

# Strategic Improvement Plan 2021-2025

## Balgownie Public School 1106



# School vision and context

## School vision statement

Living and learning through high expectations, perseverance and kindness.

## School context

Balgownie Public School is set in the Illawarra escarpment, in the suburb of Balgownie.

Balgownie is an inclusive, community oriented school with a motto of 'living and learning.' The school has 13 classes with approximately 18% of the student population who identify as having English as an Additional Language or Dialect, and 3% who identify as Aboriginal. Our school was built in 1889, and there is a strong link with our local village and local heritage. This is evident with a comprehensive local history museum being located on the site. The school is highly regarded in the local community where it has provided exceptional public education for over 130 years. Our staff are deeply committed to ensuring all students reach their absolute potential.

We are proud to provide an education that is diverse and rich. Dedicated staff ensure that every student reaches their learning potential through a balance of traditional and innovative approaches. Quality programs are implemented, catering for student strengths and needs using contemporary methodology that links to the Australian Curriculum as well as current research and best practice.

The strong partnership between home and school results in high academic standards and high expectations for our students. The school community values the provision of a wide variety of learning opportunities at the school - academic, cultural, environmental and sporting.

We actively promote the core values of respect, responsibility and resilience which guide all of our school practices.

The school staff have engaged in ongoing community collaboration, through whole school communication, P and C meetings and NIAECG (Northern Illawarra Aboriginal Education Consultative Group) meetings. We have recently (November 2020) completed our External Validation and situational analysis.

As a result, our 3 strategic directions are ***Student growth and attainment, Wellbeing and Educational Leadership***.

***Student growth and attainment*** - Our work with all students will reflect clearer student voice and student agency. Feedback will be a focus in this area. Individual and targeted support will be provided where growth is not evident and this will be underpinned by more rigorous processes and structures. Instructional Leadership, Data analysis and use of data for future teaching and learning will be a focus in this area.

***Wellbeing***- We are focusing on ensuring professional learning is specific and directed by the students they are teaching, while ensuring wellbeing is at the forefront of every decision. Innovation and a focus for future directions of planning for wellbeing will be highlighted.

***Educational Leadership*** - The building of rigorous educational leadership at Balgownie Public School will be addressed through mentoring and coaching programs, high expectations and a high performance culture. Community collaboration and a strong focus

# School vision and context

## School vision statement

---

## School context

---

on management practices and processes will be a focus in this area. Close links to the community, including the NIAECG and Community of Schools will be a focus in this area.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in reading and numeracy, we will share evidence informed practices, knowledge and problem solving, so that the work of every teacher is underpinned by research informed strategies and student assessment data.

## Improvement measures

### Reading growth

Achieve by year: 2023

In 2023 internal data demonstrates continued growth in reading.

### Numeracy growth

Achieve by year: 2023

In 2023 internal data demonstrates continued growth in numeracy.

### Whole school monitoring of student performance

Achieve by year: 2025

### Whole School Monitoring of Student Learning

Self assessed at sustaining and growing, with some practices evidenced at excelling, and being 'validated' at External Validation.

### Student Performance Measures

Self assessed at sustaining and growing and working towards excelling and being 'validated' at External Validation.

## Initiatives

### Collaboration

"A culture of high expectations needs to be supported by effective mechanisms and strategies that support every student's learning needs. Curriculum differentiation is an effective means by which this can occur in every classroom." - What Works Best

Teachers identify, understand and implement the most effective, explicit teaching methods, supported by evidence-based teaching strategies that optimise opportunities and respond to student learning. Collaborative professional learning practices are built into every day life. Teachers will engage in professional collaboration that explicitly aims to improve teacher practices and student outcomes. Highlighting the emphasis on expertise and innovation.

### Use of data to inform practice

Through collaboration and working with the APC&I, all teachers, including support staff, will use a full range of assessment strategies and analyse the data collected, to inform their teaching practice and determine future direction. This process will also support differentiation to meet the needs of individual students, across the full range of abilities.

## Success criteria for this strategic direction

### Collaborative practice and feedback

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

### Data analysis

The learning goals for students are informed by analysis of internal and external data, student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

### Data use in planning and teaching

Staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for improvement. Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

### Literacy and numeracy focus

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

## Evaluation plan for this strategic direction

### Question:

How has a focus on using data in teaching and planning, and collaboration on effective classroom practice,

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

---

impacted student growth and attainment?

### Data:

- Observations
- NAPLAN for achievement of standards
- Phonics Screener
- Check-in assessments

### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. It will be triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. The school will report on its progress to the wider community through the Annual Report.

