

Strategic Improvement Plan 2021-2024

Bellevue Hill Public School 1179



School vision and context

School vision statement

The Bellevue Hill Public School community is committed to the development of academic excellence, social responsibility and student well being within a caring and culturally enriched environment, that recognises, respects and celebrates the history & culture of Australia's first nations people.

The community aspires to develop critical and creative thinkers who show responsibility as digitally responsible and environmentally aware citizens. We aim to continually improve through innovation to meet the needs of all learners using evaluation and measuring the impact of teaching. Collaboration and communication build strong partnerships which provide opportunities for students to engage in authentic learning experiences.

School context

Bellevue Hill Public School is a high achieving school in the eastern suburbs of Sydney. There is a diverse population of 530 students with 53% students with English as an additional language. There is a strong focus on academic [performance as well as the creative & performing arts, sport and technology. Three languages are taught at the school - Italian, Hebrew and Russian with Hebrew and Russian being Community Languages.

The community aspires to provide students with a strong foundation of skills, knowledge and attributes flourish in a rapidly changing world. Immersed in an innovative culture, students at Bellevue Hill Public School are supported with quality learning opportunities which recognise that all students are individuals. Teachers spark curiosity and wonder to motivate and support the development of the whole child as digitally responsible citizens.

Bellevue Hill Public School supports the development of students with a focus on the whole child; their wellbeing, academic growth and social success to develop responsible global citizens. The teachers are enthusiastic, conscientious and dedicated to ensuring all students flourish. They provide safe and secure learning environments which are conducive to positive learning with programs that underpin what is valued by the community.

With the development of a new school building in 2017, the school has received recognition for its open, flexible and contemporary learning environment and the appropriate pedagogy catering for future focused, student-centred learning.

Excellence in learning is promoted by leaders who promote an innovative culture of continuous improvement across the school, ensuring there are opportunities for all students. Our leaders collaborate with the whole school community to reflect and evaluate our current practices in a situational analysis which informed this school plan.

With a strong sense of community, teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for. The community is active and informed and supports strong and positive relationships with the school, especially through the Parents and Citizens' (P&C) Association.

Bellevue Hill leads the *Community of Schools in the Eastern Suburbs* CoSiES with professional alliances across 11 primary schools, one SSP school and one high school. Schools in this network share professional learning to improve student outcomes and wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success for all students. We will achieve these objectives by refining our use of data driven teaching practices and formative assessment to respond to the personalised learning needs of all students.

Improvement measures

Target year: 2022

Reading and numeracy:

Achievement of system-negotiated targets:

- A minimum increase of 8% of Year 3 and Year 5 students achieving in the top two bands of NAPLAN in reading and numeracy.

Achievement of school targets:

- A minimum of 85% of Kindergarten students achieving Level 4 and 85% of Year 2 students achieving Level 6 (grade expectations) against the understanding texts sub-element of the literacy progressions.

Target year: 2023

Reading and numeracy:

Achievement of system-negotiated targets:

- A minimum increase of 8% of Year 3 and Year 5 students achieving expected growth in NAPLAN in reading and numeracy.

Achievement of school targets:

- A minimum of 85% of students Kindergarten to Year 6 achieving one year's growth in reading and numeracy (0.4 effect size as calculated using Hattie's 2015 formula).

Initiatives

Formative Assessment

We will embed a learning culture that enables students to achieve personal success by strengthening our formative assessment practices including:

- ensuring all students set learning goals, reflect, and self-assess next steps
- embedding data informed learning intentions and success criteria in daily instruction on numeracy and reading across the school
- providing explicit feedback that is linked to success criteria and details next steps in learning or skills required for students to improve.

Data driven practices

We will ensure whole school processes for collecting and analysing data is used to inform personalised learning for all students by:

- monitoring student learning to ensure students receive one year's growth for one year's learning
- identifying students who are working towards grade level learning and implementing targeted teaching and learning strategies
- providing a well-resourced curriculum and professional learning for all teachers on evidenced-based teaching strategies targeted to improve student learning.

Success criteria for this strategic direction

Formative Assessment

- Teaching and learning observations demonstrate learning intentions, success criteria, explicit teaching and evidence-based feedback strategies linked to these are used to drive student learning forward
- All students are able to articulate their learning goals and reflect on their learning to describe their next steps needed.

Data driven practices

- Assessment data is collected in reading and numeracy every 5 weeks and used responsively as an integral part of classroom instruction
- Learning support team monitor students working towards grade level and work collaboratively to support teachers in implementing literacy and numeracy intervention teaching and learning strategies
- Whole school consistent teacher judgement is evident in teaching and learning
- Teaching and learning programs show evidence of real time adjustments to reflect student needs
- Teachers indicate professional learning growth in evidence-based strategies
- Teacher survey data indicates the curriculum is well resourced.

Evaluation plan for this strategic direction

The school will use the following data sources to analyse and monitor the impact of formative assessment and data use in achieving the improvement measures:

- PLAN 2, NAPLAN, Essential Assessment and PAT
- Student work samples
- Teaching programs and observations
- Data walls
- Survey data.

