

Strategic Improvement Plan 2021-2024

Birchgrove Public School 1240



School vision and context

School vision statement

Our shared values are Excellence, Respect, Resilience, Trust and Care. Birchgrove Public School Community is committed to providing each child every opportunity within a culture of growth, performance and well-being.

We believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is to be partners in learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners.

School context

Birchgrove Public School is located on the Balmain peninsula and was established in 1885. The community is diverse, vibrant and supportive. The school has a pre-school comprising four part-time classes and we have 14 classes K-6. Our philosophy encompasses a whole school approach to student welfare which is proactive and restorative. Birchgrove Public School is a highly aspirational community that focuses on inclusive programs that cater for all learning needs from High Potential and Gifted (5%) to students requiring disability adjustment (10%) and English as an Additional Language/Dialect Speakers(4%).

Birchgrove Public School offers a large range of extra-curricula activities, including a strong parent co-ordinated music program, coding, drama, art and chess.

Our staff of 34 includes support staff and teaching staff. Our Quality Teacher Program funding has been used to team-teach STEM in recent years. This focus is continuing with an emphasis on mathematics to improve student outcomes and provide opportunities to develop excellence in teaching practice. Our motivated and committed teachers include a specialist music and PE teacher, whose expertise benefits all students P to 6.

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. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will take place on developing quality summative and formative assessment tasks and data collection practices, and developing greater consistency of judgement within and across schools.

School services will be utilised to build understanding on how to do this successfully and the executives will lead much of this work in the school.

Our work with individual students will be responsive and closely monitored.

Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

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

Increase student growth and attainment in numeracy and literacy ensuring the implementation of appropriate curriculum provision for every student is underpinned by evidence informed strategies and embedded evaluative strategies that increase student growth and attainment.

Improvement measures

Target year: 2022

NAPLAN Numeracy goal

An 11% minimum increase of Years 3 and 5 students achieving in the top two bands in NAPLAN numeracy.

Target year: 2022

NAPLAN Literacy goal

A 5% minimum increase of Years 3 and 5 students achieving in the top two bands in NAPLAN reading.

Target year: 2023

A 7% minimum increase in students achieving expected growth in NAPLAN reading.

Target year: 2023

A 10% minimum increase in students achieving expected growth in NAPLAN numeracy.

Target year: 2024

All teachers clearly understand, develop and use PLAN2 to monitor improvement in student learning outcomes.

Target year: 2024

All students K-6 are able to articulate their learning goals in consultation with teacher or parent twice per year.

Target year: 2024

All teachers clearly understand, develop and apply a full

Initiatives

Student centred learning

- Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.
- PL on use of literacy and numeracy progressions to personalise learning and understanding.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Embed and use professional learning models to build teaching capabilities and collective pedagogical practice.

Data driven practices

- Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.
- PL in data literacy, data analysis and data use for all staff. This is linked to gap analysis.
- Develop the skills of stage leaders to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Engage Teaching Quality & Impact Advisors to deliver PL in formative assessment and learning intentions. Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Success criteria for this strategic direction

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Valid and consistent teacher judgement is evident across the school.

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

All students are able to articulate and understand their literacy and numeracy learning goals.

EAL/D and LST teams work with Numeracy Specialist teacher (Quality Teaching) and are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.

Evaluation plan for this strategic direction

Question- How will we increase student growth and attainment in numeracy and literacy to ensure that the implementation of appropriate curriculum provision for every student is underpinned by evidence and informed strategies?

Data-

- NAPLAN data
- SCOUT - value added data
- Student work samples
- Literacy and Numeracy PLAN 2 data
- Student PLPs
- PAT data
- Student focus groups (survey data during COVID)

Analysis

- Regular review of these data sources to provide clarity around whether we are on track for achieving

Strategic Direction 1: Student growth and attainment

Improvement measures

range of assessment strategies to reflect on teaching effectiveness.

Evaluation plan for this strategic direction

the intended improvement measures.

- Regular professional discussion around the SEF 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.

Implication

- Staff will demonstrate improved practice and understanding of data collection, analysis and implications for teaching and learning programs.
- Students will demonstrate improved outcomes in the focus areas.
- Critical reflection of practice will be embedded in professional discussions to inform decisions for future teaching and learning.
- Overall school achievement will improve within the agreed projections for growth.

Strategic Direction 2: Collaborative and reflective assessment practice

Purpose

All teachers to use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that leads to measurable improvements.

Improvement measures

Target year: 2024

All teachers clearly understand, develop and apply a full range of assessment strategies to reflect on teaching effectiveness.

Target year: 2024

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Target year: 2024

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Initiatives

Assessment Continuum

- Stages engage in the "What works best " document focusing on assessment.
- Embed a more efficient data collection system through the development and use of the school's Assessment Continuum.
- Prioritise professional learning in effective and efficient use of data to inform teaching and learning.
- Mark assessment tasks consistently and objectively against the syllabus. This can be achieved by collaborating with colleagues across stages or teams to develop standards of performance against the assessment rubric.

Formative and Summative practices

- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Work with and support colleagues to use a range of data to improve individual and collective teaching practice by modifying teaching programs and implementing classroom strategies as part of an ongoing improvement cycle.
- Monitor and reflect on the progress of every student to identify strengths and gaps in learning.
- Explain the purpose of assessment to students and provide them with opportunities to reflect on their progress which can inform future learning goals.

