

Strategic Improvement Plan 2021-2024

Beverly Hills Public School 1215



School vision and context

School vision statement

At Beverly Hills Public School, we ensure every student is prepared to be responsible and active citizens, confident in their abilities to engage in a complex and dynamic society. We deliver inclusive quality, educational experiences underpinned by evidence based practices and high expectations to ensure every student reaches their full educational potential. Our school fosters student centred learning environments to develop critical, collaborative and creative future leaders. We value diversity, collaboration and respectful partnerships to enhance a sense of belonging for students, staff, families and the wider community.

School context

Beverly Hills Public School is a metropolitan government public school in southern Sydney. The school serves a diverse multicultural community. The current school enrolment is 440 students (84% Non-English Speaking Background). Students are currently educated in eighteen class groupings.

Beverly Hills Public School has a highly qualified and dedicated staff working closely together to generate quality educational programs that deliver appropriate student outcomes. The values we espouse of 'Excellence, Respect, Diversity' personify what drives us as educators.

Successful student welfare practices promote a sense of wellbeing, happiness and responsibility in all students.

Extra-curricular opportunities in Sport and Creative and Performing Arts enable our students to excel through different experiences.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Teachers are developing their skills, knowledge and practice to plan for and deliver quality differentiated instruction to all students. The school has identified system-negotiated target areas in Reading, Numeracy and attendance.

Through a cycle of reflection the school will focus on effective classroom practices and utilising formative and summative data to ensure teaching and learning programs are responsive to the needs of the students.

A focus on enhancing student voice and preparing our future leaders is a priority to prepare students to be active and engaged citizens.

Parents and carers have high expectations of and aspirations for their children.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning outcomes for every student all teachers regularly utilise data sources to identify, understand and implement effective classroom practices. All staff will use evidence based pedagogies to ensure differentiation is responsive to individual learning needs and based on targeted, timely feedback.

Improvement measures

Target year: 2022

- Uplift of 7.7% of students achieving in the top two bands in NAPLAN Reading

Target year: 2022

- Uplift of 6.1% of students achieving in the top two bands in NAPLAN Numeracy.

Target year: 2024

- An increased percentage of students, from 2023 data, in Years 2 to 6 will demonstrate an improvement of at least one stanine level *0.4 growth (effect size)* in the Progressive Achievement Test (PAT) in Reading and Maths.

Target year: 2024

- An increased percentage of students achieve at or beyond expected grade levels using school based K-6 reading data, from 2023 outcomes.

Target year: 2023

- Uplift of 4.6% of students achieving expected growth in NAPLAN Reading.

Target year: 2023

- Uplift of 2.8% of students achieving expected growth in NAPLAN Numeracy.

Initiatives

Effective & Data Informed Classroom Practice

Build teacher capabilities and collective pedagogical practices to enhance evidence based teaching strategies in literacy and numeracy. Embed sustainable whole school processes for collecting and analysing data to respond to trends in student achievement at individual, group and whole school levels. This will guide reflective teaching and utilisation of effective systems of interventions to ensure all students make measurable progress. Authentic assessment is used flexibly and responsively to identify and reflect on student progress and teaching effectiveness.

Targeted & Timely Feedback

Build a culture of reflection and improvement by developing the knowledge, skills and practices of staff and students. Staff embed effective feedback strategies providing students with explicit, ongoing and actionable information about their performance against learning outcomes. Student feedback is elicited by teachers and is used to inform future planning and programming. Students are confident, reflective learners who take ownership to improve.

Success criteria for this strategic direction

Effective classroom practices incorporating evidence based practices and explicit teaching to improve literacy and numeracy outcomes for all students.

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively to ensure the learning needs of all students is catered to.

Consistent Teacher Judgement processes are evident across the school.

EAL/D and LaST teams build the capabilities of teachers and are an integral component of whole school approaches to literacy and numeracy programs.

Effective feedback strategies are embedded across the school.

All teachers routinely provide targeted and timely feedback to ensure students have a clear understanding of how to improve.

Students provide feedback to peers to support learning.

Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Evaluation plan for this strategic direction

Evaluation plan Question:

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

Data:

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:

- NAPLAN data

Evaluation plan for this strategic direction

- SCOUT - Value added data
- PAT Reading and Maths Data
- Literacy and Numeracy PLAN 2 data
- Student work and assessment samples
- Regular review of school wide data to ensure EAL/D and LaST interventions are responsive to the needs of students.
- Observations

Analysis

Analysis will be embedded within the initiatives through:

- Executive team and whole staff reflective sessions.
- Stage team planning meetings each term to analyse and reflect on data to inform teaching and learning programs.
- Strategic Direction team meetings to review every 5 weeks.
- Annual review of 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 in the school newsletter throughout the year).

Strategic Direction 2: High Expectations and Engagement

Purpose

All students are challenged and engaged in their learning in order to develop their full potential. A culture of high expectations is supported by strategies that both challenge and support student learning needs. Students actively engage in decision making at school to shape their educational experiences and increase engagement to improve learning.

Improvement measures

Target year: 2024

- The percentage of students indicating they feel challenged and confident of their skills in Maths and English lessons, as indicated in the Social-Emotional Outcomes in the Tell Them From Me Student Survey exceeds the NSW norm.

Target year: 2022

- Uplift of 5.9% of students attending greater than 90% of the time from the baseline.

