

Strategic Improvement Plan 2021-2024

Berowra Public School 1205



School vision and context

School vision statement

Berowra Public School students are deep thinkers who critically reflect on their own learning to achieve excellence. They value the challenge of the learning journey, taking responsibility for their growth and their contribution to the collective wellbeing of our community.

School context

Berowra Public School is a dynamic, learning focused school located in Northern Sydney which has a student enrolment of 373 students. The school population is gradually becoming more multicultural with 16% of students having a language background other than English. The BPS site has vast outdoor spaces and although located close to Sydney, has maintained a country-like atmosphere where all students are known, valued and cared for. BPS has a long, proud history with generations of families attending and remaining connected to the school. Community support is a particular feature of the school with four effective parent bodies (P&C, School Support Group, Uniform Shop and Canteen Committee) providing much needed support for the school. Our Before and After School Care - BOOSH is a highly valued part of our school community.

Extra-curricular opportunities in sport and creative and performing arts, enable our students to excel through a range of different experiences.

The whole school community, including students, staff and parents was consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

An Assistant Principal Instructional Leader is employed and will be used in conjunction with Quality Teacher Successful Student (QTSS) allocated time to build a collaborative learning culture which focuses on data driven practices to provide explicit differentiated and responsive learning opportunities.

Work will take place to develop consistent data collection and analysis practices which focus on summative and formative assessment tasks and developing greater consistency of judgement within and across school. Data will inform the choices we make about student learning.

Our work with individual students will be responsive and closely monitored. Learning and Support structures and processes will be put in place to identify students who require intervention and individual and targeted support will be provided where needed. Pre and post assessments will be carried out to assess the impact of this support.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

Develop and refine data driven teaching practices that are responsive to the needs of individual students to maximise student learning outcomes in reading and numeracy and build strong foundations for academic success.

Improvement measures

Target year: 2022

The proportion of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN Numeracy increases from 41.7% to at least 49.9%

Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN Numeracy to the lower bound system negotiated target of 57.4%.

Target year: 2022

The proportion of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN Reading increases from 52.8% to at least 60.4%.

Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN Reading increases to the lower bound system negotiated target of 70.5%.

Target year: 2024

At least 90% of students in Year 2 will have achieved Level 5 of the Phonological Awareness and Level 7 of Phonic Knowledge and Word Recognition sub-elements on the Literacy Progression.

Target year: 2024

School self-assessment of the themes Data Use in Teaching, Data Literacy and Feedback to improve from Delivering to Sustaining and Growing.

Initiatives

Differentiation

Embed a learning culture which incorporates clear learning intentions and success criteria, explicit teaching; individual learning goals and effective feedback.

Embed and use professional learning models to build teacher capacity and collective pedagogical practice in reading and numeracy including Quality Teaching Successful Students (QTSS) allocation and the Instructional Leader (IL).

Embed a sustainable systematic phonics approach to improve outcomes in reading (Sounds-Write).

Professional learning (PL) on the use of Literacy and Numeracy Progressions to personalise learning.

Data Driven Practices

Ensure effective strategies and processes for data collection analysis, tracking and reflection are used for responsive curriculum delivery.

Establish and use IL position to work with teachers using data to monitor and assess student progress in reading and numeracy; and design future learning on whole class, group and individual level.

Refine and embed a school wide assessment schedule and data collection system.

Develop consistent whole school A-E criteria based on syllabus and progressions.

PL in data literacy, data analysis and use in teaching for all staff. Specifically identifying Tier 3 and high potential students.

Expertly use student assessment data in reading and numeracy to reflect on teaching effectiveness and provide explicit differentiated and responsive learning opportunities.

Success criteria for this strategic direction

Students articulate, understand and achieve their literacy and numeracy learning goals.

Students actively use success criteria and feedback to achieve learning intentions.

Teachers will be trained in and consistently implement Sounds-Write.

Teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.

Evaluation plan for this strategic direction

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

The school will use the following data sources to regularly analyse the effectiveness of the initiatives:

School Excellence Framework Self-assessment Surveys (SEF SaS)

NAPLAN Data

Check in Assessment

PAT Data

Scout - Value Added Data

PLAN2 data

Internal School Data (Schedule of assessment)

Instructional Rounds Data

4 Key Questions

Work samples with reflection

Evaluation plan for this strategic direction

Learning goals

Exit tickets

Analysis

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

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.

Regular review of these data sources to occur in Executive Planning, Strategic Direction Teams and Stage Teams.

Triangulation of data sources including quantitative and qualitative internal and external data to validate conclusions.

Implications

The findings of the analysis will inform:

- Future planning, actions and resourcing.
- Annual reporting on school progress measures.

