Strategic Improvement Plan 2023-2026

Bargo Public School 1134

School vision and context

School vision statement

At Bargo Public School we create a culture of high expectations and collaboration in teaching, learning and community connections. We use a whole school approach to foster student wellbeing, ensuring every student is provided with a supportive and engaging environment for effective learning. Student learning is supported through quality teaching practices that are evidence based, driven by research and data. Our purposeful, consultative approach ensures teachers, parents and students work collaboratively in positive partnerships to achieve the academic and social aspirations of the school community.

School context

Bargo Public School is in a semi-rural township located in the lower plains of the Southern Highlands of NSW, and has an average Family Occupation and Education Index (FOEI) of 123. There are approximately 270 students enrolled catering for students from Kindergarten to Year 6. 11.6% of students identify as Aboriginal and/or Torres Strait Islander and 9% of students originate from English as an Additional Language and Dialect (EALD) background. The school consists of 13 classes, including one specialised Autism class.

The school is set in a very natural setting and is steeped in history, recently celebrating 150 years in 2019.

Bargo Public School has a strong relationship with their energetic P&C, which consists of parents, carers and members of the wider community.

Over the past 3 years the school has committed to improving its processes, procedures and practices. The school has developed explicit and embedded systems to support a high level of accountability to ensure the implementation, monitoring and evaluation of school wide processes and practices. It is important that this plan builds on the successful gains made by students and staff in the areas of curriculum, wellbeing, data informed practice and teacher professional learning and collaboration.

The success of this 2023 - 2026 school plan will support student learning progress and improved teacher efficacy and classroom practice.

Strategic Direction 1: Student growth and attainment

Purpose

To achieve sustained and measurable improvements in student performance, we will develop:

- a shared understanding and responsibility for using consistent school wide assessment practices, and
- use student data to inform and implement evidenced based teaching practices that are responsive to the needs of individual students.

Improvement measures

Improved reading outcomes

Increase % of students achieving growth in reading

Achieve by year: 2024

Students can demonstrate reading growth and achievement from Term 1 to Term 4, using internal data sources.

Improved numeracy outcomes

Increase % of students achieving growth in numeracy

Achieve by year: 2024

Students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using internal data sources.

Initiatives

Data Skills and Use

- Effective whole school processes and strategies are developed to collect, analyse and interpret data for improved teaching practice.
- Engage teachers in professional learning that builds data literacy skills - analysis, interpretation and use of data.
- Use Assistant Principal, Curriculum and Instruction position to work with teachers to use data to monitor and assess student progress and design differentiated future learning on a whole class, group and individual level.
- Literacy and Numeracy Learning goals for students are informed by analysis of internal and external data.
- Analysis of student achievement data is shared with the school community to inform school progress and future strategic direction.

Assessment

- Review and adapt practice to ensure reliable and consistent formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report on student achievement.
- Teachers understand and apply assessment for learning, assessment as learning and assessment of learning strategies - to determine teaching directions, monitor student progress and teaching effectiveness.
- Students and parents understand the benefits of using assessment practices. Assessment criteria is shared with students.

Success criteria for this strategic direction

- School internal data measures demonstrate student growth in literacy and numeracy achievement.
- Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy.
- All staff are data literate - being able to analyse, interpret and extract data to inform planning and teaching practice.
- Staff engage in conversations about use of data to inform teaching practice.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
- Students and community are informed about the use of data and assessment practices and the benefits to learning and student achievement levels.
- All students are engaged learners and are able to articulate their literacy and numeracy learning goals.

Evaluation plan for this strategic direction

The school will use a combination of data sources to evaluate the sustained and measurable improvements made by implementing initiatives undertaken to achieve our purpose. These include but are not limited to:

- NAPLAN
- Check In data
- SCOUT data
- Literacy and numeracy PLAN2 data
- InitiaLit, MiniLit, MacqLit Literacy/Reading data
- DoE snap shots - Numeracy
- Collaborative data talks in Reading and Numeracy (APCI, collaborative planning)
- Class based assessment/student work samples
- Classroom observations

Strategic Direction 2: Explicit and Effective Teaching Practice

Purpose

To ensure the most effective, evidenced based teaching strategies are applied to improve teaching practice and student achievement, we will develop, implement and support:

- collaborative, reflective and transparent school wide strategies that promote teaching excellence.
- a culture of practice that focuses on effective leadership at all levels - fostering high expectations and a shared responsibility for learning and improvement.

Improvement measures

Effective Classroom Practice

Achieve by year: 2026

- Increase in proportion of teacher observation and being provided with useful feedback about teaching practice (TTFM teacher survey).

Educational Leadership

Achieve by year: 2026

- Improvements in school based judgement across the five elements of the High Impact Professional Learning (HIPL) self-assessment tool.

