



Strategic Improvement Plan 2021-2024

Belmore South Public School 1186



School vision and context

School vision statement

Belmore South Public School community shares a learning journey that empowers, curious, compassionate and active citizens who contribute positively to the world as Leaders of Learning and Change.

School context

Belmore South Public School is a vibrant and dynamic school that is situated in the socio-economically changing inner south western suburb of Belmore. Our school prides itself on providing a welcoming and supportive environment, built upon high expectations for all. Our school celebrates and values our diverse community with over 83% of our families coming from a language background other than English, with refugees and new arrivals numbering among these.

The school has a strong team of professional, dedicated teaching and non-teaching staff who are at various stages of their careers. They actively engage in high quality professional learning to deepen pedagogical knowledge and understanding to support student learning and engagement.

Belmore South Public School continues to enrich learning opportunities by building productive partnerships with Community of Schools groups, Sydney Universities and local community agencies.

Our extended community, whilst diverse, is extremely harmonious and cohesive in its support for the school. Our parents, teachers and community work together to provide great educational opportunities for all students.

The school has completed a situational analysis and it is important to note that the areas of focus for the schools next Strategic Improvement Plan builds upon the work undertaken in the previous school planning cycle. The strong threads through the previous school plans focussed on continual whole school improvement and the school learning community working collaboratively to support the learning and wellbeing of all.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. By using improved data driven practices and high impact teaching strategies, we aim to provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning.

As a school we will continue to develop further a culture of collaboration where high expectations and feedback allow teachers to successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted.

The wellbeing and engagement of our students remains a priority. We have identified the need to review our processes to maximise student learning by continuing to implement explicit wellbeing practices and foster partnerships that raise expectations and promote lifelong learning.

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, we will further develop and refine data driven teaching practices that are responsive to the learning needs of all students.

Improvement measures

Target year: 2022

An uplift of 7.8% of students performing in the top 2 bands in NAPLAN Reading.

Target year: 2022

An uplift of 8.7% of students performing in the top 2 bands in NAPLAN Numeracy.

Target year: 2023

An uplift of 9.1% of students making expected growth in NAPLAN Reading.

Target year: 2023

An uplift of 5.3% of students making expected growth in NAPLAN Numeracy.

Target year: 2024

An increased percentage of students achieving school based targets in Reading.

Target year: 2024

An increased percentage of students achieving school based targets in Numeracy.

Initiatives

Data driven practices

Initiatives

Review and adapt assessment practices across the school to ensure reliable formative and summative assessment tasks, systems and structures which are used to analyse student progress, evaluate growth over time and report student achievement.

Building strong foundations responsive to learning needs

Provide explicit evidence informed teaching and learning experiences that offer opportunities for students to receive feedback on their learning.

Success criteria for this strategic direction

- All teachers use student assessment data regularly to identify student achievements and progress.
- All teachers identify, understand and implement the most effective teaching methods.
- All teaching staff use an integrated approach to quality teaching, curriculum planning, delivery and assessment.
- Quality teaching practices are sustained through explicit systems of collaboration and feedback.
- Students articulate, understand and achieve their literacy and numeracy learning goals.

Evaluation plan for this strategic direction

To what extent have we maximised student learning outcomes through whole school data driven practices?

To what extent do we use data to provide feedback that is responsive to student needs?

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

- Document analysis e.g. teaching programs
- Student work samples
- Classroom observations
- Student focus groups
- Formative and summative assessments
- Teacher and student reflections
- NAPLAN and Check-in Assessments
- What Works Best Toolkit

Data will be regularly analysed and triangulated by Teachers, Stage Teams and the Leadership Team to

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

determine the extent to which the purpose and improvement measures have been achieved.

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. Next steps and future directions will be determined from the analysis of the data.

Strategic Direction 2: Sustainable Learning Culture

Purpose

Create a collaborative and supportive culture that maximises student learning.

Improvement measures

Target year: 2022

Wellbeing Target

An uplift of 3.6% of students reporting Expectations for Success, Advocacy and a Sense of Belonging in the Tell Them From Me (TTFM) survey.

Target year: 2022

Attendance Target

An uplift of 6.5% of students attending greater than 90% of the time or more.

Target year: 2024

Internal Measures

An increase percentage of students demonstrating productive learning behaviours.

Initiatives

Collaboration

Review and adapt current systems and structures, ensuring opportunities for collaboration between staff, students and parents are enhanced.

Supportive Learning Culture

Create a shared culture of learning where explicit wellbeing practices are implemented across the school.

Success criteria for this strategic direction

- All staff engage in systems of collaboration and feedback that sustain quality teaching practices.
- All staff engage in whole school wellbeing processes that support the wellbeing of all students.
- All staff have an integrated approach to quality teaching, curriculum, planning and delivery.

Evaluation plan for this strategic direction

To what extent have we collaborated to support student learning and engagement?

To what extent have we created a sustainable learning culture that supports student learning?

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:

- Internal assessment e.g. PB4L monitoring systems
- External assessment, e.g. Tell Them From Me (TTFM)
- Work samples
- Teacher surveys and focus groups
- Student surveys and focus groups
- Document analysis e.g. Teacher evaluation of programs, reports
- Wellbeing Framework Reflections
- High Impact Professional Learning (HIPL)
- What Works Best Toolkit evaluations

Data will be regularly analysed and triangulated by Teachers, Stage Teams and the Leadership Team to determine the extent to which the purpose and

Strategic Direction 2: Sustainable Learning Culture

Evaluation plan for this strategic direction

improvement measures have been achieved.

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. Next steps and future directions will be determined from the analysis of the data.

Strategic Direction 3: Effective Partnerships

Purpose

To create authentic learning opportunities for all students through a connected learning community that engages in rich learning experiences.

Improvement measures

Target year: 2024

An increased percentage of staff utilising the community of practice to engage in professional capacity building.

Target year: 2024

An increased average in the parent responses to the theme 'Parents are Informed' in the Tell Them From Me (TTFM) Survey.

Initiatives

Communities of Practice

Continue to focus on building relationships that foster positive connections.

Develop links with community experts to engage students in rich, authentic learning experiences.

Parent Partnerships

Embed effective student, teacher and parent partnerships to build a shared responsibility for student learning and success.

Success criteria for this strategic direction

- The leadership team establishes professional learning communities.
- The school's curriculum provision supports high expectations for student learning through learning alliances with other schools and organisations.
- There are strong collaborations between parents, students and the community.
- Learning alliances with other schools or organisations are established and maintained.

Evaluation plan for this strategic direction

To what extent have we created opportunities to engage in rich learning experiences?

To what extent have we built shared partnerships in learning?

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:

- External assessment, e.g. Tell Them From Me (TTFM)
- Student work samples
- Community surveys and focus groups
- Staff surveys and focus groups
- Meeting Minutes
- Seesaw data.
- What Works Best Toolkit evaluations

Data will be regularly analysed and triangulated by Teachers, Stage Teams and the Leadership Team to determine the extent to which the purpose and improvement measures have been achieved.

Strategic Direction 3: Effective Partnerships

Evaluation plan for this strategic direction

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. Next steps and future directions will be determined from the analysis of the data.