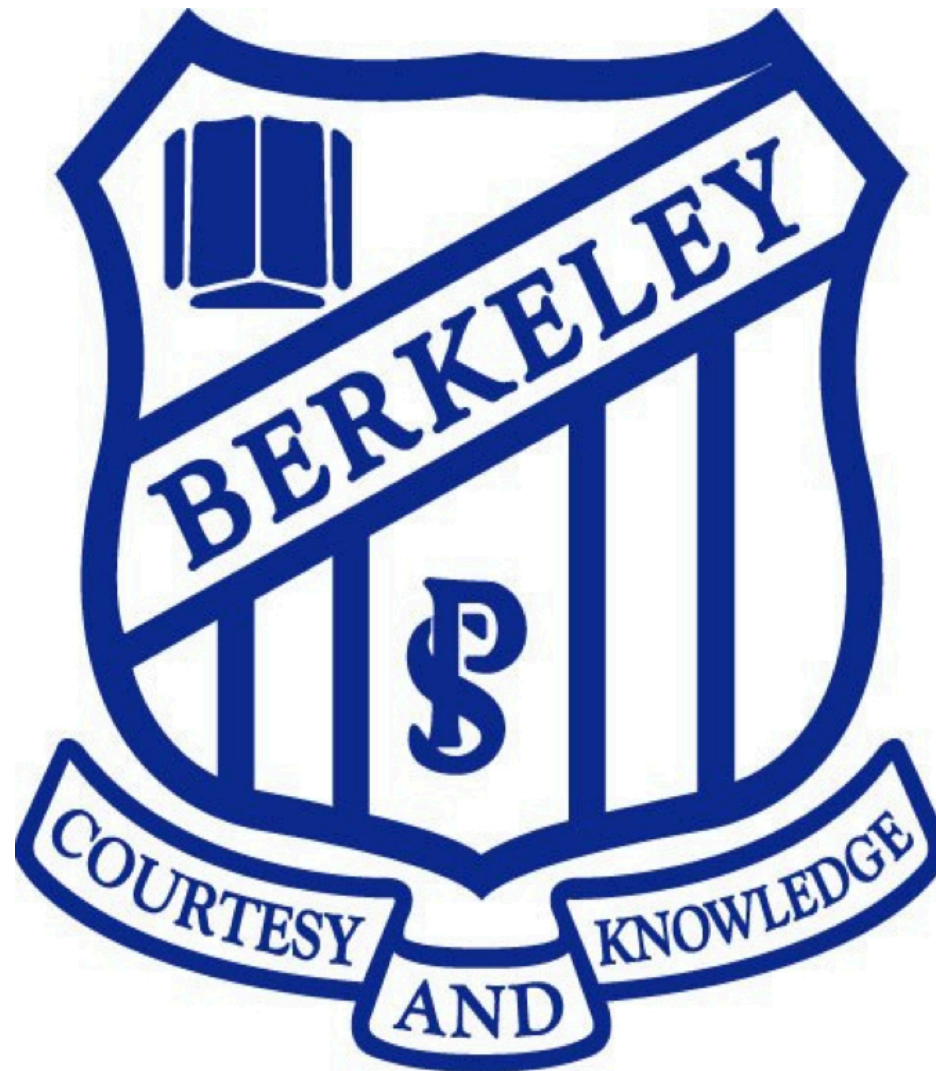# Strategic Improvement Plan 2021-2024

Berkeley Public School 1202

School vision and context

School vision statement

Our vision is to provide a safe, supportive environment where students develop self-confidence, resilience, high expectations and a love for learning.

We will foster an inclusive culture of tolerance and respect, enabling students to become positive and valued members of society.

School context

Berkeley Public School, established in 1858, is on the shores of Lake Illawarra and has a proud history of providing quality education. The school motto 'Courtesy and Knowledge' underpins all that happens within the school. Teaching and Learning programs promote the pursuit of excellence and provide students with the skills to be ongoing learners and make valuable contributions to society. The school receives additional funding to enable it to provide extra support to better meet the learning needs of all students. As part of Early Action for Success, the school has implemented strong research-based programs in literacy and more recently numeracy.

