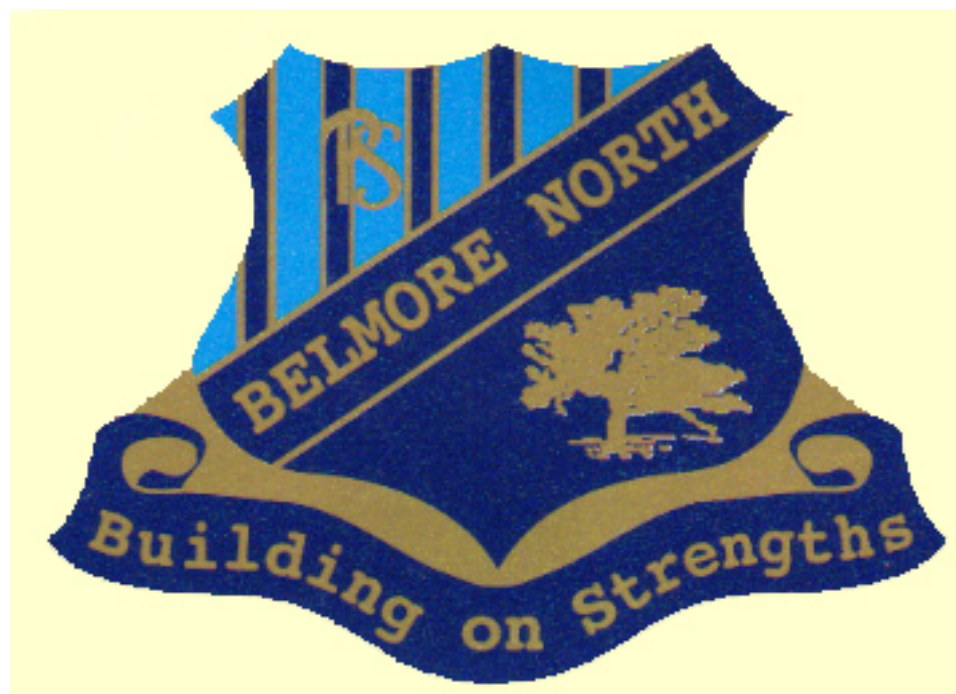


# Strategic Improvement Plan 2021-2024

## Belmore North Public School 1185



# School vision and context

## School vision statement

Our vision statement is: We are committed to providing excellence in teaching and learning in a safe and positive environment to develop the whole child and enable each to achieve his or her fullest potential in an ethos of continuous improvement. We value respect, excellence, community, opportunity and creativity.

We believe that all students can achieve to their own high standards with the right time, the right support, motivation and encouragement. We support all teachers to teach to high standards by giving them the right support that builds trust and considers staff wellbeing. We have a moral purpose and responsibility to teach to a high standard to facilitate the development of each student's academic skills to his/her potential and to support each student to feel known, valued, cared for and safe.

## School context

Belmore North Public School is located in Belmore, a suburb of Sydney, in the state of New South Wales, Australia. It is located 11 kilometres south-west of the Sydney central business district, in the local government area of the City of Canterbury-Bankstown. Belmore is part of the traditional land of the Badiagal people. The school serves a diverse multicultural community and has a total enrolment of 278 students, 96% of whom speak English as an additional language or dialect. A support unit of 5 classes caters to students with additional learning needs and is an integral part of the school. The school is supported with staffing and funding loadings for socio-economic disadvantage and English language proficiency. The school is also supported with staffing and flexible funding to support students with low levels of disability in mainstream classrooms. There is a strong focus on implementing evidence based teaching practices and an emphasis on developing students' literacy and numeracy skills to achieve school targets. A dedicated staff provides extra-curricular activities for students to enhance their experiences at school. Extra-curricular activities include an environment club, homework club, robotics club and games club. Arabic community language classes provide opportunities for students to maintain and develop literacy skills in their background language. Positive Behaviour for Learning provides a consistent system for managing student behaviour as part of a positive approach to student wellbeing K-6. A small but dedicated group of parents work hard to maintain an effective Parents and Citizens' association with whom the school works collaboratively and consultatively.

