

Strategic Improvement Plan 2023-2026

Balarang Public School 4291



**BALARANG
PUBLIC SCHOOL**

School vision and context

School vision statement

Strong connections build a sense of belonging. Our community work in partnership to support student learning and safety, fostering responsibility, courage and resilience. We engage students, embrace challenge, and celebrate our passions, individual histories, and cultures. We strive for improvement and success, as lifelong learners.

Balarang Beliefs

Excellence

We strive for personal achievement through engagement, challenge and fun.

Trust

Through honest, respectful communication and teamwork, we can make decisions in the best interest of our school community.

Care

Safety and wellbeing are our priority.

Responsibility

Student learning and success is the responsibility of our entire school community.

Fairness

We all have a voice and a unique identity. We learn when our individual needs are met.

Courage

We take learning risks and embrace our passions.

School context

Balarang Public School is located in the suburb of Oak Flats, on the southern shore of Lake Illawarra, in close proximity to Shellharbour. The school has a student enrolment of 264 students with 11 classes. We are on Dharawal land of the Wadi Wadi Five Islands Dreaming people. The word 'Balarang' means 'place of the swamp she oak' in Dharawal language.

We work in collaboration with the school community and have a dedicated P&C. Our Aboriginal parents and community work in consultation with the school to drive learning about the country we live and learn on. Our school has a strong alliance with our Community of Schools, comprising of Albion Park Rail Public School, Oak Flats Public School and Oak Flats High School. Balarang Public School's values are Safe, Respectful Learners. This is reinforced by the community, students and staff.

The school is proud of its diversity, including 14% Aboriginal student enrolment and 12% enrolment of students from non-English speaking backgrounds. Our students come from a variety of socio-economic backgrounds. Our staff are committed to positive relationships and wellbeing and these are at the core of our learning success. We are developing an internal psychology model, working towards being intrinsically motivated to control our own choices.

Building a culture of high expectation is paramount and students are encouraged to "Aim to Succeed". Individualised quality teaching is a critical school focus with a clear pedagogical basis for literacy and numeracy programs, supported by strong leadership and professional learning.

An in-depth situational analysis identified key areas of focus to drive improvement in the school:

Strategic Direction 1- Growth and Attainment. Initiative focus' Quality teaching and learning and Differentiation with a purpose to build an equal and collective focus on improved student growth and attainment in literacy and numeracy, through evidence-based curriculum planning, explicit teaching and a consistent approach to assessment and data-driven practices. We aim for excellence to enable every student to reach their learning potential through personal achievement, engagement, challenge, and fun. We encourage taking learning risks and embrace our passions.

Strategic Direction 2- Connections. Initiative focus' Learning Culture and Wellbeing with a purpose to ensure wellbeing and safety are our priority at Balarang Public School. A caring culture of connection and belonging is the foundation of learning and the responsibility of the whole school community.

Strategic Direction 3- Community. Initiative focus' Partnerships in Learning and School Environment, Systems and Processes with a purpose to ensure a focus on student-based decisions with respectful communication and teamwork and administrative systems, structures and processes that underpin ongoing school improvement.

Strategic Direction 1: Student growth and attainment

Purpose

Build an equal and collective focus on improved student growth and attainment in literacy and numeracy through evidence-based curriculum planning, explicit teaching and a consistent approach to assessment and data-driven practices.

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.

School Excellence Framework: Curriculum

Achieve by year: 2026

Improvement in the element of Curriculum to the level of Excelling as measured by the School Excellence Framework.

Differentiation

Achieve by year: 2026

Improvement in the element of Differentiation to the level of Excelling as measured by the School Excellence Framework.

Initiatives

Quality teaching and learning

Student growth and attainment is reliant on quality teaching and learning programs and quality practice. A whole-school approach to curriculum and a high expectations learning culture, focusing on literacy and numeracy, is the key to student success. This will be achieved by:

- A targeted and consistent approach to formative assessment strategies and the collection, analysis and use of data to inform teaching and learning programs.
- Delivery of content through Explicit teaching.
- A focus on 'High Impact Professional Learning' (HIPL) to embed quality teaching, curriculum planning and delivery.
- A Collaborative Professional Learning (CPL) model building staff and leadership capacity through sharing successful and innovative practices.
- Opportunities for constructive feedback, self-reflection and evaluation, ensuring every teacher and every leader improves every year.

