Strategic Improvement Plan 2021-2024

Beecroft Public School 1166

BPS_logo_transparentBig.gif[13/09/2016 11:10:21 AM]

School vision and context

School vision statement

Beecroft Public School is committed to continual educational excellence in an environment where every student, every teacher, and every member of the community is valued and cared for. We are partners in high quality learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners.

There is a collective ambition among students, staff and the wider community to maintain high expectations through contemporary learning opportunities that stimulate and challenge all students. Students recognise, achieve and celebrate their personal best in a positive environment founded upon kindness, belonging, dignity and respect.

School context

Beecroft Public School is located in the Metropolitan North Operational Directorate with a student population of 886, including 67% who have English as an additional language or dialect. The high socioeconomic context of the school contributes to its academic success and proud record of high academic achievement. There are 2 Opportunity Classes (OC) at Beecroft Public School. Parents and the community are actively involved in our students' education, support school programs and are proud of the school's achievements.

High quality curriculum provision, differentiation in literacy and numeracy underpinned by formative assessment practices are key drivers of school growth. The school continues to deliver a balanced education with opportunities in performing and creative arts, debating and sport, including PSSA.

Through our situational analysis, the school has identified three key areas of focus for this Strategic Improvement Plan.

1. Student Growth & Attainment

Beecroft PS student performance in reading and numeracy is in the top third of statistically similar schools. Historically the school has high student achievement levels but there are specific areas within reading and numeracy that require explicit focus. Areas include reading comprehension, retelling/summarising, self-correction, fluency and vocabulary development. In Numeracy, the emphasis is on the measurement and geometry strands and working mathematically. The Situational Analysis determined that the school needs to continue to develop a shared vision of reading and numeracy instruction and move from theory to practice. This vision will be built on: strong formative assessment processes, collaborative analysis of student data and the implementation of data-driven practices, responsive differentiated teaching and consistent pedagogy K-6.

2. Best Practice in Pedagogy

The Situational Analysis highlighted the school's successful professional learning processes which build teacher capacity and targets student needs. It was found that there is a need for further engagement in explicit, targeted and sustained teacher and leader improvement practices. The school needs to explore ways to strengthen and embed systems that enable teachers to see theory in practice through, and with, teacher experts. These opportunities will be directly linked to reading and numeracy focus areas including strong formative assessment processes, collaborative analysis of student data and the implementation of data-informed practices, responsive differentiated teaching and consistent pedagogy K-6. Our whole school focus to improve pedagogy and embed best practice is underpinned by the evidence base provided by What Works Best: 2020 update.

3. Student Wellbeing

A key focus area for Beecroft PS is 'A planned approach to Wellbeing' as identified through the Situational Analysis. Consultation and reflection around existing Wellbeing systems highlighted a particular need to establish consistent and clear tracking and monitoring

Beecroft Public School (1166) -2021-2024

School vision and context

School vision statement

School context

systems that connect with, and reflect, the explicit teaching and reinforcement of whole school expectations. In line with current literature and research including 'The Wellbeing Framework' and CESE's 'What Works Best in Practice' document, we will aim to ensure all students feel valued and cared for through the consistent and collective implementation of positive whole school Wellbeing systems, structures and programs.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy by focusing on embedding and refining sustainable data driven practices to ensure student growth through explicit, consistent and research-informed teaching that is responsive to the learning needs of all students.

Improvement measures

Target year: 2022

Achievement of 2022 system-negotiated targets:

- Improvement in the percentage of students achieving in the top 2 bands in reading to be above the school's lower bound system-negotiated target of 80.8%.
- Improvement in the percentage of students achieving in the top 2 bands in numeracy to be above the school's lower bound system-negotiated target of 80.1%.

Target year: 2023

Achievement of 2023 system-negotiated targets:

- Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of 73.7%.
- Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system-negotiated target of 69.5%.

Initiatives

Highly Effective Teaching Practices

Improve effective classroom practice through a focus on sustainable whole school processes and data driven practices to implement high quality, evidence-based teaching and learning for reading and numeracy.

