

Strategic Improvement Plan 2021-2025

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 wellbeing 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 to 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 which includes 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 the 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

Reading growth

Achieve by year: 2023

Year 2-4 Progressive Achievement Test (PAT) Reading

An increasing number of students are demonstrating expected reading growth each year.

Numeracy growth

Achieve by year: 2023

Year 2-4 Progressive Achievement Test (PAT) Numeracy

An increasing number of students are demonstrating expected numeracy growth each year.

Initiatives

Explicit Teaching and Feedback

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

Explicit Teaching and Feedback

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction
- Formative assessment is practised expertly by teachers
- Explicit feedback is timely and positive

Data driven practices

- 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
- Assessment data is collected in reading and numeracy every 5 weeks and used responsively as an integral part of classroom instruction
- The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable

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: Learning Culture

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

Wellbeing

Achieve by year: 2023

Wellbeing We will:

- Strengthen students' connection to school by increasing the proportion of students who report a strong sense of advocacy, belonging and expectations for success
- Improve teacher wellbeing by increasing the percentage of teachers who report that they feel well supported

High expectations

Achieve by year: 2022

High expectations We will:

- Increase the percentage of students who report that they feel engaged, challenged and experience achievement in learning
- Support 90% of teachers using action research to develop a culture of thinking and implement innovative teaching and learning practices

Attendance (>90%)

Achieve by year: 2023

Student Attendance

- Aim to have a minimum 91% of students attending school 90% of time or more

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. As positive behaviour is a measure of institutional engagement, student behaviour records analysed to ascertain student learning
- 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 differentiated 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

- The school uses data to refine a whole school approach to wellbeing and engagement, to improve learning
- Expectations of behaviour are co-developed with students, staff and the community
- All stakeholders work together to support consistent and systematic processes to ensure student absences do not impact on learning outcomes
- Students have opportunities to meet with identified staff members who can provide advice and support to help students fulfil their potential

High Expectations

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students
- Teaching and learning programs across the school address individual student needs, ensure all students are challenged and adjustments lead to improved learning
- Observations indicate students' curiosity is stimulated with visible, critical and creative thinking routines
- Teachers are supported to trial innovative or evidence based, future-focused practices and use technology authentically

Evaluation plan for this strategic direction

The school will measure achievement of this strategic direction using:

- Survey data including *Tell Them From Me*
- Teaching and learning programs, observations and work samples

Strategic Direction 2: Learning Culture

Evaluation plan for this strategic direction

- *Sentral* wellbeing, class *Dojo* data

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

Achieve by year: 2025

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.

Achieve by year: 2025

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