Strategic Direction 2: Explicit systems for Professional learning, collaboration and feedback

Purpose

Embed high impact professional learning, informed by research, that supports the professional growth of all staff to improve their teaching practices and leadership capabilities.

Improvement measures

Target year: 2024

School self-assessment of the theme Collaborative Practice and Feedback from Delivering to Sustaining and Growing.

Target year: 2024

Increase in scores for Leadership consistent with the NSW Govt Norm in the Teacher Tell Them From Me (TTFM) Survey.

Target year: 2024

PODs Survey 80% of teachers rate the PODs processes of improving professional practice as high or outstanding.

Target year: 2024

Learning intentions and success criteria are embedded into literacy and numeracy programs.

Initiatives

High Expectations

Embed High Expectations in a cycle of continuous professional learning with a sustained focus for teaching staff which is informed by evidence based practice (PL timeline).

Implement differentiated, collaborative and applied professional learning that is continuous, coherent and based on school and individual identified needs (Plan, Observe, Debrief - PODs).

Engage in Instructional Rounds to: strengthen partnerships with other schools; share high impact professional learning approaches and expert teachers; and extend professional learning outcomes.

Instructional Leadership

Establish professional learning communities which facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Provide mentoring and coaching support through whole school and/or inter-school relationships to ensure the ongoing development of teachers and leaders.

Develop collective competencies and accountability of the executive team to lead systemic whole school improvement.

Develop systems to build a strong pipeline of leaders (Aspiring Leaders).

Success criteria for this strategic direction

Culture of effective evidence based teaching and ongoing improvement.

All teaching staff engage in ongoing cycles of action planning, observation and feedback.

New staff are provided mentoring and coaching to ensure understanding of whole school teaching and learning beliefs and practices.

The leadership team leads high quality professional learning that has a visible impact on teacher practice and student outcomes.

Evaluation plan for this strategic direction

To what extent has the quality of teaching practice improved as a result of high impact professional learning?

To what extent have leadership capabilities improved for existing and aspiring leaders?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives:

SEF SaS

Tell Them From Me (TTFM) Surveys

PODs Data

PODs action plans and observations

PDPs

Instructional Rounds data

Programs

QTSS action plans

Induction survey

Strategic Direction 2: Explicit systems for Professional learning, collaboration and feedback

Evaluation plan for this strategic direction

AP mentoring reflections

Aspiring Leaders survey

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Strategic Direction 3: Community Wellbeing and Engagement in Learning

Purpose

Enhance the collective wellbeing of the school community by developing a strong sense of belonging among all stakeholders. Staff, students, parents and families will become a community of learners where high expectations, engagement in learning and collaboration are key.

Improvement measures

Target year: 2022

Student Attendance data increases from 86.1% to 90.6%.

Target year: 2022

Student Wellbeing data increases from 84.9% to 89.4%.

Target year: 2024

Decrease in the number of minor and major incidents recorded on Sentral inline with BPS Behaviour Management Procedures.

Target year: 2024

70% of staff rate BPS at high or outstanding at supporting their wellbeing on the Staff Wellbeing Survey.

Initiatives

Wellbeing

Build individual and collective mental health through implementation of Smiling Minds.

Engage staff in ongoing PL to support their personal wellbeing.

Embed a systematic approach to enhance communication and engage parents and the broader community to actively support a sense of belonging.

Community Engagement in Learning

Develop clear and transparent processes and procedures for the management and implementation of Learning and Support.

Communicate Learning and Support processes and procedures and encourage regular parental involvement in the development of Individual Learning Plans.

Enhance student engagement by implementing strategies for high potential and gifted and talented students.

Increase student participation in talking about their learning with parents.

Embed strategies for sharing, reinforcing and celebrating personalised student learning with parent/carers.

Success criteria for this strategic direction

Mindfulness is an embedded practice with staff and students.

Staff take ownership over their personal wellbeing by flexibly accessing their tool belt of protective strategies as required.

Learning and Support process are effective and students are supported through differentiated learning.

A positive learning culture has been developed across the school community.

Learning conversations are an embedded practice across the school.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate improved community wellbeing and engagement in learning?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives:

SEF SaS

Tell Them From Me (TTFM) Surveys

Smiling Minds data

Rock and Water data

Positive Behaviour for Learning (BPL) data

Student and staff attendance

Individual Learning Plans and Aboriginal Personalised Pathways

Staff Wellbeing Survey

MiniLit and MacLit data

Strategic Direction 3: Community Wellbeing and Engagement in Learning

Evaluation plan for this strategic direction

Sentral communication data

Student report and snapshot data

Parent teacher interview attendance

Learning Conversation feedback

Parent/community surveys

Focus groups

Kindy Orientation feedback

Community feedback form events

Seesaw engagement data

Facebook data

Analysis

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Evaluation plan for this strategic direction

Implications

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