Strategic Improvement Plan 2021-2025

Banora Point Public School 1129

Banora Point Primary School

School vision and context

School vision statement

A collaborative and harmonious community empowering successful learners.

School context

Banora Point Public School operates under the banner 'Engaging Minds, Empowering Success'. The school is set in park-like grounds with a large oval and adventure playground area, situated near the Tweed River in the suburb of Banora Point on the Far North Coast of NSW.

510 students attend Banora Point Public School in 2022. 11% of students identified as Aboriginal or Torres Strait Islander and 0.02% of students reported English as an Additional Language or Dialect.

The staff at BPPS is experienced, enthusiastic and committed to providing quality educational opportunities that meet student needs and develop the talents of each individual child.

Our school seeks to enable and empower our children to be leaders of their own learning who contribute to a better world. The school provides a range of opportunities for our children to engage and explore and achieve in a variety of academic, sporting, cultural and social activities. Students enjoy a happy, safe and inclusive environment and the community collectively celebrates student success.

Our school plan outlines the goals and strategies we have developed to achieve this in close consultation with our school community.

Strategic Direction 1: Student growth and attainment

Purpose

BPPS students are supported to make a strong start at school in the early years with evidenced based practices; including the deliberate focus on phonemic awareness/decoding and targeted (learning) support to ensure this foundation is in place.

As students grow they are provided a wide range of high quality, evidence based learning opportunities designed to engage, enrich, support and challenge. Explicit instruction, differentiated expectations and intensive intervention underpin the development of foundation literacy and numeracy skills and all learning K-6.

Evidenced based practices and inclusive culture supports students to *own their learning* through deep reflection, self assessment (evidence) and goal setting. As students grow they are carefully guided to *develop learning purpose* through deep engagement in authentic, engaging real world learning tasks with real audiences; working collaboratively, thinking critically, seeking feedback and applying and developing creative/agile thinking to produce work of quality. Students use technology proficiently, confidently and creatively to support, accelerate and *empower their learning/growth*.

Students *flourish socially and emotionally*; experiencing a sense of purpose, achievement, connection, inclusion, resilience and capacity to contribute to their peers, classroom, school and wider community.

Improvement measures

Achieve by year: 2025

Improvement as measured by the School Excellence Framework

Learning

- STUDENT PERFORMANCE MEASURES - Shift from Sustaining and Growing to Excelling with most students in top two bands for reading, writing and numeracy

Initiatives

Literacy

Effective Reading Instruction - effective teaching practice - phonemic awareness, phonics, fluency, vocabulary, comprehension

Student Engaged Assessment - Consolidation of evidence based explicit, effective teaching practices enabling students to become leaders of their own learning

Project Based Learning - Authentic, real world, highly structured inquiry learning

Numeracy
Effective Numeracy Instruction
- Identification and observation of effective (best) practice (NSW DoE) including;

- conceptual understanding
- procedural competency and
- computational thinking

Whole school Mathematics Policy

- Comprehensive examination of the syllabus by staff
- Audit of all teaching and learning programs
- Development of new school policy/scope and sequence
- Audit and refresh of Mathematics resources

Success criteria for this strategic direction

Effective Reading Instruction

- students draw from a strong phonemic awareness/decoding base as the primary reading strategy in the early years
- as students consolidate decoding, they develop fluency, extensive vocabulary and strong comprehension skills as effective readers

Student Engaged Assessment

- students confidently and accurately self reflect/assess the quality of their work and that of their peers on a daily basis against identified learning targets/defined criteria/curriculum requirements
- students confidently articulate learning growth over longer periods, citing evidence and identifying goals achieved and those to work towards

Project Based Learning

- students engage deeply in the application of their learning to real world tasks that contribute to a better world
- students demonstrate effective application of learning at end of project celebrations of learning

Effective Numeracy Instruction

- students consolidate factual and procedural base knowledge through application of concrete materials and high impact teaching strategies
- students develop mathematics growth mindset; a determination to grapple and develop reasoning and computational thinking through problem solving

Whole School Mathematics Policy

- students experience consistent, systematic, explicit differentiated instruction well supported by concrete materials K-6

Strategic Direction 1: Student growth and attainment

Improvement measures

Reading Growth
Achieve by year: 2025

Numeracy Growth
Achieve by year: 2025

Evaluation plan for this strategic direction

To what extent have we achieved our purpose?

Can we demonstrate impact and identifiable improvement in student reading and numeracy?

We will use a combination of **data** sources:

- Internal assessment - PLAN2
- External Assessment - Check In Assessments
- surveys; students, staff, parents
- observations
- focus groups

Analysis:

- Termly analysis of school progress - Exec Planning Days
- Annual monitoring of improvement measures

Analysis will inform:

- future actions
- annual reporting

Strategic Direction 2: Explicit teaching practice employing positive learning culture

Purpose

All staff are supported to work and grow together to best support the learning of all students K-6.

Teachers at BBPS *take ownership of their personal professional learning and growth*; developing their capacity to empower and lead learning within classrooms and across the school community. Teachers independently and collaboratively reflect and build on improved classroom practice and embed changes for improvement in the design of student learning and a CREW learning culture.

Staff support and guide students to reflect, consolidate, contribute and flourish in stimulating, challenging and evolving learning environments. A focus on *evidence based practice*, differentiated curriculum, explicit instruction/feedback and student led, authentic real-world connected learning sequences underpin student engagement with ownership of and purpose for learning.

Staff leverage technology to enable and transform personal professional growth, to empower student learning and collaboration K-6. Staff work together to lead a calm, caring and consistent school-wide approach student wellbeing.

