Strategic Improvement Plan 2021-2025

Berala Public School 1199

School vision and context

School vision statement

At Berala PS we take pride in developing strong foundations for all students so they can be engaged, resilient and successful learners.

Teachers, parents and students work collaboratively to achieve excellence with a focus on student wellbeing, high expectations and academic growth.

Every child is known, valued and cared for, enabling them to flourish in a respectful and inclusive environment.

School context

Berala Public School is located in South Western Sydney in the Chullora Network. We have an enrolment of 748 students. The school aims to provide students an engaging, inclusive and challenging learning environment to build strong foundations for future success. Our school is supported by a strong and vibrant multicultural community and a supportive P&C. Our Arabic, Chinese and Turkish Community Language Program supports students in maintaining and developing further communicative competence in their home language. 94% of our students have a language background other than English. At Berala PS, we have a small number of students who identify as Aboriginal or Torres Strait Islander. Our students come from a wide range of socio-economic backgrounds, with 48% of our families in the bottom quarter of Socio-Educational advantage. Our school provides an abundance of extra-curricular opportunities in the areas of sport, creative and performing arts, environmental groups and social and emotional support clubs to enable our students to excel through a range of different experiences.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident our numeracy results have remained fairly consistent over the years and our reading results have fluctuated from year to year. The NAPLAN gap analysis indicated the areas of focus include: Reading - viewing and comprehension strategies, and Numeracy - addition and subtraction, multiplication and division and fractions and decimals. 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, the School Excellence Framework and the Effective Reading and Improving Reading Comprehension guides from the NSW Department of Education. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs, embed evidence-informed teaching strategies for every student in every classroom and create meaningful student goals to support student achievement.

2. Collaborative and reflective practices

Upon analysis of staff data in relation to school learning culture and collaboration, it was evident that a focus on developing collaborative and reflective practices was pivotal in increasing collective teacher efficacy across the school. As the literature shows, developing consistent and focused collaborative and reflective practices and protocols is pivotal in developing high teacher efficacy, which evidence indicates is critical in driving student achievement within a school (School Excellence Framework, Visible Learning and What Works Best: 2020 Update). We will work to set up protocols so that meaningful and structured collaborative and reflective practices occur on a regular basis so that teachers can work together to implement new learning from Strategic Direction 1 to develop their own teaching pedagogy and support the development of others. Leaders across the school will work together to maintain high levels of collaboration to support teachers and work to

School vision and context

School vision statement

School context

increase our aptitude to effectively evaluate teaching practices so that agile changes can be made to programs to meet changing student need.

3. Connections across our school

When conducting the analysis of the school wellbeing data it was evident that student sense of belonging, behaviour and social and emotional learning and development are areas of need. While PBL (Positive Behaviour for Learning) has been implemented at Berala PS in previous years, we will look to reinvigorate and re-establish this as the primary driver of positive behaviour. We will also look to develop a social and emotional learning program that supports the needs of our students. Community satisfaction and engagement are also areas of identified need. We have concluded that we are going to have a four year focus on strengthening community satisfaction by engaging parents in student learning and school life.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student outcomes in reading and numeracy and to build strong foundations for learning success, we will develop consistent and best practice in assessment, data analysis and effective classroom practice that will drive our students forward.

Improvement measures

Reading growth
Achieve by year: 2023

Increase in the percentage of questions answered correctly across the school in the Check-In Assessment.

Numeracy growth
Achieve by year: 2023

Increase in the percentage of questions answered correctly across the school in the Check-In Assessment.

Achieve by year: 2025

Improvement as measured by the School Excellence Framework

- Teaching - Effective Classroom Practice - Explicit Teaching (E)
- Teaching - Data Use and Skills - Data Use in Teaching (E)

Achieve by year: 2025

PAT Reading

- 10% uplift in students achieving at or above the 50th percentile for PAT Reading from 2020 baseline data.
- 5% uplift in students achieving at or above the 75th percentile for PAT Reading from 2020 baseline data.

Achieve by year: 2025

PAT Numeracy

- 10% uplift in students achieving at or above the 50th percentile for PAT Numeracy from 2020 baseline

Initiatives

Quality practices in reading

Develop and embed quality, consistent and evidence based reading pedagogy and programs across all classes.

- Professional learning, grade specific support and collegial observations to deepen the understanding and use of explicit teaching strategies in reading for all teachers.
- Professional learning and grade specific support to develop high quality and consistent reading pedagogy, teacher judgement and assessment of, for and as learning across all grades.
- Deepen the understanding and use of the Literacy Learning Progressions and NSW Syllabus documents across the school.
- Deepen the use of authentic student learning goals that are specifically linked to the Literacy Learning Progressions to support quality differentiation and improve student self-regulation and engagement in relation to learning.
- Ongoing professional learning for staff on visible learning pedagogy, student reflective practices & student agency, and innovative methods of monitoring these.

Quality practices in numeracy

Develop and embed quality, consistent and evidence based numeracy pedagogy and programs across all classes.

