

Strategic Improvement Plan 2021-2024

Belmont Public School 1183



School vision and context

School vision statement

At Belmont Public School we develop our students to become respectful, responsible and safe learners. Through partnerships with our community we collaboratively empower high expectations in an inclusive and supportive environment.

School context

Belmont Public School is in the East Lake Macquarie area. We teach and learn on Awabakal land. We provide a dynamic and caring educational environment for all students. We currently have 303 students of which 47 are Aboriginal. All students access quality educational programs within a diverse and extensive curriculum. There have been major initiatives in literacy and we are part of Early Action for Success. We have extensive student well-being programs: Rock and Water, Seasons for Growth and Positive Behaviour for Learning. The school excels in technology, sport and the creative and performing arts which have brought about widespread recognition of excellence within the school and wider community. Belmont Public has strong ties and works closely with the community of schools, preschools and the wider community to continually enhance opportunities for students and staff. The schools multi skilled, professional staff continually enhance students' educational outcomes. Staff are provided with opportunities to enhance their skills with access to professional and ongoing training. At Belmont we are committed to making community decisions with a highly interested and committed parent body. Our school is part of the Minimbah AECG and we work in partnership with the Aboriginal community. The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. This plan has community, student, staff, parent and AECG consultation.

1. Student growth and attainment: When analysis was conducted against the student outcome measures it was evident that we need to have students achieving better results in both reading and numeracy. The NAPLAN gap analysis indicated the areas of focus include: Reading - vocabulary and comprehension strategies, and Numeracy - number sense, algebra and word problems. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update. We will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies.

2. Quality Teaching: When analysis was conducted assessment, data, feedback, focus on effective classroom practice with an emphasis on explicit teaching were highlighted as areas for ongoing development. Through improved assessment practices with a focus on formative assessment, monitoring of data and differentiation of the needs of learners can be met more effectively. A focus on effective explicit teaching strategies and adjustments is also essential.

3. Wellbeing: When conducting the analysis of the school wellbeing metrics it was evident a sense of belonging was an area for continual improvement. The literature (Student Wellbeing) identified core elements of focus that aligned to our needs. While PBL commenced in the last school plan, our reflection of progress is consistent with the literature that suggests that behaviour is only part of wellbeing and there is more work to be done that warrants inclusion of wellbeing in the new school plan. Therefore, we will have a whole school focus on developing an understanding of dispositions, trauma informed practice and teaching to a wide variety of students with mixed backgrounds to develop the skills and expertise teachers need to support the wellbeing of all.

Strategic Direction 1: Student growth and attainment

Purpose

We maximise student learning outcomes to build strong foundations for academic success. We will further develop and refine data driven teaching practices using explicit teaching to cater for the needs of every student.

Improvement measures

Target year: 2022

Increase proportion of students in Year 3 and Year 5 achieving in the top 2 bands in NAPLAN Reading by 5%.

Target year: 2022

Increase the proportion of students in Year 3 and Year 5 achieving in the top 2 bands in NAPLAN Numeracy by 5%.

Target year: 2024

Improvement as measured by the School Excellence Framework in the element of Assessment :Achieving Excelling in all components.

Target year: 2023

Increase the proportion of Year 5 students achieving expected growth in NAPLAN Reading by 5%.

Target year: 2023

Increase the proportion of Year 5 students achieving expected growth in NAPLAN Numeracy by 5%.

Initiatives

Use of data to inform practice

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery. High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.

- Establish and use Instructional Leader positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

High Expectations

High expectations are linked with higher performance for all students. All students need to be appropriately challenged in order to learn. A culture of high expectations will be supported by effective mechanisms and strategies that support every student 's learning needs.

- Curriculum differentiation will be a focus for this to occur in every classroom.
- Analyse current data to identify target areas.
- Intervention team established to drive higher performance for students.
- Staff professional learning linked to High expectations and High Potential and Gifted Education.

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum, Assessment)

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF - Effective classroom practice)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data skills and use)

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development)

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measureable whole school improvement. (SEF - Educational Leadership)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose in student growth and attainment through high expectations and analysis of data to informed practice, and can demonstrate impact and improvement in student outcomes in reading and numeracy?

Data:

A combination of data sources will be used. These will include:

- NAPLAN data

Evaluation plan for this strategic direction

- Scout - Value added data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student goals and learning plans
- Targeted focus groups
- Survey
- Observation
- Student voice
- Interviews
- School Excellence Framework (SEF assessment)

Analysis:

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

Implications:

The findings of the analysis will inform future actions and will be documented through the annual report.

Strategic Direction 2: Quality Teaching

Purpose

We promote collaboration and shared responsibility to create a dynamic learning culture. Teachers take responsibility for student improvement and contribute to a transparent learning culture, including through reflective practice and analysis of data to drive teaching and learning. Explicit teaching with quality feedback is a focus across the school.

Improvement measures

Target year: 2024

Tell Them From Me data for "Explicit teaching practices and feedback" improves at least four points from 2020 baseline data (6.4) to meet or exceed the NSW Govt norm (7.3).

Target year: 2024

School Excellence Framework Self Assessment of the element of Learning and Development (focus theme: Collaborative practice and feedback) indicates improvement from "Sustaining and Growing" to "Excelling".

Target year: 2024

School Excellence Framework Self Assessment of the element of Effective classroom Practice (focus theme: Explicit teaching) indicates improvement from "Sustaining and Growing" to "Excelling".

Initiatives

Explicit Teaching

Explicit teaching will benefit students across all year groups and ability levels, when learning new or complex concepts and skills. Teachers will clearly explain to students why they are learning something, how it connects to what they already know, how to do it and what it looks like when they have succeeded.

- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.
- Review and improve the use of teaching practices in guided reading and numeracy.
- Whole school adoption of Area for Focus use in PLAN2.
- Change and adjust practice using the progressions, explicit student goals and differentiated teaching.

Effective Feedback

Feedback is one of the most powerful influences on student achievement. Feedback will focus on improving tasks, processes and student self-regulation.

- Embed Effective Feedback practices ensuring students to take control of their own learning by becoming Self-regulated learners.
- Develop students' skills to be self regulated learners by asking questions, taking notes, and allocating their time and resources effectively.
- Professional Learning around what Effective Feedback looks like, is and the purpose and impact.

Success criteria for this strategic direction

A culture of high expectations for all students is embedded. Students regularly set their own learning goals, self-reflect and evaluate, and share feedback with peers. Teachers support students to use evidence to personalise and revise their learning goals, based on identified strengths and areas for improvement.

Teachers use data to evaluate the impact of setting goals to raise achievement and engagement levels. Teachers will ensure all students understand the learning intentions and success criteria. The teacher reinforces routines, scaffolds new learning via specifically selected steps/activities, and uses smooth transitions to optimise time on task and classroom climate.

The teacher adjusts instructions during a lesson to increase learning opportunities and improve students' understanding. The teacher reviews, clarifies and reinforces key points, and assesses student understanding.

Students can articulate the learning intentions and success criteria. Teachers provide worked examples and opportunities for guided practice. They check for understanding before students engage in independent practice. Teachers closely monitor individual students' progress and offer targeted feedback as needed. Teachers reinforce the main points to consolidate the learning, and to support students to apply their learning in new contexts. Worked examples are used deliberately and systematically, and embedded in lesson and unit structures. They are used consistently across learning areas. As part of the school improvement focus will be on evidence-based high impact teaching strategies. Cooperative planning and assessing is evident between teachers across Stages and the whole school. Teachers use challenging and differentiated individual or group tasks to achieve identified learning goals. Teachers collect data, including feedback from students, to monitor and evaluate the impact of collaborative learning strategies. Use of multiple exposures is deliberate, systematic and embedded in lesson and unit structures, and applied strategically to support knowledge acquisition, transfer of knowledge and deep understanding. An integrated, whole-school approach to

Strategic Direction 2: Quality Teaching

Success criteria for this strategic direction

using high impact teaching strategies is implemented, and regular monitoring and evaluation processes ensure teacher accountability. Teachers are highly skilled at using questioning for a variety of purposes, including informal and formal assessment. Teachers support students to think critically by developing questions, posing problems and reflecting on multiple perspectives. They foster deep thinking, and facilitate discussion to engage all students in learning. Teachers use a range of data, including student feedback and peer observation, to monitor and evaluate the effectiveness of their questioning skills. Teachers contribute to the ongoing development of whole-school assessment policies and strategies, which support teachers to build their capability to use a range of assessment data to diagnose students' learning needs and inform planning for student learning.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose of delivering quality teaching through explicit teaching and effective feedback to informed practice, and can demonstrate impact and improvement.

Data:

- Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Teacher Observations by peers and Executive
- Staff PDPs linked to Teaching Standards
- Teacher Professional Learning
- Class programs

Analysis:

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

Strategic Direction 2: Quality Teaching

Evaluation plan for this strategic direction

Implications:

The findings of the analysis will inform future actions and will be documented through the annual report.

Strategic Direction 3: Wellbeing and Engagement

Purpose

Students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. Students will be respected, valued, encouraged, supported and empowered to succeed.

Improvement measures

Target year: 2022

Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of 73.4%.

Target year: 2022

An uplift of 10% in students reporting strong Wellbeing from baseline data, to meet or exceed the NSW Govt norm, when measured by Tell Them From Me survey.

Target year: 2024

School Excellence Framework Self Assessment of the element of Wellbeing (focus theme: A planned approach to wellbeing) indicates improvement from "Sustaining and Growing" to Excelling across the school.

Initiatives

Attendance

Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student attendance data. With a focus on:

- Establishment of an attendance team
- School promotion of attendance
- BCoS attendance project

High Expectations - PBL

Positive Behaviour for Learning (PBL) is an evidence-based whole school approach to managing student wellbeing. The main aims of PBL are to:

- * Address the diverse needs of every student
- * Establish positive social expectations for all
- * Provide a framework support the wellbeing of every student.

When this is implemented effectively we see a shift in the school's culture because:

- * Students have a deep understanding of what is expected of them
- * Staff are consistent when responding to student behaviour
- * Students feel safe and cared for at school
- * Unproductive and challenging behaviour is significantly reduced.

Aboriginal Education

The Partnership Agreement 2020-2030, *Walking Together, Working Together* between the NSW Department of Education and the NSW Aboriginal Education Consultative Group (NSW AECG) aims to

Success criteria for this strategic direction

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

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.

Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values and expectations.

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

Evaluation plan for this strategic direction

Question:

How can the school determine that its systems and processes for enhancing student wellbeing, attendance and engagement have been successful?

Data:

Wellbeing Framework, Self assessment pre and post data. Professional Development Plans, Personal Attendance Plans. Suspension data, Sentral wellbeing data, PLP's, PLSP's, TTFM.

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Implication:

Future directions and next steps.

Initiatives

ensure that every Aboriginal child and young person in NSW achieves their potential through education. Strategies will be implemented to improve outcomes for Aboriginal students and increase knowledge and understanding of Aboriginal histories and culture.

Trauma Informed Practice

Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies whilst undertaking a lesson study approach used to adjust and improve practice.