Staff and parents were surveyed and consulted to determine priority focus areas for the strategic improvement plan. Staff were extensively consulted in the development of the school's shared beliefs and understandings which have been incorporated into the school vision. Parents are fully supportive of the school vision which they have endorsed as expressing their desired outcomes for their children's education.

Through our situational analysis we have identified a need to use data driven practices to monitor student progress and support teachers to implement Stage appropriate learning. Effective collaborative processes will be developed and supported by an instructional coach and additional release time for teachers. The school self assessment identified a need for Improved processes for personalised student learning which will be implemented through a "response to intervention approach" supported by case management meetings. Through case management meetings we will improve differentiated learning for students who need additional support including the extension of highly achieving students. Data analysis of the "Tell Them From Me" survey, indicated a dip in students' sense of belonging and early indications of disengagement of Stage 3 students. Student attendance and punctuality data indicated a need to implement better processes to improve student attendance. Therefore, a whole school approach to student wellbeing will support students' sense of belonging, improved attendance and consistent implementation of "positive behaviour for learning" systems. A gap analysis of students' achievement in English and mathematics showed a need for more effective syllabus implementation. This will facilitate students' learning in higher level concepts in the English and mathematics syllabi. A focus on effective classroom practice supported by an instructional approach will assist teachers to develop high expectations and teaching strategies including scaffolding student learning and explicit instruction to help students achieve at higher levels.

# School vision and context

## School vision statement

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## School context

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Based on the findings of the situational analysis, school improvement initiatives will focus on:

- improving students' outcomes to achieve system negotiated targets for reading and mathematics
- student wellbeing and engagement
- continuous improvement to effective teaching practice supported by effective syllabus implementation

# Strategic Direction 1: Student growth and attainment

## Purpose

We will implement initiatives that both focus on data analysis of student progress and improving classroom strategies that result in improved student growth over time and the attainment of higher levels of achievement in English and mathematics. This strategic direction closely relates to Strategic Direction 3 "Effective Classroom Practice".

## Improvement measures

### Target year: 2022

Achieve 2022 NAPLAN system-negotiated targets:

Improve the percentage of students in Year 3 achieving in the top 2 bands for numeracy from 12% (2019) to 15%.

Improve the percentage of students in Year 3 achieving in the top 2 bands for reading from 18% (2019) to 24%

Improve the percentage of students in Year 5 achieving in the top 2 bands for numeracy from 6% (2019) to 12%

Improve the percentage of students in Year 5 achieving in the top 2 bands for reading from 6% (2019) 12%

### Target year: 2023

Achieve 2023 NAPLAN system negotiated targets:

Improve the percentage of Year 5 students achieving expected growth in numeracy from 85% (2019) to 93%

Improve the percentage of Year 5 students achieving expected growth in reading from 67% (2019) to 73%

### Target year: 2024

Achieve school-based targets in 2024:

Improve the value-added rating in K-3 from Delivering to Sustaining and Growing.

Maintain the value-added rating for Year 3 to Year 5 at

## Initiatives

### Collaborative Class Enquiry

Develop and implement an effective collaborative inquiry process by providing additional release time for teachers to meet with an instructional coach. Teachers will examine student progress data and develop whole class or small group action plans to extend the achievement of students in the middle and upper bands. Each round of collaborative enquiry will have a different focus question. We will:

- focus on teaching practices that continuously improve students' outcomes
- challenge entrenched and problematic beliefs with a focus on empirical evidenced-based instruction
- focus on explicit direct instruction as the school's signature pedagogy

### Data driven practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery through:

- professional learning in data literacy, data analysis and data use in teaching for all staff linked to gap analysis data.
- professional learning in reviewing internal student assessment data and comparing it to results obtained from external assessments such as NAPLAN, PAT, Check-in Assessments, to build consistent and comparable judgement of student learning
- review and adapt practices to ensure reliable formative and summative assessment processes and data are used to analyse student progress, evaluate growth over time and report student achievement.
- integrate data collection and analysis with collaborative enquiry
- review student assessment data and compare

## Success criteria for this strategic direction

Teachers engage in professional collaboration that explicitly aims to improve teaching practices and student outcomes.

Teachers implement effective feedback processes as part of peer coaching to improve teaching practice.

Teachers implement effective formative assessment feedback related to defined success criteria.

Teachers use effective summative assessment through consistency in judgement of student learning by comparing school based and external data.