Differentiation

To achieve excellence, we believe all students across the school should work towards individualised learning progress. Skills in assessment to determine Individual student learning goals are paramount, including building teacher capacity to effectively and consistently embed assessment and track student learning. This will be achieved by:

- Teaching and learning programs representing evidence of student learning, targeting instruction and tracking student progress over time, ensuring high expectations with challenging and visible learning goals.
- Catering for the diversity of students with deliberate High Potential and Gifted Education opportunities and a targeted approach to building effective practices in English as an additional language or

Success criteria for this strategic direction

Quality teaching and learning-Curriculum:

Teachers collaborate across stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement. This informs the development of evidence-based programs and lessons, in-line with curriculum, syllabus documents and NESA standards.

Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.

Programs show evidence and review of the progression of student knowledge with systematic assessments K-6 to determine and track this. Students articulate their next step learning goals, showing and describing their thinking/learning.

Assessment:

Systems and structures are built for teachers to collect and use assessment data that monitors achievement and identifies gaps in learning. This informs planning for particular student groups and individual students.

Formative assessment is seen as a daily practice and is modelled and discussed in the CPL model through a whole school assessment strategy.

High Impact Professional Learning

Whole school analysis of teaching staff identifies strengths and areas of growth, with planning to build capabilities, and aspiring leaders, by sourcing expert teachers to provide mentoring or coaching.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes and stages or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice

Strategic Direction 1: Student growth and attainment

Initiatives

- dialect (EAL/D)
- Partnerships with families to develop student learning goals and next steps in learning.
- Various student reporting processes providing information to support further progress and achievement.

Success criteria for this strategic direction

Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.

Differentiation:

Differentiation of curriculum delivery occurs to meet the individual needs of students including adjustment for learning support and challenge (high potential and gifted opportunity), and is evidenced in teaching and learning programs.

Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.

The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.

Evaluation plan for this strategic direction

Question: To what extent has professional learning in evidence-based curriculum planning, explicit teaching and a consistent approach to assessment enabled every student to reach their individual learning potential?

Data: NAPLAN, SCOUT, Check In Assessment, teaching and learning programs, student work samples, professional learning conversations and surveys, SEF, teacher observations.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to improvement and progress measures.

Implications: Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future school planning.

Strategic Direction 2: Connections

Purpose

Student wellbeing and safety are our priority. A caring culture of connection and belonging is the foundation of learning and the responsibility of the whole school community.

Improvement measures

Attendance >90%

Achieve by year: 2023

Improvement in the proportion of students attending school 90% or more of the time to be at or above the lower bound system-negotiated target of 87.6%.

Wellbeing

Achieve by year: 2023

Improvement in the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the lower bound system negotiated target of 89.5%.

School Excellence Framework: Wellbeing

Achieve by year: 2026

Improvement in the element of Wellbeing to the level of Excelling as measured by the School Excellence Framework.

School Excellence Framework - Learning Culture - Transitions

Achieve by year: 2026

Improvement in the element of Learning Culture under the theme 'Transitions and Continuity of Learning' to the level of excelling as measured by the School Excellence Framework.

Initiatives

Learning Culture

We will continue to build a consistent learning culture, working with our whole school community to ensure that all members have a voice and are student focused. This will be achieved by:

- A high expectations culture, offering supportive transitions at all points.
- A proactive approach to systems and processes for improved attendance and engagement, ensuring our community work together for success.
- Coaching and mentoring opportunities with the support of the leadership team and colleagues, to ensure a collaborative approach to personal development and capacity building.
- Engaging students directly and positively to impact on their motivation, confidence and school connection to achieve learning outcomes.

Wellbeing

Connection and Belonging instills a confidence in students to take risks in learning. An understanding that the school cares and believes in student success, viewing each student as an authentic individual, is essential. This will be achieved by:

- Data driven wellbeing strategies and a proactive and positive approach to behaviour.
- The development of an internal psychology model, igniting students' passions and ability to learn.
- Strengthened Learning Support Team processes with an understanding of disability standards and appropriate adjustments and modifications. The provision of supports and modifications meet the ever changing needs of students and the community.
- Ensuring the beliefs and values behind our wellbeing practices are known and embedded by the community, providing high expectations and high support for all.