Enrolment in 2021 is 319. The school has 13 classes and draws from a variety of diverse demographics. 23% of students have a language background other than English with Macedonian being the highest. 19% of students identify as Aboriginal or Torres Strait Islander. Practices to ensure high levels of student wellbeing are of the utmost priority and encompass all areas of student development. Positive Behaviour for Learning promotes the values of Respect, Responsibility, Safety and Cooperation.

The school community, involving students, staff, parents and the local AECG were consulted in a thorough situational analysis leading to the development of the strategic improvement plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around quality learning, building teacher capacity, student wellbeing and community partnerships.

This plan will focus on our work with individual students and will be responsive and closely monitored. Continual monitoring of student performance data will determine areas of need and success at an individual, class and school level. Students will continue to be supported in their learning across all key learning areas with a focus on literacy and numeracy.

Teachers will continue to further strengthen their capabilities through collaborative practices and work towards providing effective feedback on each other's professional practice.

The wellbeing and engagement of students remains a priority. Parents and community are partners in learning and we aim to continue to build on and strengthen this relationship.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data. Implementation of appropriate curriculum provision for every student, is underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Target year: 2022

Increase the percentage of students achieving top 2 bands in NAPLAN reading to meet the agreed lower bound target of 33%.

Target year: 2022

Increase the percentage of students achieving top 2 bands in NAPLAN numeracy to meet the agreed lower bound target of 22.70%.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN reading to meet the lower bound target of 56.60%.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN numeracy to meet the lower bound target of 67.60%.

Target year: 2024

Value Added data in Scout for K-3 and 3-5 is maintained at 'Sustaining and Growing'.

Target year: 2024

At least 80% of students in Years 3-6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing a years growth by scale scores in the Progressive Achievement Test (PAT) in reading.

Initiatives

Data Driven Practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery in reading and numeracy.

- Collect and use quality, valid and reliable data from different types of assessment to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Use instructional leaders and executive 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.
- Provide students with detailed and specific feedback to grow as learners who are encouraged to self-assess, reflect and monitor their work.

Reading and Numeracy

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

- Select teaching strategies specific to student learning needs.
- Monitor and assess students to measure the impact of implemented strategies on student learning.
- Participate in ongoing teacher professional learning and school resourcing.

Success criteria for this strategic direction

Data Driven Practices:

- All teachers have a deep understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
- The school uses systematic and reliable assessment information, including student progress and achievement data, to analyse and evaluate student learning. Data is used to reflect on teaching effectiveness and inform future school directions, implementing changes that lead to measurable improvement.

Reading and Numeracy:

- 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.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas. Success can be measured by improved student progress and achievement data.

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

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

At least 75% of students in Years 3-6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing a years growth by scale scores in the Progressive Achievement Test (PAT) in numeracy.

Evaluation plan for this strategic direction

* Learning data analysis

* Student work samples

* Literacy and numeracy PLAN2 data

* PAT tests

* Student Personal Learning Pathways

* Student focus groups

The evaluation plan will involve:

* Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

* 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: Collaborative Practices

Purpose

In order to embed collaborative practice, teachers will work together to achieve common goals. Sharing of evidence-informed practices, knowledge and problem solving will result in improved teacher quality and develop collective efficacy.

Improvement measures

Target year: 2024

Tell Then From Me (TTFM) teacher survey data continues to improve beyond 8.0 in the area of teacher collaboration and remain above the NSW Government Norm.

Target year: 2024

TTFM student data is maintained above the NSW Government Norms in the following areas: effective learning time, relevance, Explicit Teaching Practices and Feedback.

Target year: 2024

All teaching programs will reflect new syllabus requirements.

Target year: 2024

TTFM teacher survey data on leaders and teacher feedback is maintained above the scores in 2023 and continues to meet or exceed the NSW Government Norms.

Target year: 2024

The school maintains Excelling in the area of Learning and Development.

