

# Strategic Improvement Plan 2021-2024

## Baradine Central School 1130



# School vision and context

## School vision statement

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Baradine Central School will provide inclusive and quality 21st century learning experiences in a safe and respectful environment. Students and staff will be encouraged and supported to achieve success through attaining educational outcomes.

## School context

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Baradine Central School is a small inclusive K-12 school in a rural setting that is integral to the local community. The core pillars of Baradine Central School's culture are respect, quality, participation and safety.

The school features diverse educational opportunities, outstanding resources and integrated technology with very dedicated and caring staff and strong support from community.

There are approximately 128 students from Kindergarten to Year 12 with 40% primary students and 60% secondary students and 61% identifying as Aboriginal. The school's motto is 'We do not learn for school but for life', emphasising and valuing life-long learning.

Through our situational analysis, we have identified several areas for improvement over the next four years.

There is a need to improve our practices of outcomes-based assessment and our skills to analyse associated data. Our teachers will be supported through targeted professional learning over a 12 month period to build capacity to plan effectively based on greater consistency of judgement. Expertise within the staff will be utilised to lead the changes in assessment practice with the support of school services team.

There is a need to develop a strong focus on improving the learning outcomes and well-being of all students. Positive well-being for all is central to the school's culture with the belief that there is a strong relationship between the cognitive, physical, and social needs of students. We will implement quality programs to address mental health. Our work with individual students in relation to well being and learning outcomes, will be responsive and closely monitored to ensure growth is evident.

Our data analysis of the whole school improvement process will determine our levels of success. Involvement of the whole school community in this process will be essential and we will strive to succeed in developing positive partnerships with all stakeholders.

Continuing programs supporting the development of every learner, include Early Action for Success, Quality Teaching Supported Students, Positive Behaviour for Learning, a comprehensive agriculture program and array of extra-curricula.

The school has effective transition to school and middle years programs. VET courses along with School Based Apprenticeships and Traineeships in Stages 5 and 6 are priorities for some senior students. Individualised learning is supported by continuous goal setting, feedback, assessment for learning and reporting to parents through student reports and the Annual Report.

# Strategic Direction 1: Student growth and attainment

## Purpose

**To build teachers capacity to plan and implement personalised learning to generate growth and attainment for every student.**

## Improvement measures

### Target year: 2022

Improvement in reading for percentage of primary achieving in top two bands to lower bound system-negotiated target 21.1%.

### Target year: 2022

Improvement in numeracy for percentage of primary achieving in top two bands to lower bound system-negotiated target 17.2%

### Target year: 2023

60% students achieving expected growth in Reading in Years 3, 5, 7 and 9.

### Target year: 2023

60% students achieving expected growth in Numeracy in Years 3, 5, 7 and 9.

### Target year: 2024

School Excellence Framework Measures:

Learning: Assessment validated as Sustaining & Growing

Teaching: Effective Classroom Practice & Data Skills and Use validated as Sustaining & Growing.

## Initiatives

### Literacy - focus on assessment practice

Achieve improvement for student learning outcomes in literacy through a focus on assessment practice. We will do this through:

- Establishment of a K-12 literacy team to regularly analyse whole school student performance data through formative assessment practices and whole school monitoring of student learning.
- Comprehensive and ongoing staff professional learning program to develop teachers capacity to utilise criterion referenced assessment (rubrics) and the progressions, to inform teaching and learning cycle and report on individual student growth in literacy.
- Embed sustainable K-12 processes for collecting and analysing data including whole school adoption of literacy progressions and PLAN2.
- Analysis of NAPLAN, check-in assessment, HSC and minimum standard data to identify target areas.
- Focus on academic growth & achievement through rigorous implementation of curriculum with quality and explicit teaching with high expectations.

### Numeracy - focus on embedding in KLAs

Achieve improvement for student learning outcomes in numeracy, through a focus on building staff capacity to include numeracy in all KLA teaching and learning programs. We will do this through:

- Establishing a K-12 numeracy team to regularly assess, collate, and analyse whole school student progress, to inform next steps teaching.
- Embedding sustainable K-12 processes for developing teachers' capacity to plan, implement and assess numeracy in all KLAs.
- Comprehensive and ongoing staff professional learning program to develop teachers capacity to utilise criterion referenced assessment (rubrics) and the progressions, to inform teaching and learning

## Success criteria for this strategic direction

- Teachers have created graded work samples of what A,B,C,D,E work looks like.
- Student performance enhanced by individual learning profile for every student- profiles developed, implemented, evaluated & reported on
- An embedded culture of high expectations for learners
- Parents are informed and understand the value of education for their child -improved partnerships through structured feedback to students & their parents.