Target year: 2022

- Uplift of 3.6% of students reporting expectations for success, advocacy and sense of belonging at school from the baseline.

Initiatives

Curriculum Differentiation

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students, ensuring a years growth for every student, every year. Assessment promotes learning excellence and is responsive to teaching and learning programs which demonstrates evidence of adjustments to address individual student needs to improve student outcomes.

Engagement

Whole school and personalised attendance approaches improve regular attendance rates, including lateness, for all students. Implementation of extra curricular activities increase a sense of belonging for all students. A culture of student voice is embedded across the school encouraging collaboration between students, teachers and parents/carers to create and maintain a positive environment, increasing student's engagement in learning.

Success criteria for this strategic direction

Build staff capacity to differentiate the curriculum to support all learners.

All teaching programs are differentiated and responsive to the learning needs of all students and include adjustments for at risk and high potential learners.

All teaching and learning programs include challenging questions that require deeper thinking and problem solving.

All staff expertly embed SMART goals when creating and updating all personalised learning plans.

The creation of personalised learning plans for Aboriginal/Torres Strait Island students, at risk and high potential learners involve students and parents in planning and sharing expected goals.

LaST and EAL/D teachers regularly collaborate with staff and are responsive to updated internal and external data.

Increased opportunities for student roles and responsibilities across the school.

Increased opportunities for extra curricular activities for all students.

Authentic implementation of student led teams such as SRC or student parliament.

All staff effectively use feedback and reflection to amplify student voice in the classroom.

Evaluation plan for this strategic direction

Evaluation plan Question:

To what extent have we achieved our purpose and can demonstrate an increase in High Expectations and Engagement for all students.

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:

- Teaching and Learning Programs with adjustments and modifications to cater for all students.
- SCOUT Data - attendance
- Personalised Plans
- Student work and assessment samples
- Literacy and Numeracy PLAN 2 data
- Whole school data analysis of growth
- Regular review of school wide data to ensure EAL/D and LaST interventions are responsive to the needs of students.
- TTFM Extra-curricular data Term 1 and Term 4
- TTFM High skill and High Challenge data Term 1 and Term 4
- Student voice

Analysis

Analysis will be embedded within the initiatives through:

- Executive team and whole staff reflective sessions.
- Stage team planning meetings each term to analyse and reflect on data to inform teaching and learning programs.
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- Annual review of progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future actions

Strategic Direction 2: High Expectations and Engagement

Evaluation plan for this strategic direction

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

Strategic Direction 3: Future Leaders

Purpose

To prepare students to confidently think critically, work cooperatively and engage creatively to solve complex problems and become mindful, global citizens future focussed skills and capabilities are embedded authentically throughout teaching and learning experiences. To become self directed learners, students use a range of strategies to create, receive feedback and achieve their learning goals.

Improvement measures

Target year: 2024

- Greater than 90% of staff embed critical and creative thinking practices in teaching and learning experiences across all KLA's.

Target year: 2024

- Greater than 90% students pursue their goals to completion, even when faced with obstacles as indicated by student perseverance levels, reported in the Tell Them From Me Data.

Target year: 2024

- 100% of students engage in self assessment and peer assessment using success criteria for their literacy and numeracy goals.

Initiatives

Critical & Creative Thinking

Develop and strengthen knowledge and practices amongst all staff to effectively embed critical and creative thinking skills across all key learning areas. Students develop skills in interpreting, analysing, explaining, reasoning, questioning and inferring to generate and apply these ideas in specific teaching and learning experiences.

Self Directed Learning

Build staff knowledge and understanding in effective goal setting and self directed learning to enable students to identify how they learn best and to empower students to take responsibility for decisions associated with their learning. Teachers develop learners who can set goals, articulate what they are learning and know what their next learning steps are. Successful learners strive to use self regulation strategies when assessing their own work, they ask questions and actively seek feedback. Collaborative opportunities are embedded across the school enabling students to gain knowledge and skills through investigating and responding to an authentic, engaging and complex problem.

Success criteria for this strategic direction

Staff participate in action orientated and research informed practices to enhance knowledge, understanding and skills of critical and creative thinking.

Staff develop skills in facilitating and supporting students to set meaningful goals.

Open ended tasks are evident in teaching and learning programs.

All students take ownership over their learning and participate in meaningful goal setting, articulating, understanding and actively working towards achieving their goals.

Whole school opportunities for students to engage in project based learning.

Learning intentions and Success Criteria are embedded in all teaching and learning programs.

Data and feedback inform teaching practice and direct learners and learning.

Evaluation plan for this strategic direction

Questions:

To what extent have we achieved our purpose and can demonstrate an increase in critical and creative thinking skills embedded in teaching and learning.

To what extent have we developed self directed learning skills in all students.

Data

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:

- Teaching and learning programs

Strategic Direction 3: Future Leaders

Evaluation plan for this strategic direction

- Student work samples
- Student goal setting and reflections
- Student presentations of project based learning
- Observations
- TTFM data
- Staff and student exit slips and feedback

Analysis

Analysis will be embedded within the initiatives through:

- Executive team and whole staff reflective sessions.
- Stage team planning meetings each term to analyse and reflect on data to inform teaching and learning programs.
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- Annual review of 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 in the newsletter throughout the year).