Strategic Direction 2: Excellence in learning

Purpose

To cultivate a learning culture that will provide a pathway for all students to flourish. This will be achieved by establishing a learning environment where students have a strong sense of belonging and teachers have high expectations and use evidenced-based teaching strategies that consider the different set of experiences, knowledge and skills that each child brings to school.

Improvement measures

Target year: 2024

Wellbeing:

We will:

- Strengthen positive, respectful relationships by increasing the percentage of students who embody the school values
- Improve teacher wellbeing by increasing the percentage of teachers who report that they feel well supported
- Strengthen students' connection to school by increasing the proportion of students who report a strong sense of advocacy and sense of belonging
- Aim to have a minimum of 91% students attending school 90% of time or more.

Target year: 2024

High expectations

We will:

- Increase the percentage of students who report that they feel engaged and challenged
- Improve the proportion of students who report they experience achievement in learning
- Embed a culture of thinking into all teacher's practice to strengthen curiosity and student engagement
- Support 90% of teachers using action research to

Initiatives

Wellbeing

Every child can perform at their best as they feel known, valued and cared for with the following initiatives:

- The wellbeing team will implement consistent whole school wellbeing practices and programs to promote positive, respectful relationships amongst students and staff
- Clear strategies to promote positive behaviour implemented consistently across the whole school
- Student advocacy promoted across the school
- Student attendance to be monitored.

High expectations

A culture of high expectations will be strengthened across the school by using inquiry and innovation to spark students' curiosity and engage them in learning so:

- All students experience personal success in learning with differentiated learning opportunities provided
- Learning is innovative and students' engaged as curiosity is promoted with inquiry learning and visible, critical and creative thinking embedded into teaching and learning.

Success criteria for this strategic direction

Wellbeing

- Whole school student wellbeing program management program updated, communicated to the community and monitored annually
- Teacher wellbeing team strengthened and teacher wellbeing monitored quarterly
- Whole school positive student behaviour management program updated, communicated to the community and monitored by the Executive
- Interconnecting relationships of students strengthened with the implementation of prefects leading initiatives targeted at student interests
- Student choice in learning is broadened
- Students attendance data improved.

High Expectations

- Teaching and learning programs are differentiated and demonstrate real-time adjustments to reflect students' needs and success
- Teacher observations demonstrate the use of big ideas and/or inquiry questions
- Observations indicate students' curiosity is stimulated with visible, critical and creative thinking routines
- Technology is integrated authentically into teaching and learning
- Teachers implement a 'Cultures of thinking' action research question aimed at refining their teaching practice.

Evaluation plan for this strategic direction

The school will monitor the wellbeing and engagement of students in rich learning experiences using:

- Sentral and Classroom Dojo data
- Meeting minutes
- Survey data including Tell Them For Me data

Strategic Direction 2: Excellence in learning

Improvement measures

implement innovative teaching and learning practices.

Evaluation plan for this strategic direction

(TTFM)

- Teaching and learning programs and observations
- Student work samples
- Newsletter
- Visible thinking action research

Strategic Direction 3: Strengthening Partnerships

Purpose

We are committed to strengthening partnerships within the school community and across the Community of Schools in the Eastern Suburbs (CoSiES) to work together in a self-sustaining manner focused on self-improvement that will support enhanced student learning and wellbeing.

Improvement measures

Target year: 2024

Collaboration:

- Strengthening collective teacher efficacy by increasing the percentage of teachers working collaboratively across grades
- Instructional leadership enhanced with all grade leaders leading the implementation of an action research project.

Target year: 2024

Partnerships:

- Increase of parents who report feeling well informed in the satisfaction survey
- Teachers and staff engage with and across school networks, universities and industry for professional learning and sharing
- Student partnerships across CoSiES and Metro South Directorate to be strengthened.

Initiatives

Collaboration

Collective teacher efficacy is enhanced with:

- Across stage, innovative teacher collaboration focused on continuous improvement of teaching practice
- Instructional leadership is strengthened with school leaders leading continuous improvement across the school.

Partnerships

- Partnering with parents and carers is actively enhanced
- Strengthening our partnerships with other schools, the CoSiES, University and Industry
- Early Career Teacher's Network extended across Metro South Directorate
- Student partnerships extended across CoSiES and Metro South Directorate.

Success criteria for this strategic direction

Leaders

- All leaders will participate in Harvard Facilitator training and lead teachers in refining their practice
- Across school professional learning networks for principals, executive and teachers to promote collaboration.

Teachers

- Teachers working in partnership with parents and carers to communicate student progress throughout the year
- Teachers and leaders actively engage with academic mentors and/or external agencies to implement projects, which guide the direction of future learning
- Early Career Teacher's Network to be expanded from the Bondi Network to the Metro South Directorate.

Students

- Collaborate with schools within the CoSiES and/or Metro South Directorate to provide leadership learning and collaborating opportunities for students.

Evaluation plan for this strategic direction

The school will regularly monitor the strengthening of relationships using the following data:

- Visible thinking routines led by leaders
- MyPL and/or other enrolment data
- Minutes from Executive and grade meetings
- CoSiES minutes and surveys
- Newsletter
- Survey data
- Parent satisfaction surveys