Success criteria for this strategic direction

Teachers will regularly refer to Assessment Continuum and administer set formative/summative assessments.

Teachers to regularly collect data and evidence of student growth and identify areas of need and to inform future teaching direction.

Students to develop a better understanding and language that reflects their own learning goals and progress.

Capability of teachers to effectively assess and monitor student progress will be enhanced.

Stage leaders will be supporting and guiding teachers through the assessment process.

There will be regular collaborative opportunities to reflect on practices and evaluate the data and evidence.

All staff collaboratively devise the necessary assessment tasks needed that are relevant to the content.

Collaboratively produce and refer to the rubrics associated with the assessment task to ensure consistent teacher judgement across the cohort.

Evaluation plan for this strategic direction

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

Leaders to ask for feedback from teachers on process of utilising the assessment continuum.

Q - How efficient are our formative and summative assessment practices in supporting our data collection system in relation to the school's Assessment Continuum to monitor and track student growth and inform teaching programs.

D - NAPLAN, Check-in, stage based assessments and class feedback, student tracking file and PLAN 2.

Strategic Direction 2: Collaborative and reflective assessment practice

Evaluation plan for this strategic direction

A - High quality student assessment supports teachers to monitor student progress and inform next steps, determine the effectiveness of chosen teaching strategies - both for learning and engagement - and to measure student understanding of a unit of work (Stronge 2002). School has identified the need for explicit assessment procedures and collection format.

I - Teachers will:

- * collect meaningful data from all stages of the learning process- qualitative and quantitative data.
- * schedule systematic collection of data and regular collaborative analysis of data.
- * The analysis identifies the wider trends across the stages and classes which then informs teaching and learning directions.
- * Collection of data to track student progress over time within a whole school framework.
- * Opportunities for teachers to access relevant and useful professional learning.

Strategic Direction 3: High Expectations

Purpose

To ensure all students are challenged and engaged in building a culture of high expectations with an appropriate differentiated curriculum.

Improvement measures

Target year: 2024

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.

Target year: 2024

All staff use the social and emotional competencies to support ongoing improvement in classroom learning

Target year: 2024

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Target year: 2024

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcome

Target year: 2024

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.

Initiatives

Student Support to Meet High Expectations

- Create a positive classroom environment characterised by supportive, collaborative relationships and frequent student-teacher classroom interactions. For example, positive interactions can be facilitated by encouraging students to offer insightful or interesting observations on the work of their peers.
- Create a safe space where all students feel comfortable taking risks, making mistakes and asking questions to clarify their thinking. This can be done by facilitating and modelling classroom expectations about how to be a respectful, responsible and collaborative class member.
- Provide clear and specific feedback that identifies the next step and skills needed for students to improve.
- Provide differentiated tasks that consider the prior knowledge and ability of each student, and ask challenging questions that require deeper thinking and problem solving.
- Model goal setting and work with students to co-develop goals that are relevant, specific, measurable, challenging and achievable, and aligned to their individual needs.

Parents Partnership in Creating High Expectations

- Regularly inform parents and carers of their child's progress and learning goals as well as learning expectations. Communication methods with parents and carers can include meetings in person, phone/video calls, emails and online apps.
- Provide parents and carers with positive feedback.
- Partner with parents and carers to support their child's learning at home. Provide parents and carers with advice, tools and information about how students learn.

Clear and Consistent Expectations for Learning and Wellbeing

Success criteria for this strategic direction

Teachers Use Reflective questions such as:

- *How do my students know what I expect of them?
- *How do I model to students that I have high expectations of myself?
- *Which of these strategies am I already using, and which could I adopt? How can I do this?

Clear and consistent expectations are being modelled in classrooms

Students Use Reflective Questions such as:

- What do high expectations look like and feel like ?
- What is expected of me in the classroom? In this task?

Parent and student feedback can come through surveys and conversations with staff.

Positive partnerships with parents/carers are established and fostered.

Evaluation plan for this strategic direction

Question

How will we create and embed a culture where all students are empowered and engaged in their learning supported by a differentiated program that drives high performance?

Data

- Regularly survey students regarding expectations/learning goals and deliver responsive programs
- Formative assessment and in class observations
- Parent feedback and survey data
- Teaching and learning programs and critical

Strategic Direction 3: High Expectations

Initiatives

- Work with students to establish and explain a few classroom rules, routines and expectations for behaviour that fit within the whole-school classroom management policies. For example, design checklists that students can use to monitor their behaviour.
 - Model appropriate behaviours in the classroom, such as being punctual, showing respect for other students and school property and coming to every lesson prepared.
 - Provide clear and concise learning intentions and success criteria at the beginning of each lesson and unit of work to establish expectations early in the learning process.
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Evaluation plan for this strategic direction

reflection of practice.

Analysis

- Review student survey data to inform programs
- Review parent survey data
- Collaborative stage based reflection on formative assessment and practice to ensure consistent teacher judgement.
- Collaborative stage based review of teaching and learning programs

Implication

- Teaching and learning programs will have evidence of student centred learning and differentiated to meet the needs of diverse learners.
- Parent community are informed and engaged in their child's learning