Success criteria for this strategic direction

Learning Culture

Individualised and differentiated programs ensure challenge and engagement. Assessment and reporting processes and learning conversations communicate next steps in learning, and support aspirations and expectations of students and parents/carers, to plan for learning.

The school collects and analyses information to inform and support successful student transitions. Those at learning risk are supported in partnership with families and internal and external supports.

Attendance data is regularly analysed and is used to inform planning. Whole school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Our students willingly engage in all facets of school, supported in programs developed through collaborative planning. We prioritise whole school team building, engaging students in fun learning activities.

Wellbeing:

Wellbeing and engagement are our first priority with the needs of all students explicitly addressed in teaching and learning programs.

Every student can identify a staff member to whom they can confidently turn to for advice and assistance at school.

The school collects, analyses, uses and values data including student, parent and staff voice to monitor and refine a whole school approach to wellbeing and engagement.

Consistent systems and evidence of impact indicate learning improvement and school success.

Behaviour expectations are developed by all key stakeholders with consistent support offered across the school.

Strategic Direction 2: Connections

Evaluation plan for this strategic direction

Question: To what extent is the school culture focused on learning, aspiration and improvement with a planned approach to whole school processes, supporting student wellbeing?

Data: Tell Them From Me survey, school system data, school procedures, observational practices, transition data and evidence, departmental and external agency feedback.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to improvement and progress measures.

Implications: Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future school planning.

Strategic Direction 3: Community

Purpose

Ensure a focus on student-based decisions with respectful communication, teamwork and administrative systems, structures and processes, underpinning ongoing school improvement.

Improvement measures

Tell Them From Me - Parent Survey

Achieve by year: 2026

Tell Them From Me (TTFM) parent survey indicates an increased score in the measure Parents' Participation at School .

School Excellence Framework: Management Practices and Processes

Achieve by year: 2026

Improvement in the element of Management Practices and Processes to the level of Excelling as measured by the School Excellence Framework.

Tell Them From Me - Student Survey

Achieve by year: 2026

Tell Them From Me (TTFM) student survey indicates an increased score in the measure 'Aboriginal and Torres Strait students feel good about their culture'.

Initiatives

Partnerships in learning

The school will engage our community to build learning partnerships, sharing knowledge and Connections to Country with a focus on strong and strategic planning by the leadership team.

This will be achieved by:

- Developing a Reconciliation Action Plan to ensure our community are united in direction, partnership and agreement for meaningful and truthful Aboriginal Education.
- Frequent opportunities for parents and carers to engage with learning, whole school and individually for their child.
- Seeking community, staff and student feedback to monitor, assess and evaluate evidence of activities to drive school improvement.
- Effective SIP planning and implementation. All staff can communicate the school's direction and know their part in working to meet improvement measures.

School environment, systems and processes

We will continue a focus on improving the visual appeal, physical and practical use of the school environment. Strategic financial management and partnerships with Assets and Schools infrastructure for improvement, along with various connections within our immediate community, will ensure students and staff are accessing a space equipped for learning now and into the future. This will be achieved by:

- All students and staff accessing technology that supports learning and administration.
- Developing systems and processes, based on self-assessment, ensuring regular review, communication and sustained practice.
- Clear and streamlined consultation and planning of finance, school infrastructure and administrative systems, policy and procedures.

Success criteria for this strategic direction

Partnerships in learning

There is demonstrated commitment within the school community that all students make learning progress.

Partnerships with parents and students support clear improvement aims and planning for learning.

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

Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

Staff understand what they need to do to help address the school plan strategic directions and meet the school's improvement measures.

School environment, systems and processes

The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.

Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction.

The leadership team analyses responses to school community satisfaction measures.

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Technology is effectively used to enhance learning and service delivery.

Evaluation plan for this strategic direction

Evaluation plan for this strategic direction

Question: To what extent are learning partnerships with the community focused on learning progress and school improvement, providing the opportunity for engagement and future planning?

To what extent is strategic school planning of resources, processes and systems ensuring a safe, successful learning environment for the future?

Data: NAPLAN, SCOUT, Check In Assessment, teaching and learning programs, student work samples, professional learning conversations and surveys, School Excellence Framework, observations.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed for insight in relation to improvement and progress measures.

Implications: Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually. This will guide and drive ongoing initiative implementation and future school planning.