improvement in Reading comprehension and Numeracy multiplicative strategies and measurement and our staff need to remain upskilled in the latest evidenced based research.

We will engage in the development of a strong, collaborative professional learning community which includes evaluation of impact across teaching and non-teaching staff.

We will undertake professional learning in the development and application of explicit teaching practices, feedback and lesson design in reading and numeracy.

We will develop evidenced based, consistent, integrated practices for assessment used to monitor, analyse, plan and report on student learning and staff will improve in data use and skills

We intend to focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing.

# School vision and context

## School vision statement

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## School context

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Our human and financial resources will be allocated to these initiatives and will be monitored regularly.

We will undertake regular evaluation of our initiatives to ensure our students are achieving to their potential.

Karolyn Blackburn, Principal

22 March 2022

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will use evidenced based explicit teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practices and curriculum provision through high impact professional learning and analysis and use of student data driven differentiated teaching.

## Improvement measures

### Reading growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in comprehension over the year, using the learning progressions.

### Numeracy growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in understanding units of measurement over the year, using the learning progressions.

### Data Skills and Use

Achieve by year: 2026

School self-assessment of the elements 'Data skills and Use' and 'Assessment' indicates improvement from Sustaining and Growing to Excelling.

## Initiatives

### Highly effective data skills and use

To improve data skills and use through a focus on use of data to inform practice, assessment and differentiation. We will

- In collaboration put systems and structures in place to record data that has been collected and build collective teacher responsibility for all students' learning.
- Use a variety of formal and informal methods to collect student data.
- Collaboratively make connections between different data sources to build up a rounded picture of each student. This can be done by triangulating internal data and external data sources to give a clearer and more accurate picture on student learning.
- Collaboratively evaluate the effectiveness of assessment methods. Focus on validity, reliability, objectivity and inclusiveness. Also consider clarity, syllabus focus, structure and differentiation.
- Use regular formative assessment to understand students' strengths and areas for improvement, and provide a variety of meaningful learning opportunities that cater to the full range of understandings and abilities in the classroom.

## Success criteria for this strategic direction

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

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.

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

### Data:

Data sources will include:

- Internal assessment, e.g. PLAN2
- External assessment, e.g. NAPLAN
- Scout data
- Surveys
- Lesson observations, feedback and reflections
- Student voice, eg goal setting in PLP's
- Interviews
- Document Analysis, eg Teaching programs, student work samples, PLP's
- SEF SaS
- Student learning plans
- Data Walls

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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### Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification. Annually the school will review progress towards the improvement measures.

### Implications:

The findings of the deep analysis will inform

- :Future directions, next steps and budget allocation.
- Annual reporting on school progress measures.

## Strategic Direction 2: Connections

### Purpose

To ensure everyone is known, valued and cared for there will be a planned approach to develop a self-sustaining and self-improving school community that supports the highest level of learning through meaningful engagement and collaboration, supportive transition and continuity of learning programs and planned wellbeing processes so students can connect, succeed, thrive and learn.

### Improvement measures

#### Attendance >90%

Achieve by year: 2023

Increased percentage of students attending school more than 90% of the time by 15% or above. school-level target of 75%..

#### Learning Culture

Achieve by year: 2026

School self-assessment of the element Learning Culture indicates maintenance at Excelling.

#### Collaboration

Achieve by year: 2026

School self-assessment of the element Learning and Development indicates maintenance at Excelling.

### Initiatives

#### Educational Aspirations

To improve educational aspirations there will be a focus on wellbeing, engagement, collaboration and transition strategies. We will

- Support the development of self-regulation skills, such as naming and understanding emotions, physical regulation of the stress response, and encouraging students to deescalate emotional responses and maintain focus in stressful situations.
- Explain the purpose of assessment to students to help them look beyond the grades they receive.
- Clearly explain when and why students are being assessed, and how the task relates to learning outcomes from the syllabus.
- Regularly inform parents and carers of their child's progress and learning goals as well as learning expectations.
- collaborate with families and the educational community to support continuity of learning for every student at educational transition points.
- Regularly analysing attendance data to inform planning and personalise attendance approaches to improve regular attendance rates for all students.

### Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching

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

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment..

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

### Evaluation plan for this strategic direction

#### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of outcomes in student wellbeing, collaborative practices and high expectations culture?

#### Data:

Data sources will include:

- Professional Development Plans.
- Scout data -Attendance
- SEF SaS
- Incident reports.

## Strategic Direction 2: Connections

### Evaluation plan for this strategic direction

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- Rumble's Quest pre and post data - Student social and emotional wellbeing
- Parent feedback and surveys
- Staff feedback and surveys
- Lesson observations
- Document analysis, eg Teaching programs, professional learning records, student work samples
- Internal and external assessment

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