# Strategic Improvement Plan 2021-2025

**Banksmeadow Public School 1121**

# School vision and context

## School vision statement

To continue to be an inclusive environment that fosters respectful, resilient and confident life-long learners who collaborate, reflect and support each other. We prepare our students for rewarding lives as engaged citizens in a complex and dynamic society.

## School context

Banksmeadow Public School is located in the Eastern Suburbs of Sydney. The school has a Department of Education and Communities preschool catering for 40 places and three support unit classes catering for students with autism and moderate intellectual disabilities. Banksmeadow Public School provides students with quality public education through a wide range of learning opportunities and experiences and a focus on high academic performance and excellent attainment. The school implements Positive Behaviour for Learning strategies (PBL) and actively incorporates the values of being safe, respectful, resilient, active learners into all aspects of school life. A strong and effective partnership exists with an active and articulate community from diverse cultural backgrounds and professions. The leadership team comprises of the Principal and four Assistant Principals. Current school priorities include literacy, numeracy, future focused learning, student leadership, sport and student wellbeing.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student learning outcomes in literacy and numeracy and build foundations for success in all key learning areas. We will refine evidence based and data driven practices that respond to the learning needs of every student.

## Improvement measures

### Reading growth
Achieve by year: 2023

- An increase in the percentage of students per grade performing above the mean in Reading Check In Assessment for Year 4, 5 and 6 for 2023 compared to Year 3, 4 and 5 in 2022.

### Numeracy growth
Achieve by year: 2023

A minimum of 49% of students achieve expected growth in NAPLAN numeracy. (system negotiated target).

Achieve by year: 2025

90% of students reach the expected end of stage progression level in Understanding texts.

Achieve by year: 2025

90% of students reach the expected end of stage progression level in  quantifying numbers and number patterns and algebraic thinking

## Initiatives

### Reading

Developing a shared responsibility and consistent use of language when discussing reading across the school using the syllabus and learning progressions.

Whole school practice for collecting and analysing data to make informed decisions about targeted interventions and differentiated reading instruction.

Implement targeted interventions for students with identified reading concerns.

Ongoing research and evidence based teaching strategies ie.use of decodable readers, strong focus on phonemic awareness and phonics in classrooms and learning support programs.

Consistent approach to the explicit and systematic teaching of reading in all subject areas

Provide opportunities for differentiated professional learning to strengthen teacher expertise in the explicit teaching of reading.

### Numeracy

Develop a consistent school understanding of numeracy development using the syllabus and learning progressions.

Numeracy has a high priority in classrooms and highly visible around the school.

Whole school practice for collecting and analysing data to inform the selection of teaching strategies in relation to student learning needs.

Focus on intervention in the early years of schooling in number.

Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice using ongoing research and evidence based teaching strategies for explicit and

## Success criteria for this strategic direction

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning in reading and numeracy.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. Consistent and ongoing assessment of reading and numeracy.

All teachers use systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement in reading and numeracy.

Professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Provide opportunities for differentiated professional learning to strengthen teacher expertise in the explicit teaching of reading and numeracy.

Effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and  modelled, and students' learning improvement is monitored, demonstrating growth.

Support teachers to implement  targeted interventions for students with identified reading and numeracy concerns.

Plan and implement programs that engage and extend high achieving students in all literacy programs.

Collaborative strategies- classroom observations, lesson studies and in classroom support for explicit teaching of reading analysis of work samples, collaborative planning days, reflexive and evaluative conversations with colleagues.

## Evaluation plan for this strategic direction

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# Strategic Direction 1: Student growth and attainment

## Initiatives

systematic instruction.

Clear guidance on explicit teaching and better, faster diagnostic assessments

## 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 reading and numeracy?

**Data**

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

* Internal assessment - PLAN2

* External assessment -NAPLAN , Check in Assessment

* Student work samples and qualitative data for high performing students

* Student PLP's

* Student Focus group

**Analysis**

Analysis will be embedded formatively within the initiatives through Impact Cycles that measure evidence of impact and implementation. The school will review progress towards the improvement measures annually. The questions underpinning impact cycles are:

1.  Where are we going?

2.  Where are we now?

3.  How do we move learning forward and how is it done consistently?

4.  What did we learn?

5.  Who benefitted and who did not?

**Implications**

The findings of the analysis will inform:

## Evaluation plan for this strategic direction

* Future actions

* Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year)

# Strategic Direction 2: Collaborative Practice

## Purpose

Improve teacher practice through explicit systems for collaboration, assessment and feedback to create a culture of continuous improvement.

