

# Strategic Improvement Plan 2023-2026

## Borenore Public School 3504



# School vision and context

## School vision statement

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Borenore Public empowers all students to embrace learning, achieve their full potential, and build their emotional, social and physical wellbeing in a supportive and inclusive learning environment.

## School context

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Borenore Public School is a small school situated on Wiradjuri land, fifteen kilometres west of the city of Orange surrounded by diverse agricultural interests and picturesque views.

The school was established in 1877 with the assistance of the community and this sense of community ownership remains today.

The current enrolment is 19 students, from Kindergarten to Year Six where students are taught in 2 multi-age classrooms. 15% of our students identify as Aboriginal.

The school has dedicated staff with extensive teaching knowledge and is supported by enthusiastic families. Our school offers a wealth of educational opportunities with a strong focus on individual student achievement.

Through our rigorous situational analysis, we have identified the need for a continued emphasis on delivering quality teaching practices in literacy and numeracy. This will involve using high-impact teaching strategies and regular data collection with explicit feedback to students. This will enable students to achieve the expected growth and attainment in their learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching. Effective feedback will provide students with actionable information about their learning and empower them to achieve.

## Improvement measures

### Reading growth

Achieve by year: 2023

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

### Numeracy growth

Achieve by year: 2023

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

## Initiatives

### Reading

A whole-school approach will ensure the most effective evidence-based teaching methods optimise learning progress for all students.

- ensure consistent reading teaching practice and routines are observable across the school and in each classroom
- improve student learning through explicit teaching and the use of evidence-based high impact strategies
- ensure continuity of learning and assessment is known by all teachers and is shared through collaboration and professional learning
- implement and embed the K-2, 3-8 reading guides as standard effective, evidenced based classroom practice
- high impact professional learning from within the Universal Resource Hub will be prioritised.

### Numeracy

A whole-school approach will ensure the most effective evidence-based teaching methods optimise learning progress for all students.

- implement and embed the K-2, 3-8 numeracy guides as evidence based, high impact effective classroom practice
- develop depth of knowledge and understanding of how numeracy is taught through all syllabuses
- use student data to inform the selection and implementation of numeracy resources from the Universal Resource Hub to support and improve explicit teaching practices.
- ensure consistent numeracy teaching practice and routines are observable across the school and in each classroom
- high impact professional learning is prioritised

## Success criteria for this strategic direction

- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement.
- Teachers employ evidence-based effective teaching strategies.
- All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.
- Data and feedback inform teaching practice and direct learners and learning
- Teachers regularly review learning goals with all students, to ensure they have a clear understanding of how to improve. Student errors and misunderstandings are addressed.
- Teachers' programs show evidence of adjustments to address individual student needs, ensuring that all students are challenged.

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student IEPs
- Student focus groups.
- SEF SaS
- The evaluation plan will involve: Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures. Regular professional

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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discussion around the School Excellence Framework elements and themes. Executive team and whole staff reflective sessions.

Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

## Strategic Direction 2: Wellbeing focus

### Purpose

To embed a shared school culture of high expectations in learning, enabling students to be motivated to deliver their best and continually improve.

To work together as a whole school community to provide the best possible environment for learning. Collaboration drives ongoing school-wide improvement in teaching practice and student results.

### Improvement measures

#### Attendance >90%

Achieve by year: 2023

Increase percentage of students attending >90% of the time.

#### Wellbeing

Achieve by year: 2026

SEF assessment of the element 'Wellbeing' indicates self-assessment to move from Sustaining and Growing to Excelling.

### Initiatives

#### Wellbeing

Student wellbeing is enhanced when schools connect with and draw on the expertise, contribution and support of their communities. Community engagement maximises student ability to connect, succeed and thrive.

- Engage in high impact professional learning linked to the Wellbeing Framework and the High Potential and Gifted Education Policy.

- Build partnerships with all stakeholders to increase community engagement.

- Implement consistent processes and build on partnerships with parents to support attendance.

- Enhance student voice to support individual learning needs.

### 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.

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

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

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.

### Evaluation plan for this strategic direction

We will use a combination of data sources including:

- School Wellbeing Framework Survey data
- SCOUT
- SEF SaS

The evaluation plan will include:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Whole staff reflective sessions.
- The analysis will guide the school's future direction.