## Evaluation plan for this strategic direction

### Question:

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

**Data:** We will use a combination of data sources. these include:

- *student work samples*
- *staff surveys*
- *document analysis*
- *criterion referenced assessment*
- *external assessment e.g. NAPLAN*
- *standardised testing*
- *internal assessment e.g. PLAN 2*

**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. annually the school will review progress towards the improvement measures.

**Implications:** The findings of the analysis will inform :

- future actions
- Annual reporting on school progress measure

# Strategic Direction 1: Student growth and attainment

## Initiatives

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cycle and report on individual student growth in numeracy.

## Evaluation plan for this strategic direction

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(published in the Annual Report each year and on the school website throughout the year).

# Strategic Direction 2: Wellbeing

## Purpose

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*Every student in known, valued and cared for.*

## Improvement measures

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### Target year: 2022

By 2022, **Primary attendance** level at or above **70%**

### Target year: 2022

By 2022, **Secondary attendance** level at or above **65%**

### Target year: 2022

By 2022, **Secondary wellbeing** level at or above **82.4%**.

### Target year: 2024

School Excellence Framework Measures:

Learning: Wellbeing validated as Sustaining & Growing

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## Initiatives

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### Resilience

Develop students' capacity to recover quickly from life's challenging relationships, situations and incidents through explicit teaching of evidenced-based programs. We will:

- implement the Canadian wellbeing program and resource, PROJECT 11.
- enhance our strategies for supporting mental health.

### Physical education K-12

Students engage positively with school sport and physical education based on the philosophy and implementation of the *Long Term Athlete Development Model (LTAD)*. This model's framework allows all students to follow a developmentally appropriate skills progression and aim for a personal best performance. The focus of shifting toward individual movement, and having less focus on interpersonal competition, will create positive experiences for all students when participating in physical activities. By adopting this concept, students should experience an improvement in their overall health and wellness.

We will:

- provide professional learning for staff to build their capacity to embed physical education as a successful learning strategy in their KLA subject.
  - utilise staff expertise to deliver quality coaching and mentoring .
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## Success criteria for this strategic direction

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- Student learning takes place in an environment which fosters and develops choice, accomplishment , positive relationships, enjoyment, growth, health and safety.
- Students are self directed, take initiative and grasp opportunity
- The school's approach to well-being is mapped using the Well-being Framework self-assessment tool and communicated -connect, succeed, thrive
- Students can articulate their personalised well-being plan

## Evaluation plan for this strategic direction

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### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student well-being?

**Data:** We will use a combination of data sources. these include:

- *student work samples from Project 11*
- *surveys*
- *document analysis*
- *Monitoring Tell Them From Me (TTFM) survey on SCOUT*
- *attendance data on SCOUT*

**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. annually the school will review progress towards the improvement measures.

**Implications:** The findings of the analysis will inform :

- future actions
- Annual reporting on school progress measure (published in the Annual Report each year and on

## **Evaluation plan for this strategic direction**

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the school website throughout the year).

# Strategic Direction 3: Innovation for Improvement

## Purpose

*Provide opportunities for students to excel as learners and young people.*

## Improvement measures

### Target year: 2024

The school's extensive agriculture and sustainability enterprise is excelling with students pursuing careers in agricultural and the linked community investments have established and productive partnerships.

### Target year: 2024

Overall community satisfaction has an established positive trend.

### Target year: 2024

School Excellence Framework Measures:

Learning: Learning Culture is validated as Excelling

Leading: Community Use of Facilities is validated as Excelling

## Initiatives

### School Culture

Promote and showcase Baradine Central School's curriculum through dynamic partnerships, enhanced communications and quality work. We will provide opportunities for students to excel by funding strategic staffing to enhance curriculum offerings and communicate our prospectus effectively with wider local community.

### Excellence in Agriculture and Sustainability

Develop Baradine CS as a centre of excellence in agriculture and sustainability through enterprise partnerships with local and wider community. We will lift the profile of agriculture in our curriculum by:

- developing an agricultural complex second to none through community partnerships
- provide quality learning experiences for students K-12 in agriculture.

## Success criteria for this strategic direction

- The school and its curriculum are well known and trusted in the community.
- The school is an authentic community hub - facilities and resources developed, maintained and utilised effectively.
- Staff stability is valued - people want to stay working at Baradine CS because it is a great team environment.
- The agriculture program is diversified, sustainable and thriving and utilising its three agriculture sites efficiently.

## Evaluation plan for this strategic direction

### Question:

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

**Data:** We will use a combination of data sources. these include:

- school developed student and parent surveys
- Tell Them From Me survey
- student work samples
- document analysis
- media reports
- sales and competition success

**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. annually the school will review progress towards the improvement measures.

**Implications:** The findings of the analysis will inform :

- future actions
- Annual reporting on school progress measure (published in the Annual Report each year and on

# Strategic Direction 3: Innovation for Improvement

## Evaluation plan for this strategic direction

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the school website throughout the year).