- Expertly use student assessment data to reflect on teaching effectiveness
- Establish evidence-based teaching practices for reading and numeracy underpinned by student data and current research.
- Develop and embed differentiated professional learning to enhance the teaching of reading and numeracy.

Data Driven Practices

Establish effective school-wide data collection systems that support teachers to analyse, interpret and extrapolate data in reading and numeracy that can be collaboratively used to inform planning, enhance teaching practice and meet the needs of all students

- Embed sustainable whole school data collection and analysis processes for reading and numeracy.
- Expertly use student assessment data to provide individualised, explicit, differentiated and responsive learning opportunities.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom
- Engage staff in collaborative professional learning in data literacy, data analysis and data use in teaching for all staff.
- Engage the school community in student progress and learning through collaborative partnerships that establish a common language and approach to student growth and achievement.

Success criteria for this strategic direction

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF - Curriculum: Teaching and Learning Programs)
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.(SEF - Assessment: Formative Assessment)
- Most students achieve in the top two bands for NAPLAN reading, writing and numeracy. (SEF - Student Performance Measures: NAPLAN)
- School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school. (SEF - Student Performance Measures: Internal and external measures against syllabus standards)
- The learning goals for students are informed by analysis of internal and external 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. (SEF - Data Skills & Use - Data Analysis)

Evaluation plan for this strategic direction

Question

What has been the impact of highly effective teaching and data driven teaching practice on student performance?

Data

These data sources will be collected and analysed by

Evaluation plan for this strategic direction

relevant teachers, leaders and teams and presented/discussed at teams/executive meetings once/twice a term and the evidence uploaded into SPaRO.

These will include: Internal assessment, eg. Acer PAT Reading, ALAN (including assessments), student achievement tracking in literacy and numeracy, CTJ, external assessment, eg. NAPLAN, BSKA, case management, committee reviews, observation of practice, student voice, review of initiative programs, professional reflection on teaching programs through collaborative planning

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Analysis will be embedded within the initiatives through progress and implementation monitoring each term. Annually, in Term 4, the school will review progress towards the improvement measures.

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning .

Strategic Direction 2: Best practice in pedagogy

Purpose

To build teacher capacity and professional practice by embedding reflective and evaluative processes that promote best practice and embed a culture of effective, evidence-based teaching and ongoing student improvement.

Improvement measures

Target year: 2024

- The inquiry model and case management process is sustained as an embedded practice across the school where teachers analyse a range of assessment data to inform teaching and learning at fortnightly stage meetings
- All teaching and learning programs have evidence of data-informed differentiated activities drawing on a combination of data sources
- School self assessment of the School Excellence Framework (SEF), Element: Learning and Development, indicates improvement from Sustaining and Growing to Excelling.

Target year: 2024

- All teachers engage in sustained and authentic reflective and evaluative practices through embedded school-wide systems

Initiatives

Collaborative and Reflective Practice

Engage staff in reflective practices utilising expert others from across the school to drive instructional leadership through targeted mentoring, lesson studies, inquiry-based professional learning and data-driven practices

- embed collaborative professional learning through an inquiry-based model for all staff
- maintain and strengthen distributed leadership across the school
- expertly use internal and external data sources to drive differentiated and responsive whole school strategic priorities focused on students, teachers and the wider school community

Evaluative Systems and Processes

To embed systems of collaborative inquiry and evaluation to build teacher capacity and ensure continuous whole-school improvement.

- facilitate a tiered approach to rigorous feedback processes: whole-school, stage and individual
- enhance collaborative dialogue and feedback through evaluative processes such as: Instructional Rounds, classroom walkthroughs and PDPs
- strengthen evaluative practices through targeted and collaborative professional learning
- utilise evaluative tools to identify 'where to next' and drive best practice in pedagogy

Success criteria for this strategic direction

- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. (SEF - Assessment: Whole school monitoring of student learning)
- The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools. (SEF - School Planning, Implementation and Reporting - Continuous Improvement)
- A whole school approach ensures the most 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. (SEF - Effective Classroom Practice: Explicit Teaching)
- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. (SEF - Reporting: Parent engagement)

Evaluation plan for this strategic direction

Question

What has been the impact of collaborate, reflective and evaluative practices and processes on student performance?