## Improvement measures

Achieve by year: 2025

- Delivery of 2 TPL sessions per term to build understanding of the QT Model (classroom and assessment practice)..
- The annual QTR Teacher Survey demonstrates a 5% improvement in teacher survey responses.

Achieve by year: 2025

- 75 - 100% of all staff have participated in at least one set of Quality Teaching Rounds in PLCs that cross stage and subject areas.
- 75 - 100% of staff have embedded QT elements within teaching and learning programs. All subject areas have demonstrated a focus on planning for and evaluating teaching and learning programs using QT.
- Tell them from me(TTFM) teacher survey data show improvement in the following drivers of student outcomes - Collaboration (baseline 7.6) and learning culture (baseline (7.2) to above 8.2 and 7.8 respectively.

Achieve by year: 2025

School Assessment in the School Excellence Framework shows improvement to reach excelling in the following elements

Assessment (Learning)-

Data Skills and Use (Teaching)

Effective Classroom Practice (Teaching)

## Initiatives

### QTR

A high impact approach to professional development. QTR is underpinned by the Quality Teaching Model (QTM), which supports schools in developing a shared vision of quality teaching and learning.

- Teachers will consistently strive for excellence in classroom practice by embedding pedagogy that is shown through research to improve the quality of teaching and student outcomes (QTM).
- Teachers will engage in collaborative professional learning focusing on pedagogy (QTR)
- Teachers will collaboratively analyse and discuss their own and each other's teaching in QTR professional learning communities (PLCs).
- Teachers actively engage with the QTM throughout the teaching and learning cycle.
- Beginning teachers develop strong connections with colleagues through collaboration in professional learning communities (PLC) as part of QTR.
- Mentors allocated to beginning teachers

### Excellence in Assessment

Effective data use is a consistent attribute of high performing teacher. Building teacher capabilities to ensure assessment is used effectively from P-6.

- making student assessment part of everyday practice
- designing and delivering high-quality formal assessment tasks
- establishing learning intentions that are drawn from the relevant syllabus and clearly describe what students should know, understand and be able to do at the conclusion of a unit of work
- creating success criteria that describe what success looks like in relation to the learning intentions and are co-created by students and teachers
- providing explicit descriptive feedback to students in

## Success criteria for this strategic direction

Classrooms are quality learning environments with lessons that feature high levels of intellectual quality and significance.

- Teachers are empowered through knowledge of relevant, evidence informed pedagogy, enabling them to refine their practice to effectively meet student needs.
- The school has an effective collaborative learning culture focused on continuous improvement of teaching and learning.
- Teachers and leaders use the shared concepts and language of the QTM as a basis for discussion about pedagogy
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.
- Feedback from students on their learning derived from assessments informs further teaching and drives future collaborative planning.
- systematic and reliable assessment information is used to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.
- All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as

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# Strategic Direction 2: Collaborative Practice

## Initiatives

a timely manner and ensuring that it is clearly understood by students

- developing the capacity for individual goal-setting by students
- Embed the use of formative data collection and feedback and reflection on teaching effectiveness.

## Success criteria for this strategic direction

learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

## Evaluation plan for this strategic direction

**Question:**

- To what extent has the quality of teaching improved? How?
- What evidence do we have that assessment is part of teachers everyday practice?
- Do learning intentions reflect syllabus requirements?
- How effectively are students supported in developing individual goals?
- How many teachers have engaged with the QTM? How do they feel it has improved their knowledge and practice?
- How effective has QTR been in fostering professional dialogue about improving teaching and learning?
- Have teachers embedded the QTM in the teaching and learning cycle? How?