- Professional learning and grade specific support to deepen the understanding and use of the Numeracy Learning Progressions and NSW Syllabus documents across the school.
- Deepen the use of authentic student learning goals that are specifically linked to the Numeracy Learning Progressions to support quality differentiation and improve student self-regulation and engagement in relation to learning.
- Develop high quality and consistent numeracy

Success criteria for this strategic direction

Student learning goals

- Teachers work collaboratively to develop and apply a range of assessment strategies.
- Assessment data is analysed regularly and collaboratively and this informs student goals.
- Progress towards goals is tracked and monitored at regular and consistent intervals.

Reading Pedagogy

- Teaching and Learning programs are dynamic and based on feedback of teaching practice and continuous tracking of student progress.
- There are embedded processes and allocated time that facilitate collaborative strategies.
- Teachers use effective teaching strategies, such as explicit teaching, to meet the needs of students in their class.

Progressions and syllabus

- Purposeful use of the Learning Progressions to track and inform the learning of students.
- Collaborative development of quality assessments that have direct links to the Learning Progressions and Syllabus.

Numeracy Pedagogy

- Teaching and learning programs are dynamic and based on feedback of teaching practice and continuous tracking of student progress through the use of the Learning Progressions.
- Teachers demonstrate, share and employ evidence based effective teaching strategies and processes to improve student learning outcomes. These strategies and processes are evaluated and refined.

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Improvement measures

data.

- 5% uplift in students achieving at or above the 75th percentile for PAT Numeracy from 2020 baseline data.

Initiatives

pedagogy, teacher judgement and assessment of, for and as learning across all grades and ensuring a progression of learning through the implementation of the 'Starting strong' and 'Working with the big ideas'.

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data

We will use a combination of data sources. These will include:

- Learning Progression data
- Observation data and notes
- Collection of CTJ notes
- Classroom programs
- Student work samples
- NAPLAN
- Check-in assessment
- PAT Reading
- PAT Numeracy

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Initiative teams will meet at least twice a term and assigned executive leaders will be responsible for collecting evidence that will be analysed on a termly basis. During executive meetings, executive will need to provide feedback on the impact and progress of their team. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions including, but not limited to, altering the implementation time periods, shift of focus activities and/or changing of initiative priorities.
- Annual reporting on school progress measures.

Strategic Direction 2: Collaborative and reflective practices

Purpose

To ensure whole school improvement and maximise the impact on student outcomes we will develop a positive school culture of authentic collaborative and reflective practice where all staff build collective efficacy.

Improvement measures

Achieve by year: 2025

Improvement as measured by the School Excellence Framework

Teaching - Professional Standards - Improvement in practice (E)

Teaching - Learning and development - Collaborative practice and feedback (E)

Achieve by year: 2025

Increase percentage of staff reporting positive and collaborative culture by 12.2% from 2019 baseline data (People Matter Survey).

Achieve by year: 2025

Increase percentage of staff reporting that they have received positive and useful feedback to improve their teaching practices by 12.5% from 2019 baseline data (People Matter Survey).

Achieve by year: 2025

Increase effectiveness of school leadership to drive improvements in student outcomes by 10% from 2020 baseline data (TTFM - Eight Drivers of Student Learning - Leadership).

Initiatives

Teachers as collaborative and reflective practitioners

Embed a culture of collaboration between staff and a culture of reflection to improve teaching practices.

- Staff will work to deepen individual and collaborative reflective practices using the Australian Professional Standards for Teachers as a framework for identifying personal and group development needs.
- Staff will work together to reflect on their teaching impact and use this information to inform future teaching and learning cycles and work in partnership to achieve shared goals.
- Develop whole school systems and processes that foster collaboration between staff so they can plan, develop and refine teaching and learning programs.
- Develop whole school systems so staff are able to participate in structured lesson observations that focus on how different teaching approaches impact on student learning, especially in the areas identified in SD1.

Executive as collaborative and reflective whole-school leaders

Embed a culture of collaboration between school leaders and a culture of reflection and evaluation to measure the impact of whole school programs.

- Leaders will work to deepen individual and collaborative reflective practices using the Australian Professional Standards for Teachers (Highly Accomplished and Lead) or the Australian Professional Standards for Principals as a framework for identifying leadership areas of need.
- Enhance the understanding of effective evaluation practices through strategic professional learning.
- Implement strong evaluative practices so the impact of our Strategic Improvement Plan is regularly monitored so agile changes can be made to maximise student outcomes.
- High quality leadership course for all executive to

Success criteria for this strategic direction

Collaborative practice

- Explicit systems that facilitate professional dialogue, collaboration, classroom observations and modelling of effective practices are embedded and occur in a scheduled and regular manner. e.g. grade TPL, PLDs, QTRs and/or learning walks.
- Staff give and receive specific, timely and respectful feedback based on set criteria to improve their leadership and/or teaching practice.
- Staff wellbeing is supported through collaborative practices.

Professional Learning

- Implementation of identified best practice within each classroom as a result of professional learning.
- Staff engage in reflective conversations about best practice and effective strategies in order to improve teaching and learning.
- Teachers can explain how and why they implement specific teaching strategies within their classroom.