Data

These data sources will be collected and analysed by relevant teachers, leaders and teams and

Strategic Direction 2: Best practice in pedagogy

Evaluation plan for this strategic direction

presented/discussed at teams/executive meetings once/twice a term and the evidence uploaded into SPaRO

These will include:

- Observation of practice, e.g. Instructional Rounds, classroom walkthroughs, lesson study, performance and development plans, internal assessment, eg. Acer PAT Reading, ALAN (including assessments), student achievement tracking in literacy and numeracy, CTJ, external assessment, eg. NAPLAN, BSKA, TTFM, committee reviews , observation of practice, student voice, review of professional learning and initiative programs e.g. case management, the spiral of inquiry, professional reflection on teaching programs through collaborative planning, review of initiative programs, professional reflection on teaching programs through collaborative planning

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

 Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 3: A planned approach to Wellbeing

Purpose

To empower the whole school community to embed evidence-based wellbeing approaches that strengthen the cognitive, physical, social, emotional and spiritual development of all students. We will refine whole school wellbeing processes and practices to ensure that every student has the opportunity to connect, succeed and thrive.

Improvement measures

Target year: 2024

- All staff, parents and students understand and implement the BPS Wellbeing Framework.
- a school-wide system for tracking, monitoring, collecting and analysing student learning needs and wellbeing data is embedded to drive whole-school wellbeing practices.

Target year: 2024

- an overall increase in the % of Yr 4-6 students are interested and motivated at school as indicated through the TTFM survey.
- an overall increase in the % of students who indicate high challenge and high skills in English and Mathematics through the TTFM survey.
- Wellbeing TTFM aggregate is at or exceeding the upper bound target of 95%.
- School self assessment of the School Excellence Framework (SEF), Element: Wellbeing (A Planned Approach to Wellbeing), indicates improvement from Sustaining and Growing to Excelling.

Target year: 2022

- Increase % of students attending school more than 90% of the time to the lower-bound target of 94.8%.

Initiatives

Whole school wellbeing processes

We will consolidate and streamline current wellbeing processes, to nurture individual and collective wellbeing, improving student engagement and outcomes.

- Develop and embed a school wide system that addresses the interconnected and interdependent nature of wellbeing
- Use data and reflective feedback systems to support student learning and make measurable improvements in wellbeing
- Enhance collaborative partnerships within the school community that promote collective responsibility and a positive learning climate

Wellbeing in practice

Engage teachers and students in purposeful wellbeing practices through the effective implementation of explicit and sustainable programs.

- Embed school wide wellbeing programs through the implementation of the PDHPE syllabus
- Strengthen teacher capacity in the explicit teaching of evidence based wellbeing programs
- Actively engage the wider school community in whole school wellbeing priorities and developing consistent language and expectations

Success criteria for this strategic direction

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student wellbeing impacts positively on learning outcomes (SEF - Learning Culture: Attendance)
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (SEF - Wellbeing: A planned approach to wellbeing)
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF - Wellbeing: Individual Learning Needs)
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school (SEF - Wellbeing: Behaviour)
- 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. Teachers involve students and parents in planning to support learning, and share expected outcomes (SEF - Curriculum: Differentiation)
- School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success (SEF - Data skills and use: Data use in planning)

Evaluation plan for this strategic direction

Question

Strategic Direction 3: A planned approach to Wellbeing

Evaluation plan for this strategic direction

What has been the impact of whole school wellbeing practices on student performance?

Data

These data sources will be collected and analysed by relevant teachers, leaders and teams and presented/discussed at teams/executive meetings once/twice a term and the evidence uploaded into SPaRO

Internal assessment and tracking eg. SENTRAL wellbeing records, LST records and reviews, Personalised Learning Plans, weekly stage discussions around wellbeing and attendance, student achievement tracking in PDHPE, External assessment eg. TTFM surveys, Case Management, committee reviews, observation of practice, student voice, Review of initiative programs, professional reflection on teaching programs through collaborative planning

Analysis

Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.