### Implications:

The findings of the analysis will determine the impact of the school's strategic actions and will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

## Strategic Direction 2: Well-being

### Purpose

In order to challenge students and encourage continuous improvement, we will establish clear and consistent expectations for learning and behaviour and guide and support students in meeting those expectations so that they are supported in an environment where they are confident in taking risks and in owning their learning.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

Tell Them From Me wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift of 1.8%.

#### Attendance (>90%)

Achieve by year: 2023

An uplift of 6.60% in the percentage of students attending greater than 90% of the time.

#### Wellbeing

Achieve by year: 2025

#### Improvement as measured by the School Excellence Framework

#### Wellbeing

Maintain self assessment at excelling and being 'validated' at External Validation.

### Initiatives

#### Sense of Belonging

The school will support wellbeing through designing and embedding practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community. We will have a strong focus on the areas of belonging, high expectations and advocacy.

### Success criteria for this strategic direction

#### Individual Learning Needs

A strategic, planned approach to wellbeing and learning is informed by sound holistic information about each student's needs in consultation with parents/carers, so that all students can connect, succeed, thrive and learn.

#### Positive Behaviour and Classroom Management

School processes and frameworks and classroom practices assist students in developing healthy coping strategies, resilience and self-regulation.

#### A Planned Approach to Wellbeing

Evidence-based practices and processes that align with the expectations of the Inclusive, Engaging and Respectful Schools reform are consistently applied across the whole school, promoting the social, emotional, behavioural and intellectual engagement of students.

#### Student Engagement

Student interest and motivation, effort and appropriate challenge are reported as exceeding NSW government schools' norms.

### Evaluation plan for this strategic direction

#### Question:

In what ways has our practices and initiatives that promote a supportive learning environment across the whole school, had an impact on high expectations and wellbeing of students?

#### Data:

- Check-in assessment, Best Start , phonological assessment, school-based assessment, classroom observations.
- NAPLAN and next steps discussions with teachers.
- Tell Them From Me surveys

## Strategic Direction 2: Well-being

### Evaluation plan for this strategic direction

---

- Student voice within classrooms
- Anecdotal feedback from student leadership
- Attendance data

#### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. It will be triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. The school will report on its progress through the Annual Report.

#### Implications:

The findings of the analysis will determine the impact of the school's strategic actions and will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 3: Educational Leadership

## Purpose

In order to ensure sustained and measurable whole-school improvement, we will strengthen our systems, structures and processes to develop the professional effectiveness of all school members, providing a pipeline of school leaders who can effectively support a clear focus on high-quality service delivery for all members of our school community.

## Improvement measures

### Educational Leadership

Achieve by year: 2025

### Improvement as measured by the School Excellence Framework

### Educational Leadership

Maintain excelling in the area of 'Educational Leadership' and being 'validated' at External Validation

### School planning, implementation and reporting

Achieve by year: 2025

### Improvement as measured by the School Excellence Framework

### School planning, implementation and reporting

Self assessed at excelling and being 'validated' at External Validation.

## Initiatives

### Educational Leadership

The professional effectiveness and development of all school members will be underpinned by systems, structures and processes that support a culture of high expectations and continuous whole school improvement.

### School planning, implementation & reporting

The school evaluates its systems and processes, ensuring that they are delivering anticipated benefits to the whole school. Reporting on school progress against annual targets and whole school improvement, is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities.. These systems and processes are communicated explicitly to all stakeholders and changes are made when required, including in response to community feedback.

## Success criteria for this strategic direction

### Distributed Leadership

A focus on distributed instructional leadership sustains a culture of effective, evidence-based teaching and ongoing improvement, ensuring the continued development and improvement of all teachers.

The school's processes and practices underpin ongoing school improvement and the professional effectiveness of all school members, facilitating a strong pipeline of leaders.

### Service delivery and customer satisfaction

Management practices and processes are responsive to school community feedback (teachers, parents and students), with the analysis and actions in response to the findings shared.

Whole school procedures and practices and effective two-way communication strategies have built a welcoming culture of inclusion and belonging within the school community.

### Planning and reporting for continuous improvement

The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.

The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success.

## Evaluation plan for this strategic direction

**Question:** In what ways has our focus on educational leadership and quality administrative systems and practices had a positive impact on leadership capacity and the strengthening of school-community partnerships?



## Strategic Direction 3: Educational Leadership

### Evaluation plan for this strategic direction

---

#### Data:

- Greater participation in leadership opportunities for staff and students, including NIAECG
- Increase use of Sentral database, including the parent portal implementation.
- Tell Them From Me (teachers, students, staff)
- People Matters survey
- Anecdotal feedback through P&C

#### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. The school will report on its progress through the Annual Report.

#### Implications:

The findings of the analysis will determine the impact of the school's strategic actions and will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.