Coaching and Mentoring

- Executive and expert teachers provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

Professional Standards

- Teachers use the Australian Professional Standards to continually build their capacity to ensure every student experiences high quality teaching.
- Leaders engage in professional development conversations using the Professional Standards as a driver (eg. Coaching/ mentoring conversations)

Educational Leadership

- The leadership team supports teachers in developing their capacity to use effective evaluative thinking to continually monitor the impact of programs and practices used by all teachers.

Initiatives

attend together so that our leadership skills are refined and broadened to successfully lead and support our colleagues through the changes identified in the School Improvement Plan.

Success criteria for this strategic direction

- The leadership team establishes a professional learning community across all teams focused on continuous improvement of teaching and learning.

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and can demonstrate impact and improvement in teacher and leader collaboration and use of reflective practices?

Data

We will use a combination of data sources. These will include:

- People Matter Survey
- Tell Them From Me - Student and Teacher
- Observation notes
- Videos of practice
- Reflection notes
- PDPs
- Targeted surveys

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Initiative teams will meet at least twice a term and assigned executive leaders will be responsible for collecting evidence that will be analysed on a termly basis. During executive meetings, executive will need to provide feedback on the impact and progress of their team. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions including, but not limited to, altering the implementation time periods, shift of focus

Evaluation plan for this strategic direction

activities and/or changing of initiative priorities.
- Annual reporting on school progress measures.

Strategic Direction 3: Connections across our community

Purpose

To foster the wellbeing of students, we will develop whole school programs and processes that deepen the connections between students, staff and families to engage positively and respectfully so all students can succeed and thrive with a sense of belonging.

Improvement measures

Wellbeing
Achieve by year: 2023

Increase the proportion of students experiencing positive wellbeing at school by 4.5% from our baseline data. (Tell Them From Me Survey - advocacy, belonging and expectations)

Attendance (>90%)
Achieve by year: 2023

Increase the proportion of students attending school 90% or more by 2.5%.

Achieve by year: 2025

Improvement as measured by the School Excellence Framework

- Learning - Wellbeing - A planned approach to wellbeing (E)
- Teaching - Effective Classroom Practice - Classroom Management (E)
- Leading - Educational Leadership - Community Engagement (E)

Achieve by year: 2025

Increase key areas identified in the Parent Tell Them From Me survey by a minimum of 5% from 2020 baseline data.

- Two-way communication with parents
- Parents feel welcome
- Parents support learning at home

Initiatives

Student connections at school

To strengthen the wellbeing of students, we will enhance the connection of students at school by implementing a social emotional learning program, new systems to manage behaviour and developing teacher/student relationships.

- Implement evidence-based changes to whole school practices in regards to positive behaviour for learning (PBL).
- Implementation of a whole school social and emotional program to meet the needs of students.
- Develop staff capacity to utilise a flexible repertoire of strategies for effective classroom management to promote student engagement in all classrooms through a consistent and school-wide approach.
- Implement whole-school strategies to foster strong and supportive relationships between students and staff.

Community connections with our school

To strengthen the wellbeing of students, we will build strong partnerships between students, staff, families and other schools and organisations so that students are able to connect, succeed and thrive.

- Build parent capacity to engage in student learning through the use of workshops, information sessions and regular communication regarding student learning (PaTCH, Literacy/Numeracy information sessions, newsletters and social media use).
- Build parent involvement across the school through the introduction of parent workshops, playgroups and whole school activities (Parent learning sessions - English language, TAFE, preschool playgroups and targeted cultural programs, celebrations and activities)
- Develop, promote and implement three way communication sessions so families can discuss a student's learning and goals.

Success criteria for this strategic direction

Wellbeing

- All students and staff demonstrate positive and respectful relationships with the whole school community.
- All staff exhibit and promote positive and respectful relationships.
- All teachers are actively implementing evidence-based whole school practices and processes in wellbeing (PBL, Learning Dispositions etc) to support student learning and individual learning needs.

Classroom Management

- Consistent and effective whole school behaviour management practices are used effectively and consistently by all staff.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach.
- Teachers model and share a flexible repertoire of strategies for classroom management.

Community Engagement

- Teachers and parents regularly engage in conversations to improve the understanding of how students learn to strengthen student outcomes (Workshops, SeeSaw, 3 Way Learning Conversations)
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.
- Positive, respectful and equitable relationships within the school and the greater community are evident

Evaluation plan for this strategic direction

Question

Strategic Direction 3: Connections across our community

Improvement measures

- School supports child's behaviour

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate strong student and parent connections within our school?

Data

We will use a combination of data sources. These will include:

- Sentral behaviour data
- IEPs
- LincEd data
- Parent involvement data collection (Parent workshops, 3 Way Conversations etc.)
- TTFM - Student, teacher and parent
- People matter survey
- Classroom observation notes (as agreed to prior to observation)
- Collection of online engagement (SeeSaw)

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Initiative teams will meet at least twice a term and assigned executive leaders will be responsible for collecting evidence that will be analysed on a termly basis. During executive meetings, executive will need to provide feedback on the impact and progress of their team. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions including, but not limited to, altering the implementation time periods, shift of focus activities and/or changing of initiative priorities.
- Annual reporting on school progress measures.