

Strategic Improvement Plan 2021-2024

Bogangar Public School 4632



School vision and context

School vision statement

Bogangar Public School believes in excellence, innovation, opportunity and success for all students. Our vision is to be partners in learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners.

School context

Bogangar Public School is located on the beautiful Tweed Coast in the community of Bogangar/Cabarita Beach and is a member of the Coastal Learning Community. Student population at the commencement of 2021 is 365. The school culture is one of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence.

Bogangar Public School is committed to pursuing excellence and providing high quality educational opportunities for all students. The school community believe that every student should be motivated, nurtured and challenged, to learn and continually improve in a safe, inclusive, engaging, well resourced learning environment with high expectations, so that all students can become active and informed citizens of the future, living and working successfully in the 21st Century.

Our school employs a dynamic staff who deliver academic programs, with a focus on literacy and numeracy. These programs are underpinned by evidence based research, supported by a strong learning and support program and a proactive, positive approach to student wellbeing.

A comprehensive situational analysis has been conducted, in consultation with students, staff and parents, which led to the development of this 2021-2024 Strategic Improvement Plan.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy, and to build strong foundations for academic success, 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

Improvement in the percentage of students achieving in the top 2 bands of NAPLAN reading by 7.4% to be above the school's lower bound system-negotiated target

Target year: 2023

Increase the % of students achieving expected growth in NAPLAN reading by 7.5% or more to be above the system-negotiated target baseline

Target year: 2024

An increased proportion of Aboriginal students achieving in the top two NAPLAN bands for reading

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands of NAPLAN numeracy by 7.15% to be above the school's lower bound system-negotiated target.

Target year: 2023

Increase the % of students achieving expected growth in NAPLAN numeracy by 12.1% or more to be above the system-negotiated target baseline

Target year: 2022

Increase the proportion of Aboriginal students in the top two NAPLAN bands for numeracy

Initiatives

Data Informed Practices

Improve effective classroom practice through a focus on adjusting teaching to be responsive to student data by:

- Reviewing and adapting schoolwide practices to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Ensuring effective whole school strategies and processes for data analysis and reflection are used for responsive curriculum delivery at whole class, group and individual level as an integral part of daily instruction in every classroom.
- Providing high impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Strengthening collaborative support for teacher performance development guided by the School Excellence Framework.

Personalised learning

Embed a schoolwide learning culture that enables students to create, receive feedback and achieve their learning goals by:

- Providing high impact professional learning on the use of literacy and numeracy progressions and the High Potential and Gifted Education policy to personalise learning and understanding
- Expertly using student assessment data in reading and numeracy schoolwide to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities
- Embedding and using high impact professional learning models to build teacher capabilities and collective pedagogical practice across the school that creates a culture of continuous improvement

Success criteria for this strategic direction

Teachers expertly apply a range of formative and summative assessment strategies to inform teaching and learning that leads to measurable improvement

Valid and reliable assessment data is collected in reading and numeracy on a regular and planned basis, documented in schoolwide software platforms, monitored, analysed and used responsively as an integral part of classroom instruction and program evaluation

All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice

Teachers demonstrate high quality skills in explicit, innovative pedagogical practice and differentiation to highly engage students

All students articulate, understand and achieve their literacy and numeracy learning goals

Teachers engage in high impact professional learning, collaborate with colleagues and are confident in delivering quality lessons

Teaching and learning programs evidence that they are adjusted to address individual needs using evidenced based pedagogies to ensure that all students are challenged and all adjustments lead to improved learning

Teachers implement whole school evidence based teaching pedagogies to ensure the most effective methods to optimise learning progress for all students, across the full range of learning abilities and cultural diversities

Personal Learning Pathways (PLPs) and Individual Learning Plans (ILPs) are actively implemented across the school for all students involving teachers, students and parents in planning to support learning, and share expected outcomes

Aboriginal students are engaged in culturally responsive curriculum to support students' identity and achieve their

Success criteria for this strategic direction

potential

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
- Check in assessment data
- Scout
- TTFM
- Value added data
- Student work samples
- PLAN2 data
- PAT/SA data
- PLPs, ILPs
- resourcing - availability of resources
- exit slips
- student feedback and check ins
- teaching program evaluations

Teachers are supported across all key learning areas through differentiated professional learning

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

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

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Connect Succeed Thrive and Learn

Purpose

To ensure every student maximises their learning potential and improves every year, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

Improvement measures

Target year: 2022

TTFM Wellbeing data (advocacy, belonging, expectations) improves by at least 4.5% or more to be at or above the lower bound system negotiated target

Target year: 2022

Increased percentage of students attending school more than 90% of the of the time by 4.9% or above.

Target year: 2024

School self-assessment of the element 'Wellbeing' indicates improvement to 'Excelling'.