**Data:**

- De-identified lesson observations, TTFM survey data, student growth measures (PATs, NAPLAN, internal assessments, reading ages).
- QTR participation rate, Professional learning logs, PD scope and sequence, meeting minutes, pre & post QTR teacher surveys, focus groups.
- Staff perceptions survey, TTFM Teacher survey (Collaboration, Leadership, Learning Culture and Teaching Strategies), teacher focus groups.
- Evidence of inclusion of QTM concepts and language in teaching programs (planning and assessment), teacher focus groups.

# Strategic Direction 2: Collaborative Practice

## Evaluation plan for this strategic direction

- Teaching programs
- Student goal sheets

**Analysis:**

Analysis will be embedded formatively within the initiatives through Impact Cycles that measure evidence of impact and implementation. The school will review progress towards the improvement measures annually. The questions underpinning impact cycles are:

1. Where are we now?

2. Where are we going?

3. How do we move learning forward?

4. What did we learn?

5. Who benefitted and who did not?

**Implications:**

* Include QTR and QTM in allocation of roles and responsibilities.

* Refine professional learning schedule to provide regular opportunities for: - Collaborative analysis of data - Professional learning about QTR

 * Embed  QT elements in program checklists/templates.

* Consider allocation of QT funding in School Improvement Plan across multiple strategic directions

# Strategic Direction 3: Wellbeing and Engagement

## Purpose

To implement school-wide programs and multidisciplinary support structures to connect, communicate and develop positive mindsets and capabilities, maximising success and engagement for our students and staff.

## Improvement measures

Achieve by year: 2023

- TTFM Increase advocacy at school from 84% in 2020 to 90% by 2024
- TTFM Increase sense of belonging from 76% in 2020 to 90% by 2024
- Decrease negative recorded behaviours and suspensions by a minimum of 5% determined by a two year baseline of incident reports as at year end 2020

**Wellbeing**
Achieve by year: 2023

- Wellbeing - Between 89.9% and 94.9% of students reporting positive wellbeing as evidenced by Tell Them From me.

**Attendance (>90%)**
Achieve by year: 2023

- Attendance - Between 84.4% and 89.4% of students attending school for 90% of time or more.

## Initiatives

**Student Engagement**

**Encompassing a whole school approach to wellbeing.**

Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated PLPs

**Student Voice, Student choice and student empowerment**

Students take ownership and responsibility for what they learn. Students' set goals, initiate action toward those goals, and reflect and redirect based on feedback. Peer support and SRC to develop student voice, choice and empowerment.

**Positive School Culture**

This will be achieved through:

*High expectations for every student*

Through goal setting, consistent behaviour expectations (PBL) across all classrooms, and positive student/teacher relationships.

*Advocacy*

Nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential. Regular opportunities to meet with staff members who can provide advice and support.

*Emotion Coaching*

Embedding Emotion Coaching and trauma informed practices in all classrooms.

## Success criteria for this strategic direction

- The school has implemented evidence-based change to whole school practices (PBL) resulting in measurable improvements in wellbeing and engagement to support learning. The school uses data (staff surveys, feedback to monitor) to refine a whole school approach to wellbeing and engagement.

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

- There is school-wide, collective responsibility for student learning and success, which is driven by educators and shared with students and parents.

- Opportunities for students to connect, succeed and thrive through a school wide Positive Behaviour for Learning approach.

- Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

- The school is organised so that all students have regular opportunities to meet with staff members who can provide advice, support and assistance to help students fulfil their potential. Every student can identify a staff remember to whom they can confidently turn to for advice and assistance at school.

- Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.

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

# Strategic Direction 3: Wellbeing and Engagement

## Evaluation plan for this strategic direction

**Questions:**

1. To what extent have students displayed self-awareness, self-management, social-awareness, relationship skills and responsible decision making?

2. To what extent do teachers model and ensure a shared language and approach to social-emotional learning that builds and sustains positive teacher/student relationships and a sense of belonging?

3. To what extent have students had opportunities for student voice, choice and empowerment?

**Data:**

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

- Tell Them From Me survey data
- Focus group
- Student voice
- Interview
- Compass Behaviour Data
- Attendance Data
- Scout Data

**Analysis:**

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# Strategic Direction 3: Wellbeing and Engagement

## Evaluation plan for this strategic direction

5. Who benefitted and who did not?

**Implications:**

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures