

Strategic Improvement Plan 2021-2025

Bossley Park Public School 1321



School vision and context

School vision statement

At Bossley Park Public School we strive to foster an inclusive, collaborative, future-focused environment underpinned by high expectations to facilitate a culture of continuous improvement, leading to the holistic development and wellbeing of our global citizens.

School context

Bossley Park Public School was established in 1890 with strong traditions of academic excellence, equity, values and innovation. We have a nurturing and harmonious environment where parents/caregivers are always welcome and valued as partners in their child's education. Our school is part of the Cowpasture Principals Network in the Metropolitan South and West School Performance Directorate. Bossley Park Public School is situated on Dharug Country, on the lands of the Cabrogal. Our school is located in the Fairfield Local Government Area in the state seat of Prospect, close to the Western Sydney Regional Park, Stockland's Shopping Complex at Wetherill Park and the M7 Motorway. Our school is situated on 2 hectares of which $\frac{3}{4}$ are playing fields, gardens and passive recreation areas.

We currently have an enrolment of 344 students and a staff of 38 including classroom and support teachers, English as second language teachers, community language teachers, learning and support teacher, teacher/librarian, school learning support officers, administration staff and our school psychologist. Our students are from a diverse range of cultural and linguistic backgrounds with 88% identified as non-English speaking. Our students come from over thirty cultural and language backgrounds, with Chaldean, Assyrian, Arabic, Spanish and Vietnamese being the dominant language backgrounds other than English. Bossley Park Public School has Aboriginal students representing 0.5% of our enrolment. Our school motto of "Tolerance" reflects our diversity and the wonderful way our students interact and support each other. The school implements Positive Behaviour for Learning and school-wide processes to promote inclusiveness and wellbeing. The school has an active Parents and Citizens Association and encourages strong partnerships through our school-based Community Hub.

This school plan has been developed as a result of rigorous consultation with students, staff, parents/caregivers and community members. The consultation consisted of interviews, online surveys and questionnaires distributed to staff, students and parents/caregivers. School staff and the school improvement planning committee have collated, analysed and categorised the responses to develop three strategic directions and statements of purpose which are aligned with the NSW School Excellence Framework. The plan will provide a clear statement of purpose and a shared vision to lead the direction and strategies for Bossley Park Public School over the next four years. Through our situational analysis, we have identified the need to ensure the implementation of a consistent, contextually appropriate curriculum provision to meet the needs of every student. This will be underpinned by evidence-based and data-informed teaching practices with embedded evaluative processes to improve student learning outcomes in reading and numeracy. Professional learning will be directed towards building teacher capacity with collaborative pedagogical practices and establishing a sustainable, school-wide approach to collecting and analysing data.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy, by developing and sustaining whole school evidence-based and data-informed teaching practices with embedded evaluative processes to ensure the implementation of appropriate curriculum provisions responsive to individual students.

Improvement measures

Achieve by year: 2022

- Increase percentage of Aboriginal students achieving Top 3 NAPLAN Bands in reading and numeracy

NAPLAN top 2 bands - Reading

Achieve by year: 2022

Achievement of 2022 system-negotiated target of:

- Proportion of students in the Top 2 Bands in reading with an uplift of 3.7%

NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

Achievement of 2022 system-negotiated target of:

- Proportion of students in the Top 2 Bands in numeracy with an uplift of 4.1%

NAPLAN expected growth - Reading

Achieve by year: 2023

Achievement of 2023 system-negotiated target of:

- An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

- An increase in Check-in Assessment mean scaled

Initiatives

Consistency of evidence-based pedagogy across the school

Reading

In reading, we will develop and sustain whole school evidence-based pedagogy to improve student outcomes through:

- High impact professional learning to build teacher capacity and collective pedagogical practices
- Embedded, consistent effective classroom practice in reading across the school

Numeracy

In numeracy, we will develop and sustain whole school evidence-based pedagogy to improve student outcomes through:

- High impact professional learning to build teacher capacity and collective pedagogical practices
- Embedded, consistent effective classroom practice in numeracy across the school

Embedded data-informed, evaluative processes

Reading

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

- a consistent approach to formative assessment and collection of data
- a consistent approach to learning intention and success criteria including feedback

Numeracy

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

- a consistent approach to formative assessment and collection of data

Success criteria for this strategic direction

Assessment:

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. (Link to SEF - LEARNING domain - Assessment: *Formative Assessment*)

Feedback from students on their learning derived from assessments informs further teaching. (Link to SEF - LEARNING domain - Assessment: *Student engagement*)

The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. (Link to SEF - LEARNING domain - Assessment: *Whole school monitoring of student learning*)

Student performance measures:

The school achieves excellent value-added results, significantly above the value added by the average school. (Link to SEF - LEARNING domain - Student performance measures: *Value-added*)

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy. (Link to SEF - LEARNING domain - Student performance measures: *NAPLAN*)

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (Link to SEF - LEARNING domain - Student performance measures: *Student Growth*)

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. (Link to SEF - LEARNING domain - Student performance measures: *Internal and external measures against syllabus standards*)

Data Skills and Use:

Teachers clearly understand, develop and apply a full

Strategic Direction 1: Student growth and attainment

Improvement measures

score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022

Achieve by year: 2025

Achievement of 2024 school determined targets of:

- Increase proportion of students completing Kindergarten achieving the grade appropriate learning indicators within the Understanding texts (UnT4) element of the National Literacy Learning Progression
- Increase proportion of students completing Year 3 achieving the grade appropriate learning indicators within the Understanding texts (UnT6) element of the National Literacy Learning Progression
- Increase proportion of students completing Year 5 achieving the grade appropriate learning indicators within the Understanding texts (UnT8) element of the National Literacy Learning Progression
- Increase proportion of students completing Year 3 achieving the grade appropriate learning indicators within the Additive Strategies (AdS6) and Quantifying Numbers (QuN8) elements of the National Numeracy Learning Progression
- Increase proportion of students completing Year 3 achieving the grade appropriate learning indicators within the Additive Strategies (AdS7) and Quantifying Numbers (QuN10) elements of the National Numeracy Learning Progression
- More than 75% of teaching staff rate themselves as excelling in Improvement of Practice and Explicit Teaching as measured by the School Excellence Framework
- School self-assessment of the School Excellence Framework (SEF) elements assessment, student performance measures, data skills and use and professional standards indicate improvement from delivering to at least sustaining and growing
- School self-assessment of the School Excellence Framework (SEF) elements effective classroom

Initiatives

- a consistent approach to learning intention and success criteria including feedback

Success criteria for this strategic direction

range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (Link to SEF - TEACHING domain - *Data use in teaching*)

Strategies implemented reflect research on best practice and include ongoing monitoring of success. (Link to SEF - TEACHING domain - *Data use in planning*)

Professional Standards:

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. (Link to SEF - TEACHING domain - *Literacy and Numeracy Focus*)

Educational Leadership:

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. (Link to SEF - LEADING domain - *Performance Management and Development*)

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 to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measure of the strategic direction. This analysis will guide the school's future direction.

Strategic Direction 1: Student growth and attainment

Improvement measures

practice and educational leadership indicate improvement from sustaining and growing to excelling.

Evaluation plan for this strategic direction

Evidence-based data sources:

- School Excellence Framework (SEF)
- classroom observation
- teaching programs
- High Impact Professional Learning School self-assessment tool

Data skills and use data sources:

- School Excellence Framework (SEF)
- standardised testing
- work samples
- data wall
- NAPLAN
- PLAN2
- SCOUT
- Best Start
- Check-in assessment
- EAL/D learning progressions
- internal school measures, including school reporting against syllabus standards

Professional learning data sources:

- School Excellence Framework (SEF)
- Performance Development Plan
- What Work Best 2020

Analysis:

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

Implications:

The findings of the analysis will inform:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Future actions
- Future directions
- Annual reporting on school progress measures

Strategic Direction 2: Evidenced-based practices for continuous improvement

Purpose

To foster high expectations and achieve continuous improvement, by building strong foundations for success, with a shared understanding underpinned by evidence-based professional learning and a consistent collaborative approach to embedding evaluative practices and data-informed decision-making.

Improvement measures

Achieve by year: 2025

Achievement of school determined targets of:

- 100% of staff to participate in evidence-based professional learning and complete feedback surveys and evaluations
- School self-assessment of the School Excellence framework (SEF) elements assessment, student performance measures, data skills and use indicates improvement from delivering to sustaining and growing
- School self-assessment of the School Excellence framework (SEF) elements effective classroom practice and educational leadership indicates improvement from sustaining and growing to excelling.

Achieve by year: 2025

- Achieving at excelling across the five elements of the High Impact Professional Learning School Self-assessment Tool

Initiatives

Evidence-based Practices and Collective Teacher Efficacy

Embed a high expectations, collaborative learning culture that enables students to create, receive feedback and achieve their learning goals in a future-focussed environment.

- embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice
- increase confidence in authentically using technology across the curriculum
- continually review and adapt best practice utilising the What Works Best: 2020 Update document

Data Skills and Use

Ensure effective strategies and processes for data analysis and reflection used are responsive to curriculum delivery.

- expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities
- embed data informed formative assessment practices as an integral part of daily instruction in every classroom

Success criteria for this strategic direction

Learning and Development:

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. (Link to SEF - TEACHING domain - Learning and Development: *Collaborative Practice and Feedback*)

Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. (Link to SEF - TEACHING domain - Learning and Development: *Professional Learning*)

Educational Leadership:

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease (Link to SEF - LEADING domain - Educational Leadership: *Instructional Leadership*)

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (Link to SEF - LEARNING domain - Educational Leadership: *High Expectations Culture*)

Data skills and use:

Teachers analyse interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (Link to SEF - TEACHING domain - Data skills and use: *Data Literacy*)

Progress towards goals is monitored through collection of quality, valid and reliable data. (Link to SEF - TEACHING domain - Data skills and use: *Data Analysis*)

Curriculum:

Teaching and learning programs are dynamic, showing

Strategic Direction 2: Evidenced-based practices for continuous improvement

Success criteria for this strategic direction

evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (Link to SEF - LEARNING domain - Curriculum: *Teaching and Learning Programs*)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact in fostering high expectations and achieving continuous improvement in data skills and use, collective teacher efficacy and utilising evidenced-based practices?

Data:

We will use a combination of data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measure of the strategic direction. This analysis will guide the school's future direction.

Evidence-based data sources:

- School Excellence Framework (SEF)
- classroom observation
- teaching programs
- Tell Them From Me survey
- CESE What Works Best Toolkit
- High Impact Professional Learning School Self-assessment Tool

Data skills and use data sources:

- School Excellence Framework (SEF)
- standardised testing
- work samples
- data wall

Strategic Direction 2: Evidenced-based practices for continuous improvement

Evaluation plan for this strategic direction

- PLAN2

Professional learning data sources:

- School Excellence Framework (SEF)
- Performance Development Plan
- What Work Best: 2020 Update
- Lesson observations and feedback
- Spirals
- LEED Project

Analysis:

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

Implications:

The findings of the analysis will inform:

- Future actions
- Future directions
- Annual reporting on school progress measures

Strategic Direction 3: Inclusive wellbeing and engagement

Purpose

To achieve inclusive wellbeing and engagement, by implementing a coordinated approach with evidence-based programs to support the holistic development of students and a sense of belonging for the whole school community.

Improvement measures

Achieve by year: 2022

Achievement of 2022 system-negotiated targets of:

Improvement as measured by the Tell Them From Me survey

- Increase the proportion of students reporting expectations for success, advocacy and sense of belonging at school

Improvement in student attendance

- Proportion of students attending >90% of the time

Achieve by year: 2025

Achievement of school determined targets:

- Increased effective individual attendance plans for students at risk developed in collaboration with student/parent/caregiver
- Increase in learning environments which support the social-emotional development and wellbeing of High Potential Gifted Students enabling them to connect, succeed and thrive
- School self-assessment of the School Excellence Framework (SEF) element wellbeing - caring for students, a planned approach to wellbeing, individual learning needs and behaviour indicates improvement from sustaining and growing to excelling

Initiatives

Wellbeing

Implement and embed sustainable, whole school wellbeing programs to support students' social-emotional development and wellbeing, enabling them to connect, succeed and thrive.

- professional learning to upskill teacher understanding and practices in using the Wellbeing Framework for School Excellence
- professional learning to ensure effective implementation of the High Potential and Gifted Education policy
- select and embed wellbeing initiatives reflecting the needs of the whole school community

Attendance

Everyone has a role supporting positive school attendance. Embed effective and sustainable practices and processes for monitoring and encouraging regular attendance.

- review and adapt current practices to ensure attendance data is collected and monitored consistently
- embed opportunities and supportive strategies to successfully engage the wider school community

Success criteria for this strategic direction

Wellbeing:

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (Link to SEF - LEARNING domain - Wellbeing: *A Planned Approach to Wellbeing*)

Learning Culture:

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (Link to SEF - LEARNING domain - Learning Culture: *Attendance*)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student wellbeing, attendance and sense of belonging for the whole school community?

Data:

We will use a combination of data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measure of the strategic direction. This analysis will guide the school's future direction.

Wellbeing data sources: Wellbeing for School excellence Evaluation Support Tool

- Tell Them From Me survey
- Evidence of wellbeing programs
- High Potential and Gifted Education Tool
- School Assessment Tool Reflection Matrix
- PBL Data
- SCOUT

Strategic Direction 3: Inclusive wellbeing and engagement

Evaluation plan for this strategic direction

- surveys

Attendance data sources: Strategic attendance design process

- SCOUT
- parent communication
- attendance data in ebs4
- parent forum registers

Analysis:

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

Implications:

The findings of the analysis will inform:

- Future actions
- Future directions
- Annual reporting on school progress measures