

# Strategic Improvement Plan 2021-2025

## Beresfield Public School 1201



# School vision and context

## School vision statement

At Beresfield Public School, we are a community of learners who are empowered to reach our full potential academically, socially and emotionally. Our school culture supports sustained personal growth, built upon high expectations, strong community connections and student success. We strive to provide a supportive and diverse learning environment in which all students and staff feel safe, included and challenged. We take pride in placing the social and emotional wellbeing of students at the heart of all that we do, to support our students, in partnership with our families.

## School context

Beresfield Public School is located in between Maitland and Newcastle. A medium-sized school, with an enrolment of approximately 300 students, it offers a full and varied curriculum which includes the core key learning areas, sport, performing arts, technology and values education. In addition to 11 mainstream classes the school has 3 support classes for students with multi-categorical disabilities from the wider local area. The school buildings, built over time since the establishment of the original school in 1883, are situated on land enclosed by four roads.

Before and after school care is offered on the school site. There is active involvement by many parents/caregivers, especially through the school's P&C, and an alliance with the Maitland AECG. A significant number of our students come from families with a low socio-economic background and approximately 25% of our students identify as Aboriginal or Torres Strait Islanders. Beresfield Public School prides itself on being an inclusive and supportive learning environment. Our students experience quality literacy and numeracy programs from Kindergarten to Year 6. Beresfield Public School is proud of its outstanding staff who work closely with parents and the wider community to offer the best education to our students. Our community's aspirations for the students of Beresfield are to develop the holistic child, through a sense of belonging, resilience and contentment, in order to equip them for the best opportunities in later life.

After analysing the areas of enrolment, student performance, wellbeing, human resources and finance in late 2020, it is clear that the school is utilising its resources effectively in delivering pleasing student academic achievement and student growth. However, there is always room to improve, and a recent dip in results in Numeracy is cause for us to refocus our efforts in ensuring that this is addressed in the next school plan.

In the areas of wellbeing, and meeting the needs of individual students, the Learning Support Team is working successfully and the AP Wellbeing, in an off-class role is leading the LST and managing daily wellbeing effectively. In the past year some executive staff have been trained in the Berry Street model and have guided staff in beginning to implement this model in daily practice. We have been a pilot school in Trauma-Informed Practice PL, and with the Student Behaviour Policy being reviewed there is more to do in this space.

We are currently refining our assessment practices, so that we can gain a clear picture of where our students are at, to inform future teaching. Coupled with this, staff are working towards streamlining scopes and sequences to NESA requirements, and have them centrally located and continually reviewed so that the syllabuses are taught effectively across the school. This will be an important task as syllabuses are reviewed state-wide in the coming few years.

The importance of technology in education became apparent when remote learning became necessary during COVID-19. Beresfield very quickly had to add to its hardware by installing wi-fi throughout the school and issuing each teacher with a Surface Pro. We also upskilled staff with using online platforms to engage students while learning at home. This new knowledge has enabled staff to see the benefits of using technology more readily in daily

# School vision and context

## School vision statement

---

## School context

---

lessons. The impetus is here to continue provisioning technology throughout the school and providing professional learning so that classroom pedagogy is aligned with the demands of technology in our modern world.

Our Aboriginal student population has grown steadily in the last few years. We have shown in our data that our Aboriginal students perform well academically. We have taken steps to increase the rigour of our PLP process, as well as provide more opportunities for Aboriginal students to experience cultural activities. Aboriginal perspectives and ways of learning are embedded throughout the curriculum, so that all students can learn and understand Aboriginal viewpoints. We look to improve on our Aboriginal Education through strengthening systems and professional learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

Build strong foundations for academic success to maximise student learning outcomes by developing and refining data driven teaching practices that respond to the learning needs of individual students.

## Improvement measures

### Reading growth

Achieve by year: 2023

The percentage of questions answered correctly by Year 4 and year 6 students in the Check-in Reading Assessment in Year 4 and 6 increases by 5% from Semester 1 to Semester 2.

### Numeracy growth

Achieve by year: 2023

The percentage of questions answered correctly by Year 4 and year 6 students in the Check-in Numeracy Assessment in Year 4 and 6 increases by 8% from Semester 1 to Semester 2..

## Initiatives

### Data skills and use

In Reading and Numeracy, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing

through:

- the allocation of systemised collaborative forums
- effective use of differentiation in quality literacy and numeracy lessons
- effective and timely feedback to students

## Success criteria for this strategic direction

1. 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.
2. 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.
3. 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.
4. 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.
5. The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measureable whole school improvement.

## 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:

- Internal assessment, eg. PLAN2, K-2 EAfS Reading Data
- External assessment, eg. NAPLAN (Years 3 and 5), PAT Maths and Reading Assessments Years 1-6), Check-In Assessment (Years 4 and 6)
- Survey

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

---

- Observation
- Focus Group (Starting Strong and Big Ideas Numeracy K-6)
- Student voice (tell Them From Me)
- Interview
- Document analysis

### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

### Implications

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and on the school website throughout the year).