Improvement measures

Attendance >90%
Achieve by year: 2023

The proportion of Year 1 to 6 students attending school at least 90% of the time will be at or above the system-negotiated lower bound target of 82.6%.

Achieve by year: 2022

ATSI Attendance - percentage of ATSI students with attendance of 90% or higher - an uplift of 5.4% from 67.3% in 2020 to 72.7% in 2022

Wellbeing
Achieve by year: 2023

Initiatives

Student Culture/Wellbeing

CREW Culture - A teamwork approach to school culture. Whole school community focus on values, character and relationships. Effective teaching practice.

- establishment of strong staff CREW culture
- establishment of strong student CREW culture
- establishment of CREW Team Leader position to lead all things CREW
- engagement of Relational Schools to assist with evidence (measures) demonstrating improved learning culture

Positive Behaviour For Learning (PB4L) - Whole school approach / effective teaching practice to enable effective student behaviour

- confirmation of agreed whole school processes in the management of student behaviour
- consistent implementation of agreed processes and collection/analysis of data

Professional Learning/Coaching

High Quality Professional Learning - Ongoing professional learning designed to develop student engagement through

- explicit, effective teacher practice and pedagogy (student engaged assessment/gold standard project based learning)
- curriculum knowledge and understanding and
- effective learning culture

Student Centred Coaching/Collaborative Practice - evidence based peer to peer instructional coaching with the focus on instructional design to meet identified learner need leading to effective teaching practice

Success criteria for this strategic direction

CREW Culture

- all teaching/non-teaching staff contribute to staff agreements, drawing commitment from staff to the shared values at BPPS
- all teaching staff lead structured CREW sessions minimum 3x/weekly
- evidenced growth in 'relational strength' from 2021 from data collected (Relational Schools Cambridge University)

Positive Behaviour For Learning (PB4L)

- all staff employ agreed/consistent approach in the management of student behaviour throughout the school
- staff report falling rates of unacceptable behaviour in both playground and the classrooms (data)
- low to very low rates of suspension

High Quality Professional Learning

- all staff have PDPs linking evidenced need, school targets and resources, teaching standards and personal professional goals
- all teaching staff articulate and can evidence improved pedagogy and practice (data)
- All staff report high rates of satisfaction in professional learning opportunities provided

Evaluation plan for this strategic direction

To what extent have we achieved our purpose?

Can we demonstrate impact and identifiable improvement in learning culture?

We will use a combination of **data** sources:

- TTFM
- feedback from staff and community (surveys/focus groups)

Strategic Direction 2: Explicit teaching practice employing positive learning culture

Improvement measures

TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of 89.7%.

Achieve by year: 2025

Improvement as measured by self assessment against the School Excellence Framework in the Domain of:

Teaching

Learning and Development - Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Evaluation plan for this strategic direction

- Measured improvement in relational strength - Relational Schools Project

Analysis:

- Termly analysis of school progress - Exec Planning Days
- Annual monitoring of improvement measures

Analysis will inform:

- future actions
- annual reporting

Strategic Direction 3: Transparent, evidence based decision making

Purpose

Transparent and evidence based decision making enables a school wide *culture of progress, improvement, high expectations* and a shared sense of responsibility for the growth, happiness and success of all students.

All stakeholders including students, teachers, leadership and community refer to evidence as the basis of decision making, ensuring growth and progress for all.

Improvement measures

Achieve by year: 2025

Agreed whole school consistent collection of quantitative school based data for Numeracy and Literacy aligned with revised whole school K-6 Scope and Sequence documents implemented for Literacy and Numeracy (2024).

Achieve by year: 2023

Consistent collection of identified and agreed qualitative data sets at regular intervals across all stakeholders with intermittent publication of analysis of the data within the school community.

Achieve by year: 2025

Improvement as measured by self assessment against the School Excellence Framework in the Domain of:

Teaching

Data Skills and Use - School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities and implement plans for continuous improvement. Strategies implemented reflect research of best practice and include ongoing monitoring of success.

Initiatives

Systematic Quantitative Data Collection

Systematic whole school approach to the collection/analysis of evidence established and maintained following review. School wide determination of:

- Literacy growth data systematically collected each term/semester for each grade/stage; phonics/spelling, reading, writing
- Numeracy growth data systematically collected each term/semester for each grade/stage
- Wellbeing growth data to be collected each term/semester for each grade stage; attendance, TTFM, relational strength

Systematic Qualitative Data Collection

Annual whole school evaluations of core initiatives:

- analysis of feedback - parents/teachers/students
- analysis of quantitative data
- annual public sharing of school progress towards improvement measures

Community feedback;

- student-led conference
- reporting to parents
- celebrations of learning
- Check In Assessments

Annual Qualitative Review

External, independent educational leader engaged annually to engage with students, staff and community to capture annual snapshot of school progress

Success criteria for this strategic direction

All classrooms to implement semesterly content reviews.

All classes to complete annual diagnostic assessments.

All assessments to be recorded and tracked using Sentral.

Executive to publish literacy and numeracy assessment data termly for each whole year group.

All core initiatives have opportunity for the collection of qualitative data.

All stakeholders are represented when collecting qualitative data.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose?

Do we have broad, systematic collection / evaluation of data?

We will use a combination of **data** sources:

- Quantitative
- Qualitative

Analysis:

- Termly analysis of school progress - Exec Planning Days
- Annual monitoring of improvement measures

Analysis will inform:

- future actions
- annual reporting