Initiatives

Effective Classroom Practice

- Explore and develop a whole school approach to explicit teaching.
- Review, define and implement quality, evidenced based literacy and numeracy teaching sessions/lessons with a view to creating a consistent expectation across the school.
- Research and establish a classroom practice program that supports authentic mentoring, coaching and observational practices.
- Engage with Newcastle University to implement the high impact approach of Quality Teaching Rounds to improving teaching and learning.

Educational Leadership

- Research and implement an effective model of a professional learning community.
- School leaders develop practices and strategies that enable teachers to collaborate and share expertise to improve teaching and learning.
- Use a model of distributive leadership to develop a collective culture and responsibility for positive school-wide change.

Success criteria for this strategic direction

- Teachers can identify and are skilled at the most effective explicit teaching techniques.
- Classrooms demonstrate examples of the Quality Teaching Framework (QTF) in practice. There is evidence of the QTF language and concepts during collaborative staff discussions.
- Implementation of Quality Teaching Rounds as a highly effective framework for quality teaching practice.
- Consistent whole school explicit teaching practices in literacy and numeracy are evident in each classroom.
- Observation, coaching and mentoring opportunities are provided to ensure the ongoing development of teachers and aspiring leaders.
- Collaboration and professional dialogue about quality pedagogical practices exists between staff at all levels, and across/with other school settings.
- Teachers and school leadership teams work collaboratively to create a culture and common practice of openness to sharing expertise, knowledge, observation and research.
- All staff engage in professional learning that is informed by the Plan for Public Education to ensure equity, explicit teaching, and high potential and gifted education is addressed.

Evaluation plan for this strategic direction

The school will use a combination of data sources to evaluate the measurable improvements made by implementing initiatives undertaken to achieve our purpose. These include but are not limited to:

- HIPL tool
- Staff PL surveys
- PDP process
- Classroom observations
- SEF S-aS

Strategic Direction 2: Explicit and Effective Teaching Practice

Evaluation plan for this strategic direction

- TTFM teacher survey
- What Works Best Evaluation

Strategic Direction 3: Strong, Positive Connections

Purpose

To provide an environment where students, parents and carers feel a sense of connection and belonging to the school and their child's learning, we will:

- Strengthen the school's Wellbeing Vision Statement ensuring that there is a school-wide, shared responsibility for the social-emotional wellbeing of every student to connect, thrive and succeed.
- Leaders, teachers and students work closely alongside parents and community members providing opportunity to be an integral part of a cohesive educational setting.
- The school develops and implements a strategic and planned approach that focuses on creating an effective environment for learning and social interaction.

Improvement measures

Learning Culture

Achieve by year: 2026

- An uplift in the average score of parents being informed about their child's learning. (meet state average - TTFM survey)
- An uplift from -4% in the overall Net Promoter Score.

Wellbeing

Achieve by year: 2026

- Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School

Attendance

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

Initiatives

Learning Culture

- Develop a "Positive Partnership for Learning" culture throughout the school community where learning is valued and high expectations are evident for all students at home and at school.
- Improve communication, connectedness and opportunity for the community to engage in the school using the 5 Principles of Effective Engagement.
- Community events are held to provide information, gain feedback and collaborate about student learning journeys, strategic directions, curriculum and implemented programs.
- Develop a communication strategy to publicly promote the school.

Wellbeing - a planned approach

- Co-develop and apply school wide wellbeing structures and processes to engage students and to support them to achieve academic and social success.
- Use streamlined wellbeing structures to identify students for targeted and specific interventions so they can be supported through differentiated well being programs.
- Students actively participate in decision making on things that shape their educational experiences.

Attendance

- Review whole school approach for monitoring attendance and implement suggested processes and practice for monitoring of student whole and partial absence.
- Promote a collective responsibility for student attendance by regularly monitoring and communicating student attendance to staff and parents.

Success criteria for this strategic direction

- Parents and community members engage in a range of activities that help build the educational cohesiveness of the school.
- The school regularly requests and responds to feedback from students, staff and parents.
- The leadership team measures school community satisfaction, shares the analysis and actions with the community.
- Classrooms, other learning environments and playgrounds are well-managed with a consistent school wide approach.
- Attendance data is regularly monitored and analysed, with a school wide approach demonstrating improved attendance rates.

Evaluation plan for this strategic direction

The school will use a combination of data sources to evaluate the measurable improvements made by implementing initiatives undertaken to achieve our purpose. These include but are not limited to:

- Tell Them From Me data - student, teacher, parent surveys
- Wellbeing Framework for Schools
- Net Promoter Score
- SCOUT - Attendance data
- Parent participation in school and community events
- DoE document - Engaging our parents and carers

Strategic Direction 3: Strong, Positive Connections

Improvement measures

Achieve by year: 2027

- Attendance rate for the school is increased from 89.05% in 2023 to 90.15% by 2027.