

# Strategic Improvement Plan 2024-2027

## Blayney Public School 1260



# School vision and context

## School vision statement

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Blayney Public School is an inclusive and caring school offering a broad, and rich curriculum with strong co-curricular activities that promote equitable outcomes, opportunities and experiences for our students. We deliver educational excellence through continuous improvement and effective teaching practices. We uphold high expectations and celebrate achievement, enabling all students to learn, grow and belong.

## School context

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Blayney Public School, with an enrolment of 264 students, is located in the central west of NSW.

Blayney calls itself "The Village Shire" because it is a typical rural service centre, a farming town and administrative centre with avenues of deciduous trees that ensure it is particularly attractive in autumn. In recent times Blayney Shire, unlike most rural centres, has developed a strong industrial and mining base.

Established in 1858, Blayney Public School enjoys a proud history of meeting the needs of its community. Our mission is to develop confident, well-equipped citizens who have a positive attitude towards continued learning and an active concern for the world.

The school grounds boasts a culturally inclusive sensory garden, highlighting local Wiradjuri artists and native bush tucker and flora. The playground areas are visually appealing with large murals and equipped with, fixed play equipment, rock gardens, musical instruments and grassy play areas.

Blayney Public School is a growing school community which has a relatively transient school population, with a high turnover of students between Kindergarten and Year 6. Over the years the school has maintained a fairly stable enrolment of students, with 3 support classes operating to support students with additional needs. Individual learning programs are developed to support English as an additional language or dialect (EAL/D) learners. All Aboriginal students are supported with Personalised Learning Pathways, opportunities to attend the Junior AECG meetings and lead culturally appropriate programs.

Our highly motivated, qualified staff provide quality educational opportunities to our students. The school prides itself on facilitating a wide range of academic, sporting, creative and cultural activities. The school is committed to delivering progressive and inclusive education through innovative programs in literacy and numeracy and the continuous implementation of state-of-the-art technology.

Blayney Public School is a proud member of the Heritage Country Schools PSSA, Bathurst Principals Network and an active member of the SPARKE learning community. We work in partnership with the Bathurst Local Aboriginal Education Consultative Group (AECG) to facilitate opportunities for Blayney community input.

We undertake extensive evaluation of external and internal data. Our literacy and numeracy data indicates target areas of reading and Numeracy. We value strong community partnerships and support individual students learning needs. We engage in authentic consultation with staff, students, community and the local AECG as we continue to drive school improvements.

To improve student achievement in reading and numeracy, a school focus on *Wellbeing*, *Curriculum* and *Effective Classroom Practice* is undertaken in our new school plan process. These initiatives of effective practices are research based and will be monitored and evaluated at planned points every term.

# School vision and context

## School vision statement

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We facilitate school leadership initiatives to improve the quality of teaching, address student need and promote academic success in literacy and numeracy.

The careful management of financial and human resources ensures all activities are well resourced, and teacher professional learning is a key priority. This process is monitored by the principal and the finance team to ensure budgeting is effective and impactful.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to deeply embed a learning culture that promotes quality teaching, curriculum planning, implementation and assessment that meets the individualised needs of students, promoting their academic success whilst enhancing student agency, where all students are challenged and all adjustments lead to improved engagement in learning.

## Improvement measures

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increased proportion of Year 4 students in 2024 attaining a 'C' or above in Reading, compared with Year 3 students in 2023.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increased proportion of Year 4 students in 2024 attaining a 'C' or above in Numeracy, compared with Year 3 students in 2023.

## Initiatives

### Curriculum Provision

Our teachers are committed to using an evidence-informed approach to quality teaching, curriculum planning, implementation and assessment to promote learning excellence.

We will:

- Provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.
- Ensure sustained challenge and optimal learning outcomes, incorporating a strong student voice.

### Differentiation

Teaching and learning programs are responsive to the learning needs of students and syllabus requirements.

- All students are challenged, and all adjustments lead to improved engagement for learning.
- Teachers involve students and parents/carers in planning to support learning and share expected outcomes.

## Success criteria for this strategic direction

Our school's evidence-informed approach to quality teaching, curriculum planning, implementation and assessment promotes learning excellence.