Initiatives

Collaborative Practive

Foster a school culture that promotes and values collaborative practice, where teachers recognise and share their expertise through effective feedback and observations to improve teacher practice.

- Collaborative planning to co-design learning programs to build shared high expectations.
- Regular opportunities to provide and receive feedback and self-reflect to strengthen teacher capacity and evaluate impact.
- Strategically planned professional learning develops collective understanding of current research and educational practice, strengthened through instructional leadership.

Curriculum Provisions

Implement new curriculum consistently across classrooms K-6 in order to deepen students' core understanding, personal capabilities and critical and creative thinking.

- Provide relevant, evidence-informed, differentiated curriculum that engages students through authentic learning experiences and connects them to the real world.

Success criteria for this strategic direction

Collaborative practice:

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives sustained and measurable whole school improvement, in teaching practice and student results.
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Lesson planning references student information including progress and achievement data, curriculum requirements and student feedback.
- A culture of collaboration and collective efficacy is valued and evident school-wide. Teachers are provided time to foster collaborative practice. All staff believe in the importance of shared responsibility, collaboration, and consolidation of strengths as a team, to positively impact student achievement.

Curriculum provisions:

- The leadership team maintains a focus on distributed instructional leadership to develop and sustain a high performance culture, with a clear focus on student progress, achievement and high quality service delivery.
- The leadership team develops a professional learning community which is focused on continuous improvement of teaching and learning and is committed to the pursuit of excellence. Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated.
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students. Effective methods are identified, promoted and modelled. Students' learning improvement is monitored, demonstrating growth as gaps in student achievement decrease.

Strategic Direction 2: Collaborative Practices

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:

* Tell Them From Me

* Scout - Value Added data

* Teacher programming

* Student work samples

* Literacy and numeracy PLAN2 data

* Staff feedback

* Professional Development Plans

* Professional Learning register or exit slips

The evaluation plan will involve:

* Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

* 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 3: Wellbeing and Engagement

Purpose

In order to enhance our wellbeing and engagement, we will further maintain and uphold strong community partnerships that promote an inclusive culture and embrace diversity. The learning community will maintain an environment where all students feel safe, engaged, supported and connected to enrich learning.

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 75.10%

Target year: 2024

Tell Them From Me (TTFM) student data exceeds 91% in the combined aspects of high expectations, sense of belonging and advocacy at school.

Target year: 2024

Increase the percentage of community members at school events from the 2021 baseline data.

Target year: 2024

Decrease negative recorded behaviours and suspensions by a minimum of 10%, determined by a two year baseline of incident reports as at year end 2020.

Target year: 2024

The school continues to measure community satisfaction through internal data collection and showing a further increase in satisfaction from 2022 data. The leadership team analyses responses to school community satisfaction measures.

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

Initiatives

Wellbeing

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success.

- Maintain a whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance and wellbeing.

- Embed differentiated and targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed.

- A variety of professional learning opportunities for all staff.

- Families and community participate in a wide variety of ways and make valuable contributions. This includes involvement in school-based activities, engagement in school-based learning, as well as activities that are not directly related to schooling.

Attendance

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

- Differentiated and planned approach so students feel connected to teachers/school/peers and the school works with outside agencies and explores initiatives and support groups.

- Positive relationships with students, staff and the school community support a sense of belonging and engagement with learning and school activities.

Success criteria for this strategic direction

Wellbeing:

- The school has implemented data driven 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. Planning for learning is informed by sound, holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

- Effective partnerships with the whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and are committed to the pursuit of excellence.

Attendance:

- Foster regular attendance by establishing a positive and welcoming school culture for all students.

- Address attendance concerns by identifying and providing targeted strategies for students or cohorts needing more support.

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

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:

- Tell Them From Me

- Student wellbeing

Strategic Direction 3: Wellbeing and Engagement

Evaluation plan for this strategic direction

- Sentral behaviour data (PBL)
- EBS data
- Sentral attendance data
- Formative collection of data from school events
- Attendance and participation rates

The evaluation plan will involve:

* Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

* 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?