Teachers interpret and use student progress and achievement data effectively to inform lesson planning

Teachers are provided with additional release time fortnightly using QTSS funds to meet with the instructional coach for data analysis and collaborative inquiry.

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout - Value added data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Teacher surveys on effectiveness of collaborative inquiry processes
- Teacher surveys to evaluate professional learning

The evaluation plan will involve:

- Regular review of these data sources to provide

# Strategic Direction 1: Student growth and attainment

## Improvement measures

Excelling.

Maintain the value-added rating for Year 5 to Year 7 at Excelling.

Achieve or exceed parity with the statistically similar school group in Year 3 reading and numeracy.

Maintain or exceed parity with the statistically similar school group in Year 5 reading and numeracy.

## Initiatives

results from PAT and NAPLAN with internal measures

## Evaluation plan for this strategic direction

clarity around whether we are on track for achieving the intended improvement measures.

- End of term evaluation of the collaborative enquiry process.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions. After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

## Strategic Direction 2: Student wellbeing and engagement

### Purpose

Student wellbeing is closely aligned with achievement in learning. We will implement initiatives that focus on improving students' sense of belonging, school attendance and improved learning support systems.

### Improvement measures

#### Target year: 2024

Achieve system negotiated targets for 2022:

- Increase the percentage of students reporting positive wellbeing from 86% (2020) to 91% (lower bound) measured using the "Tell Them From Me Survey" (TTFM)
- Increase the percentage of students attending at least 90% of the time from 69% (2020) to 78% (lower bound)

Achieve system negotiated targets for 2023:

- Increase the percentage of students reporting positive wellbeing from 86% (2020) to 96% (upper bound)
- Increase the percentage of students attending at least 90% of the time from 69% (2020) to 83% (upper bound)

Achieve school based targets for 2024:

- Increase the percentage of students reporting positive wellbeing sense of belonging from 86% (2020) to 96% as measured on the *Tell Them From Me* survey
- Increase the percentage of students attending at least 90% of the time from 69% (2020) to 86%.
- Reduce the number of behaviour referrals (detentions) from 163 (2019) by 25% in to 122 in 2024.

Improve the school's self assessment on the School Excellence Framework as follows:

### Initiatives

#### Student Wellbeing and Engagement

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.
- developing a whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated individualised learning plans
- Implement strengthened processes for "Positive Behaviour for Learning" (PBL) systems.
- implement more effective strategies to improve student attendance

#### Personalised learning

Personalised learning will involve a collaborative practice model focusing on individual student's learning needs. Individual student interventions will be based on well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs including the extension of highly achieving students. We will achieve this through:

- developing a "response to intervention" process supported by the learning and support team and instructional leaders
- early identification of students requiring additional support and ongoing monitoring and interventions where needed.
- early identification of highly achieving students requiring enrichment and ongoing support for

### Success criteria for this strategic direction

Fortnightly Stage meetings led by executive staff focus on student progress in reading and /or mathematics

LST meetings occur weekly with even weeks devoted to examination of student progress data for both learning interventions and behaviour, to monitor the effectiveness of intervention programs.

Schedule time twice a term in teachers' timetables for students to check-in with their nominated trusted teacher.

Teachers develop and implement effective individual learning programs for students (ILPs) for identified students

Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student wellbeing and engagement.

### Evaluation plan for this strategic direction

We will evaluate the success of our initiatives as follows:

Use the student Tell Them From Me survey twice a year to monitor progress.

The learning support team and /or the *positive behaviour for learning* team will collect data on the number of student behaviour referrals and the number of students allocated to a behaviour level at the end of every term and annually.

Monitor student attendance data rates at the end of each term.

Annually measure progress towards achievement of improvement measures.

Self assess against the *Wellbeing Framework* including pre and post data.

## Strategic Direction 2: Student wellbeing and engagement

### Improvement measures

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- from sustaining and growing to excelling in caring for students
- from sustaining and growing to excelling in a planned approach to wellbeing
- from sustaining and growing to excelling in addressing individual learning needs
- from sustaining and growing to excelling in student behaviour.