## Strategic Direction 2: Best Practice

### Purpose

We set high expectations through explicit teaching and collaboration to meet the needs of all students and build the capacity of all staff to increase outcomes for all students.

### Improvement measures

#### School Excellence Framework

Achieve by year: 2025

In the SEF element Leading, School Resources: Theme - Technology, the school will be validated at sustaining and growing.

#### Tell Them From Me Survey

Achieve by year: 2025

- Increase the rating of Technology (one of the eight drivers of student learning) from the baseline (5.3) by 1.4 to the state norm of 6.7
- Increase the proportion of students who are interested and motivated from the baseline (68%) by 10% to the state norm of 78%.

### Initiatives

#### High Expectations

High impact differentiated professional learning will be enhanced by learning alliances with other schools and departmental supports, to build the digital capacity of teachers and students. Teachers are supported to trial innovative, future-focused practices. This will be achieved through:

- \* Establishing a decision-making team that will lead improvement in digital capability.
- \* Updating whole-school approach to technology processes to ensure monitoring, analysis and evaluation of student progress using a skills framework.
- \* Embedding the Digital Maturity Framework into school culture through ongoing staff professional learning in effective technology strategies.
- \* Recalibrating and adjusting plan to ensure improvement measures are achieved.

#### Explicit Teaching

While building a fleet of digital resources, the school ensures students and staff have equitable access to digital equipment and the development of innovative spaces. This will be achieved through:

- Strategically purchasing equipment that can be best utilised for greatest impact across the school.
- Aligning the acquisition and use of technology with the Digital Maturity Framework Self-assessment findings to establish focus areas around whole-school technology reform.
- Recalibrating and adjusting plan to ensure improvement measures are achieved.

### Success criteria for this strategic direction

- Technology is effectively and equitably used to enhance learning and service delivery.
- Teaching staff demonstrate and share their expertise within their school and with other schools, evidenced with some teachers gaining higher accredited levels in area 3.4 of the teacher standards.
- Teachers will have professional development, support and resources to help them apply digital tools within a culture supporting innovative practices.
- Students demonstrate confidence, creativity and adaptability in technological knowledge and understanding.
- Students show an increase in their learning engagement through the use of technology, as indicated in improvements in students who are interested and motivated in the TTFM survey.

### 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 delivering a digital teaching and learning experience?

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

- \* Mapping the school against the Digital Maturity Framework.
- \* Implementation and tracking of students' skills against a framework to be determined.
- \* TTFM survey reports.
- \* School-based evidence to support SEF statement.
- \* School-based assessment and data processes.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the

## Strategic Direction 2: Best Practice

### Evaluation plan for this strategic direction

---

improvement measures.

Implications: The findings of the analysis will inform:

- \* Future actions

- \* Annual reporting on school progress measures (published in the Annual Report each year and on the school website throughout the year).

## Strategic Direction 3: Excellence in wellbeing

### Purpose

We will promote the growth of positive relationships and meet the needs of individual students, to develop quality and inclusive wellbeing processes that support the wellbeing of all students to connect, succeed and thrive.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

- Increase the proportion of students with positive wellbeing by 10%
- The percentage of Aboriginal students reporting positive wellbeing is comparable with the student body.

#### Attendance >90%

Achieve by year: 2023

##### Attendance

- Increase the proportion of students attending school 90% of time or more from the baseline (68%) by 5.4% (lower-bound target of 73.4%)
- The attendance of Aboriginal students is comparable with the student body.

#### School Excellence Framework

Achieve by year: 2025

SEF Wellbeing themes of: Individual Learning Needs and A Planned Approach About Wellbeing will be validated at excelling.

### Initiatives

#### Meeting Individual Needs

Learning and Support Team procedures and protocols will be reviewed and refined to better meet the needs of students, staff and the community.

- Professional Learning will be provided to target students' individual needs and support classroom teachers.
- Maintain and develop school-based tracking and monitoring of vulnerable students.
- Review and refine strategies to support individual students' attendance plans leading to improved attendance of vulnerable students.

#### Wellbeing Practices

Wellbeing practices effectively manage the wellbeing of students using a school-wide collective responsibility.

- Professional learning will build capacity in staff to implement effective and consistent school wide practices.
- Review and refine consistent school-wide systems to support wellbeing strategies.
- Refine universal whole school processes and strategies to lift attendance rates across the school, and within equity groups.

### Success criteria for this strategic direction

- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential.
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.
- Using the Restorative Practices model, positive, respectful relationships will be evident and widespread among students, staff and the wider community.
- Regular monitoring of student attendance with weekly data shared with staff, students and parents.
- Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.
- Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.

### Evaluation plan for this strategic direction

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

D. The following data sources will be used to regularly evaluate the effectiveness of the initiatives:

- Wellbeing Framework Self-assessment pre and post data.
- The LST rubric
- Mapping SEF SaS
- Scout data/reports
- Individual Learning Plans - PLPs, IEP



## Strategic Direction 3: Excellence in wellbeing

### Evaluation plan for this strategic direction

---

- Sentral wellbeing data/LST minutes
- Professional Development Plans
- Attendance data
- Suspension data
- TTFM data

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

I: What are the implications for our work? Future directions and next steps.