

# Strategic Improvement Plan 2021-2024

## Boree Creek Public School 1318



# School vision and context

## School vision statement

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At Boree Creek Public School we are an innovative school that partners with our community to embed high expectations, personalised learning focused on positively improving achievement, wellbeing and engagement.

## School context

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Boree Creek Public School is a small K-6 rural school catering for those who live within the small village of Boree Creek and on surrounding properties located on Wiradjuri Land.

Boree Creek Public School is well-resourced and benefits from highly professional and dedicated staff that utilise their strengths to provide outstanding opportunities and support for all students. There is a strong belief in the importance of developing the whole child and learning opportunities for students in a variety of curriculum, cultural and sporting endeavours is provided. The staff and community have high expectations for all students and the school has a strong focus on implementing meaningful student wellbeing programs.

The school maintains excellent community partnerships and is actively involved in a wide range of community activities. Effective communication and enhanced external partnerships with parents and the wider community remains a focus and we emphasise the important role parents and carers play in enhancing student learning outcome.

The school has completed a situational analysis in consultation with students, staff, parents and community to identify and evaluate current practices and determine future directions. As a result, our focus is quality teaching and learning refining evidenced based practices with a focus on explicit teaching strategies. We will build on existing frameworks to refine collaborative practice as a tool to achieve continuous improvement of teacher quality.

In implementing the strategic improvement plan a structured and planned evaluation will guide our understanding of success and any adjustments needed to support the teaching and learning at Boree Creek Public School.

# Strategic Direction 1: Student growth and attainment

## Purpose

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In order to maximise student personalised learning outcomes in Reading and Numeracy staff will utilise explicit evidenced based teaching practices that optimise learning progress directly informed by the reflective use of data.

## Improvement measures

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### Target year: 2022

The percentage of students achieving in the top two bands in NAPLAN within the Narrandera Small School Network increases by 3% in Reading and 4% in Numeracy.

### Target year: 2024

An increased number of students that equal or exceed expected growth in Progressive Assessment Test Reading and Maths as measured by ACER.

## Initiatives

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### Effective Classroom Practice

In Reading and Numeracy staff will identify, understand and implement explicit teaching practices drawn on research about how students effectively learn and apply information.

### Data Skills and Use

In Reading and Numeracy whole school structures and systems will support staff to employ a range of assessment strategies to monitor progress which directly determine teaching effectiveness, and future school and teaching directions.

## Success criteria for this strategic direction

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### Effective Classroom Practice

A whole school scope and sequence is developed from the syllabus to systematically build student understanding of skills, concepts and content knowledge in Reading and Numeracy.

Teaching and learning programs employ evidence-based effective teaching strategies to address individual learning needs and meet mandated requirements showing evidence of reflection and refinement directly informed by student progress and achievement.

### Data Skills and Use

The whole school embeds systematic and reliable assessment data to track and monitor student progress in Reading and Numeracy.

Expected growth for each student is identified and students articulate and understand the next steps needed to optimise their Reading and Numeracy learning outcomes.

## Evaluation plan for this strategic direction

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Is there evidence of explicit and evidenced based teaching practices embedded in Reading and Numeracy?

Is there evidence of systematic and reliable assessment data used in Reading and Numeracy which directly informs future teaching and learning?

We will use a combination of data sources to evaluate attainment of this strategic direction and initiatives. These will include internal and external assessment data, classroom observation and surveys, teaching program audits and tiered intervention progress.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around whether we are on track for achieving the intended improvement measures. After analysing the data a determination will be made as to the future direction, in collaboration with school staff, students and community.

# Strategic Direction 2: Wellbeing and Engagement

## Purpose

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In order to ensure all students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that promote high levels of wellbeing and engagement.

## Improvement measures

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### Target year: 2022

The percentage of students attending for more than 90% of the time increases by 8%.

### Target year: 2023

The percentage of students exhibiting positive wellbeing including advocacy, belonging, expectations in the Tell Them From Me surveys increases by 9%.

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## Initiatives

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### Wellbeing & Classroom Engagement

The whole school will identify and embed a holistic evidence-based wellbeing approach that includes preventative and responsive strategies resulting in measurable improvements in student wellbeing and engagement.

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## Success criteria for this strategic direction

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### Wellbeing & Classroom Engagement

Whole school practices are consistently monitored and reviewed, in collaboration and consultation with families, to evaluate and determine measurable improvements in wellbeing and engagement that directly support student learning.

Respectful and positive relationships are evident throughout the school through the explicit teaching of healthy coping strategies, resilience and self-regulation to students.

High functioning Learning and Support processes guide and assist staff and parents in actively supporting students.

Teachers and parents work together to support consistent and systematic processes to maximise student attendance and engagement.

Expectations of classroom behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning.

### Evaluation plan for this strategic direction

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Is there evidence of whole school wellbeing approaches that positively promote students increased ability to connect, succeed, thrive and learn leading to high levels of wellbeing and engagement?

Is there evidence of whole-school effective classroom management approaches that include preventative and responsive strategies empowering all students to engage and take ownership for productive learning?

We will use a combination of data sources to evaluate attainment of this strategic direction and initiative. These will include internal and external data., Tell Them From Me - student wellbeing & family satisfaction. and Learning and Support Team meeting processes and minutes.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around whether we are on track for achieving the intended improvement measures. After analysing the data a determination will be made as to the future direction, in collaboration with school staff, students and community.

# Strategic Direction 3: Refined collaboration and feedback

## Purpose

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In order to maximise student personalised learning outcomes, whole school systems facilitate staff to engage in explicit professional dialogue, collaboration, observation and feedback are used to ensure school-wide improvement in teaching practice.

## Improvement measures

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### Target year: 2023

There will be an uplift in students achieving expected growth in NAPLAN Reading and Numeracy.

### Target year: 2024

Staff will participate in Quality Teaching Rounds (QTR) and embed QT elements within teaching and learning programs and classroom practice to demonstrate improvement in teacher effectiveness.

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## Initiatives

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### Learning and Development

Embed a whole-school collaborative system where staff work together to achieve a common goal through the sharing of evidence-informed practices leading to measurable improvement in staff quality.

### Educational Leadership

The teaching and non-teaching team utilise evidenced based systems and strategies to foster a culture of high expectations, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

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## Success criteria for this strategic direction

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### Learning and Development

There are embedded whole-school explicit systems for collaboration and feedback to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.

The school has systems to ensure mentoring and coaching enhances all staffs ongoing development.

All staff are empowered through knowledge of relevant, evidence informed teaching practices, enabling them to effectively improve student learning outcomes.

### Educational Leadership

The teaching and non teaching team model instructional leadership which supports a culture of high expectations, resulting in sustained and measurable whole school improvement.

All staff hold high expectation of all and expertly demonstrate their knowledge of students, value them as learners and understand how to support their learning.

All staff provide student with effective feedback that is relevant, explicit, constructive and actionable directly leading to improved learning outcomes.

## Evaluation plan for this strategic direction

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Is there evidence that teachers consistently strive for excellence in classroom practice by embedding evidenced based practices that is shown through research to improve the quality of teaching and student outcomes?

Is there evidence that the collaborative professional learning model is embedded in school processes and fosters professional dialogue about improving teaching and learning?

We will use a combination of data sources to evaluate attainment of this strategic direction and initiatives. These will include internal and external assessment data, Performance and Development Plans, classroom observation and surveys and teaching program audits.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around whether we are on track for achieving the intended improvement measures. After analysing the data a determination will be made as to the future direction, in collaboration with school staff, students and community.