Initiatives

Wellbeing

Implement wellbeing practices to complement and support teaching and learning by:

- Embedding Positive Behaviour for Learning Tier 3 practices across the school enabling teachers and students to focus on learning
- Explicitly and consistently teaching expectations of positive behaviour for learning and applying them schoolwide to ensure optimum conditions for student learning
- Providing opportunities for students to connect, succeed and thrive that are relevant to their stages of learning and development, addressing their cognitive, emotional, social, physical and spiritual wellbeing

Engagement

Engagement in teaching and learning is a prerequisite to success. We will ensure 'every student is engaged and challenged to continue to learn' (NSW Department of Education, 2018) by:

- Working in partnership with the school community to support and engage students in opportunities to connect, succeed, thrive and learn, developing the vital skills to flourish now and in the future years
- Providing enriching opportunities for all students to maximise student engagement and achievement
- Showcasing school initiatives and practices to to strengthen home/school learning partnerships so that parents are equal and informed partners in learning

Cultural

Provide Aboriginal students with a fair, equitable, culturally inclusive, high quality and significant educational opportunities by:

Success criteria for this strategic direction

All students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help fulfil their potential

Evidence based whole school practives are evident and demonstrate measurable improvements in wellbeing and engagement to support learning

School wide, collective, responsibility for student learning and success is evident with teachers involving students and parents in planning to support learning and share expected outcomes

Positive, respectful relationships are evident and widespread amongst students and staff, promoting student wellbeing to ensure optimum conditions for student learning across the school

The school is recognised as excellent and responsive by the community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

A formalised community charter is in place and communicated, evidencing consultation with the whole school community

Consistent and systematic schoolwide processes are evident to minimise absences and ensure this does not impact on learning outcomes

All classrooms and learning environments are flexible and well managed within a consistent, schoolwide approach so that all students can engage in productive learning with minimal disruption

Tell Them From Me survey data shows an increased proportion of students reporting a sense of belonging, expectations of success and engagement in learning

Positive respectful relationships are evident and widespread among students and staff in all contexts of school life.

Personal Learning Pathways (PLPs) and Individual

Strategic Direction 2: Connect Succeed Thrive and Learn

Initiatives

- Embed personalised learning practices across the school for Aboriginal students where teachers involve students and parents in planning to support learning, and share expected outcomes so that all students obtain a high quality education as a platform for enriching their life chances and achieving their full potential
- Develop a schoolwide Culture and Language program in consultation with the Aboriginal Education Consultative Group (AECG) and the local Aboriginal community
- Support students to connect with their cultural identity and develop self efficacy through participation in local cultural events/activities and the Coastal Learning Community (CLC) YULi transition program to maximise student engagement
- Provide a broad spectrum of Aboriginal cultural activities and embed cultural curriculum perspectives across all key learning areas to strengthen students and staff's awareness and understanding of Aboriginal peoples and cultures, thereby optimising student engagement and achievement

Success criteria for this strategic direction

Learning Plans (ILPs) are actively implemented across the school for all students with teachers, students and parents involved in planning to support learning and share expected outcomes.

Teaching and learning programs show evidence of cultural curriculum perspectives and adjustments to address individual cultural students needs as part of a planned scope and sequence that leads to improved learning outcomes and understanding of Aboriginal peoples and cultures for students and staff.

Aboriginal students actively connect with their culture by participating in cultural events and activities, taking a leadership role in sharing their culture with the broader school community.

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.

- Tell Them From Me data on wellbeing
- Scout
- ILPs and PLPs
- Committee minutes
- Tell Them From Me Aboriginal students connection to culture
- participation in extra curricula activities
- behaviour management database
- teaching program evaluations

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

Evaluation plan for this strategic direction

- * 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 conclusions

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 3: Collaborative Practices

Purpose

To develop a school-wide culture of high expectations, that promotes and values effective collaboration, leading to a shared sense of responsibility for engagement, learning, development and success.

Improvement measures

Target year: 2024

School self assessment indicates improvement in the elements of 'Learning and Development' and 'Educational Leadership' to 'Excelling'.

Target year: 2024

TTFM Student Engagement data improves to be at or above the NSW Government Norms

Target year: 2024

TTFM 'Focus on Learning' Teacher Survey data improves in the dimensions 'Planned Learning Opportunities' and 'Quality Feedback' around colleague and leader feedback on lessons

Target year: 2024

Corwin's School Capability Assessment Report evidences improvement in 'Visible Teaching and Leading' and 'Effective Feedback' around formal observation and feedback processes across the school

Initiatives

Collaboration

Enhance a culture of collaboration to support ongoing improvement by:

- Initiating collaborative relationships to expand professional learning opportunities and create a culture of shared instructional leadership to achieve organisational best practice
- Establishing professional learning communities with the focus on continuous improvement of teaching and learning and leadership opportunities
- Developing implementation processes to support regular, ongoing collaborative planning, reflection and peer coaching so that teachers are supported, and support one another, to continuously develop their skills and knowledge
- Embedding distributive leadership to sustain a culture of effective, evidence based teaching and ongoing improvement
- Embedding processes to support teachers to regularly participate in structured lesson observations, and enquiry based teaching, that focuses on how different teaching approaches impact on student learning

Success criteria for this strategic direction

Explicit systems are embedded that facilitate professional dialogue, collaboration, classroom observations, the modelling of effective practice and the provision of specific and timely feedback between teachers

Mentoring and coaching relationships are evident across the school that ensure the ongoing development and improvement of all teachers

Teaching staff demonstrate and share their expertise of effective, evidence-based teaching strategies within the school

Professional learning communities are established and meet on a regular, scheduled basis

The community recognises the school as excellent and responsive because it uses best practice, embeds a culture of high expectations and effectively caters for the range of equity issues in the school

Effective, evidence-based teaching is embedded across the school and is focussed on ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease

Evaluation plan for this strategic direction

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

- Tell Them From Me data on Student Engagement
- Committee minutes
- Tell Them From Me 'Focus on Learning' Teacher Survey
- Tell Them From Me 'Partners in Learning' Parent Survey
- Corwin's School Capabilities Assessment Report

Evaluation plan for this strategic direction

- teaching program evaluations
- Professional Learning and School Calendars and timetables

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

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'