

Strategic Improvement Plan 2021-2024

Berrigan Public School 1207



School vision and context

School vision statement

Engage with students to achieve their personal best and bring out the best in others.

School context

Berrigan Public School services a small rural community of approximately 1500 people. For over 100 years the school has provided quality public education to the children of Berrigan and the surrounding district. The school has a teaching principal and maintains four multistage classes.. 'Play your Part 'is the school's motto and reflects our core belief that everyone - students, staff, parents and families have a shared responsibility to foster a safe and supported educational environment where the school's values - safe, proud, responsible and respectful are on show.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

A minimum of 40% of Year 3 achieve in the top 2 bands in NAPLAN Reading

Target year: 2022

A minimum of 40% of Year 3 achieve in the top 2 bands in NAPLAN Numeracy

Target year: 2022

A minimum of 60% of Year 5 students achieve in the top 2 bands in NAPLAN Reading

Target year: 2022

The proportion of Year 5 students achieving at or above expected growth in NAPLAN numeracy increases to 60%.

Target year: 2022

Improvement as measured by the School Excellence Framework:

Learning:

Curriculum - Sustaining and Growing

Assessment - Sustaining and Growing

Teaching:

Effective Classroom Practice - Sustaining and Growing

Data Skills and Use - Sustaining and Growing

Initiatives

Ensure effective strategies and processes for **data analysis and reflection** are used for responsive curriculum delivery, particularly in the areas of **reading instruction and numeracy**

- High impact **professional learning** in data literacy, data analysis and data use in teaching for all staff. This will be linked to gap analysis data.
- Establish and use a part time 'in house' **Instructional Leader role** to work with staff, using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable **formative and summative assessment** tasks are used to analyse student progress, evaluate growth over time and report student achievement
- Embed **data informed formative assessment practices** as an integral part of daily instruction in every classroom
- Quality teaching and learning programs link student achievement data with curriculum outcomes and learning progressions to **plan point of need instruction and evaluation of impact**

Teachers effectively deliver the curriculum, engaging in rigorous practice that is anchored by **explicit instruction**, clearly articulated **learning intentions** and **success criteria**.

- Build staff **curriculum knowledge**, collaborative development of the literacy and numeracy teaching opportunities across all KLAs
- Build staff professional knowledge of the educational research base supporting **explicit teaching, learning intentions and success criteria** and their effective implementation in schools
- Develop staff proficiency in **programming** and delivering explicit instruction
- Establish **programming requirements** and **program review processes** that support teachers to effectively plan for, and document, curriculum delivery and to

Success criteria for this strategic direction

A whole school assessment and data analysis schedule that provides a structure for the effective collection and use of data is developed and implemented.

Areas of Focus (AoF) are developed and are intuitive to individual learning needs and provide evidence of improvement.

Teaching programs are responsive and directly informed by student achievement data on a 5 week cycle for literacy and numeracy.

Systems of peer observation, structured feedback and reflective practice are in place and provide evidence of increased teacher proficiency in explicit instruction.

Effective and supportive program review processes are in place that provide evidence of practice improvement and self reflection

Evaluation plan for this strategic direction

Question:

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

Data:

We will use a combination of data sources. These will include:

- Internal assessments - Essential Assessment, PAT R (Reading), PLAN2, Macqlit, Heggertys
- External Assessments - check in assessments, NAPLAN
- surveys
- observations

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will

Strategic Direction 1: Student growth and attainment

Improvement measures

Learning and Development - Sustaining and Growing

Leading:

Educational Leadership - Excelling

Initiatives

engage in reflective practice

Evaluation plan for this strategic direction

review progress towards the improvement measures annually.

Implications:

The findings of the analysis will inform:

- future actions
- annual reporting on school progress measures

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

To ensure that all students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school well-being processes that support improved attendance and higher levels of well-being and engagement.

Improvement measures

Target year: 2022

Decrease the proportion of students attending < 80% of the time

Target year: 2022

Maintain the proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School in the TTfM surveys.

Target year: 2022

Improvement as measured by the School Excellence Framework:

Learning:

Learning Culture - Sustaining and Growing

Wellbeing - Excelling

Teaching:

Leading:

Educational Leadership - Excelling

Initiatives

Embed a whole-school approach to student well-being and engagement where there is a collective responsibility for all student learning and success. *'Know they Impact'* (John Hattie) and *'Put faces to the data'* (Lyn Sharratt). This will be achieved by:

- reviewing current well-being processes and their levels of alignment with the data from the Well-being Framework Self Assessment findings to establish focus areas
- Update the whole-school approach to the well-being processes to ensure monitoring, analyse and evaluation of student behaviour, attendance, well-being, learning and engagement data takes place
- Embed the Wellbeing Framework into the school culture through ongoing professional learning in effective wellbeing strategies whilst taking a lesson study approach to adjust, refine and improve practice
- Embed differentiated support for well-being and engagement into practice ie. teaching programs, behaviour systems, intervention and adjustment, ensuring strategies are regularly reviewed

Success criteria for this strategic direction

Teacher's demonstrate increased expertise in catering for students with complex trauma and/or challenging behaviours.

Strong learning and support processes guide and assist teachers and parents in actively supporting students.

Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of school's values and expectations.

Planning and provision of learning is informed by holistic information about each student's well-being and learning needs in consultation with families.

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student well-being and engagement.

Evaluation plan for this strategic direction

Question:

How can the school determine that it's systems and processes for enhancing student well-being and engagement have been successful?

Data:

Wellbeing Framework Self assessment pre and post data

PDPs

Attendance weekly data

Incident reports

Suspension data

Extra curricula survey data

TTfM -

Analyse:

Evaluation plan for this strategic direction

We will analyse the data to determine the extent to which the purpose has been achieved.

Implications:

What are the implications of the work we have done?

The data will influence our future directions and next steps.