### Target year: 2023

We will achieve system negotiated targets for 2023:

- Increase the percentage of students reporting positive wellbeing from 86% (2020) to 96% (upper bound)
  - Increase the percentage of students attending at least 90% of time from 69% (2020) to 83% (upper bound).
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### Initiatives

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- extension of learning
  - implementing a case management approach supported by the instructional leader
  - maintenance of a data wall to facilitate monitoring of student achievement and to inform case management meetings
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## Strategic Direction 3: Effective teaching practice

### Purpose

We will implement professional learning that supports teachers to understand and implement effective, explicit, evidence-based teaching methods related to *What Works Best* and underpinned by effective systematic syllabus implementation.

### Improvement measures

#### Target year: 2024

The school's norm referenced median scores for grades 3-6 in mathematics is equal to or better than the PAT median score.

Improve the number of students in Year 1 who are assessed at *on track* for phonological knowledge using the year 1 Phonics Screener improves from 44% (2020) to 94% in 2024

The SEF (School Excellence Framework) self-assessment for *effective classroom practice* improves from *Delivering to Sustaining and Growing*

The SEF self-assessment for *data skills and use* improves from *delivering to sustaining and growing*

The SEF self-assessment for *professional standards* improves from *Delivering to Sustaining and Growing*

The SEF self-assessment for *learning and development* improves from *Delivering to Sustaining and Growing*

#### Target year: 2024

The SEF self-assessment for *curriculum planning and delivery* improves from *sustaining and growing to excelling*

### Initiatives

#### Focused professional learning

Teachers will engage in professional learning that includes:

- effective strategies for implementing explicit direct instruction in English and mathematics
- teaching reading based on the science of reading and empirical evidence based strategies
- how to extend moderately and highly achieving students' learning in English and mathematics
- implementing effective peer observation or self-observation and feedback processes through *Quality Teaching Rounds*
- Reviewing student assessment data and comparing results from external assessments with internal measures to build consistent and comparable judgement of student learning.
- Data literacy.

#### Effective curriculum implementation

Teachers will develop:

Scope and sequence documents in English and mathematics that guide systematic implementation of all learning outcomes

Scope and sequence documents that are explicit and show a longitudinal plan for phonics, spelling, grammar, punctuation and mathematics K-6

The school's curriculum provision provides and ensure a high-expectations framework by ensuring outcomes requiring higher order thinking are included in programs.

Curriculum programs that align with NESA school registration requirements.

Writing programs aligned with professional learning in the *Talk for Writing* process

### Success criteria for this strategic direction

Quality Teaching Rounds show evidence of changes to teacher practice in line with professional learning.

Professional learning outcomes are evident in teachers' learning and teaching programs.

Literacy and numeracy instruction is integrated with other key learning areas.

Scope and sequences for implementing English and mathematics syllabi are systematic to ensure that all outcomes are included in teaching programs.

Staff are supported to apply professional learning in practice - Principals and leaders provide support to help staff apply professional learning directly to work tasks to address the challenges faced in the everyday functions of the role

Teachers scaffold learning to support students to achieve grade expectations

Teachers provide explicit, specific and timely formative feedback related to defined success criteria

Teachers consistently communicate learning intentions, success criteria and effective student feedback

Student data is used to support collaborative decision making around collective and individual staff professional learning needs.

### Evaluation plan for this strategic direction

(Questions, data, analysis, impact)

Teachers and school leaders evaluate how adjustments in their practice following professional learning impact on student progress and achievement.

Teaching programs show evidence of regular adjustments to ensure ongoing progress and achievement for students.



## Strategic Direction 3: Effective teaching practice

### Initiatives

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Plans for teaching literacy and numeracy across the curriculum.

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### Evaluation plan for this strategic direction

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The outcomes of professional learning are evaluated . Staff evaluate how professional learning has contributed to their individual growth and the impact on their work, including their overall capability to contribute to their team or school. We will use evidence from:

- student work samples
- pre and post testing of student understanding/ skills
- formative student assessment results
- student and parent surveys
- summative student assessment results and reports
- peer observations of teaching practice against a common framework
- staff evaluations of the quality and effectiveness of professional learning
- teacher accreditation status
- learning progression in literacy and numeracy, for example, NAPLAN results and minimum standards
- standardised test results Y3-6 in reading and mathematics
- detention and suspension rates
- resource allocation analysis.

Scope and sequence documents are evaluated for effectiveness using surveys.