Teaching and learning programs are differentiated and inclusive, with adjustments made based on individualised student need to enable them to achieve their identified learning goals.

Student assessment informs progress monitoring and measures growth toward their learning targets. Teachers collaborate in partnership with students and their families to set goals which support their learning journey.

## 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:

- External data, e.g. NAPLAN, Scout and Check-in Assessment data
- Student work samples in literacy and numeracy
- Internal data (A to E grades, Sentral markbooks.)
- Student self-assessment (WAGOLL Wall 'What a good one looks like', rubrics, learning intentions and success criteria)
- Student IEPs and PLPs
- Teacher moderating

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

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusion.
- Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

# Strategic Direction 2: Effective Classroom Practice

## Purpose

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Our purpose is to employ explicit, inclusive teaching strategies to build teacher capacity which optimises the learning progress of students. Our aim is to identify, promote and model quality teaching practices, and to provide feedback to students to clearly define the future direction for learning.

## Improvement measures

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### Creating Written Texts

Achieve by year: 2027

All students demonstrate growth and achievement in Creating Written Texts, as measured against the learning progressions.

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## Initiatives

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### Explicit Teaching

Our teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

We will:

- Employ explicit teaching strategies to optimise learning progress of students across the full range of abilities.
- Identify, model and promote effective methods, and students' learning improvement is monitored, demonstrating growth.

### Feedback

Our focus is to build teacher capacity to review learning with students both in class and on work submitted, ensuring all students have a clear understanding of how to improve.

This includes:

- Using a range of different types of assessments and analyse the data to plan, modify and deliver lessons to meet the learning strengths and needs of students, and to monitor and evaluate the effectiveness of lessons.
  - Eliciting student feedback by teachers to inform their teaching.
  - Explicitly addressing student errors and misunderstandings until teachers and students are confident that mastery is demonstrated.
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## Success criteria for this strategic direction

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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 and students. This drives ongoing, school-wide improvement in teaching practice and student results.

The leadership team facilitates a professional learning community which is focused on continuous improvement of teaching and learning.

## Evaluation plan for this strategic direction

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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:

- External data, e.g. NAPLAN, Scout and Check-in Assessment data
- Student work samples in literacy and numeracy
- PLAN2 (literacy and numeracy progressions)
- Internal data (Sentral markbooks)
- Student IEPs and PLPs
- Observations
- Staff surveys
- Data walls
- Agendas for meetings
- Teaching and learning programs

The evaluation plan will involve:

- Reflections and collegial discussions around professional learning on feedback.
- Regularly reviewing these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

## Strategic Direction 2: Effective Classroom Practice

### Evaluation plan for this strategic direction

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- Regular professional 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 conclusion.
- Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

# Strategic Direction 3: Wellbeing

## Purpose

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Our purpose is to foster positive and respectful partnerships with all school community stakeholders using a consistent, whole school, data-informed approach to support learners and their families. We aim to maximise learning and wellbeing, developing collective responsibility and building staff capacity to support the diverse needs of our community.

## Improvement measures

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### Attendance

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

Achieve by year: 2027

The attendance rate for the school is increased from 90.58% in 2023 to 91.7% by 2027.

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## Initiatives

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### Caring for Students

Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students.

- Embedded processes are in place to ensure that all students feel empowered and can access staff members for guidance, support and assistance.

### A planned approach to inclusion and wellbeing

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

- Embedded school-wide and data-informed approaches are in place to support student and staff wellbeing.
  - Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.
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## Success criteria for this strategic direction

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The school has implemented and maintained evidence-based change to whole school practices which result in measurable improvement in wellbeing, engagement and attendance.

Attendance data is collected and analysed on a regular basis, and strong processes are in place to support students and families to improve attendance.

## Evaluation plan for this strategic direction

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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:

- Wellbeing groups
- Wellbeing plans
- Risk management plans
- Behaviour plans
- Behaviour cards
- Positive Re Entry to the Playground (PREP) records
- PBL lessons
- Attendance data
- Staff professional development
- LaST referrals
- Meeting minutes

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



## Evaluation plan for this strategic direction

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- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusion.
- Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.