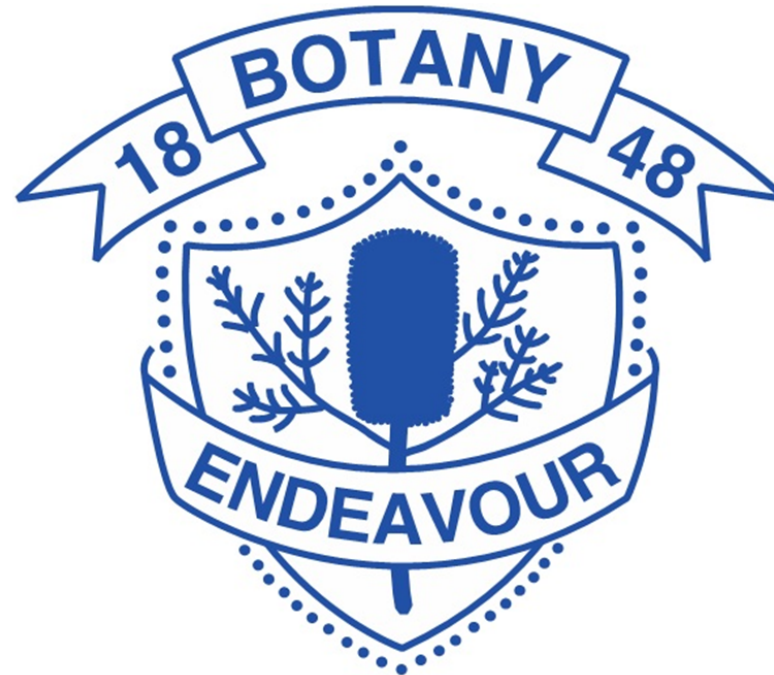


Strategic Improvement Plan 2021-2024

Botany Public School 1323



BOTANY PUBLIC SCHOOL

Caring Creative Connected

School vision and context

School vision statement

Botany Public School has a caring, inclusive and collaborative school culture that promotes the wellbeing and success for all. As a learning community we know, value and care for every child. Botany Public School, prepares students for a complex and rapidly changing world, as they develop the skills to be engaged future focused, life-long learners. Our school is a place where students become successful learners and are confident, resilient and creative individuals. At Botany Public School every child, every teacher and every leader grows every year. We recognise and respond to the needs of the whole child through our emphasis on values and the community partnerships that we create.

School context

Botany Public School is located in South East Sydney with a growing student enrolment of 285 students, including 48% from language backgrounds other than English, with a welcoming, inclusive and forward thinking community.

There is a focus on differentiated quality literacy and numeracy programs, engaging students to be future focussed learners. Collaborative planning and decision making are valued by the dynamic staff and community who have high expectations for all students. We embed evidence based, meaningful and data driven teaching practices that will in turn, improve attendance, engagement and participation. Collaborative planning post analysis of various data sources will drive pedagogical rigor. The STEM (Science, Technology, Engineering and Mathematics) project and other inter school programs will promote deep learning and transition through ongoing collaboration.

Our families are clear about promoting the wellbeing of their children and we support this ethos. As educators we are equally committed to developing students who attain academically at an advanced level.

The school is well supported by a passionate Parent and Citizens Association (P&C) promoting a strong sense of community. The P&C makes significant contributions towards school programs and resources where parents are actively involved in various aspects of school life.

The school facilitates many extracurricular opportunities in Creative and Performing Arts, Music, Sport, Science and Technology. Our school has invested in human resources in terms of additional teachers to implement specialist programs across areas of learning.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in literacy and numeracy, Botany Public School will sustain and improve whole school processes for collecting and analysing data to understand the learning needs of individual students, differentiate teaching for all students and to inform teaching practices. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Improvement measures

Target year: 2023

72% of students achieving expected growth in numeracy

Target year: 2023

66.4% of students achieving expected growth in reading

Target year: 2022

A minimum of 53.9% of year 3 and 5 students achieve in the top two bands in NAPLAN reading.

Target year: 2022

A minimum 40.6% of year 3 and 5 students achieve in the top two bands in NAPLAN numeracy.

Initiatives

Data Driven Practices

High Impact Professional Learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.

Leaders work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

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.

Personalised Learning

Embed a learning culture that enables students to create and receive feedback as part of a journey to achieve their learning goals.

Professional learning on use of literacy and numeracy progressions to personalise learning and understanding of key concepts.

Expertly use student assessment data to reflect on efficacy of practice and provide individualised explicit differentiated and responsive learning opportunities.

Use and embed professional learning to build teacher capabilities in teaching reading and numeracy using strong evidence based practices..

Success criteria for this strategic direction

Assessment is an integral part of teaching and learning programs.

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively to drive instruction and offer feedback.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. These learning goals are supported by continuous feedback.

Learning Intentions and Success Criteria are an embedded practice in all learning spaces across the school.

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

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
- * Student work samples
- * Literacy and numeracy PLAN2 data
- * Student Personalised Learning Plans (PLPs)

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.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- * 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.

Strategic Direction 2: Positive Partnerships

Purpose

To ensure that every student is able to connect, succeed, strive and learn, Botany Public School will strengthen school culture and ensure that students, staff, families and the school community work collaboratively to support the wellbeing of all. We will build positive partnerships, sustain and improve existing whole school wellbeing practices and build effective processes to improve community engagement.

Improvement measures

Target year: 2023

Tell Them From Me data (advocacy, belonging, and expectations) to improve to 95.3%.

Target year: 2024

Increase in collaboration between Botany Public School and external learning partners.

Target year: 2022

Increase the percentage of students attending school more than 90% of the time by 5% or above.

Target year: 2024

School assessment in the School Excellence Framework shows improvement from 'sustaining and growing' to 'excellence' in community engagement.

Initiatives

Student Wellbeing

Student wellbeing is integrated into the school learning environment, into the policies and procedures of the school, and into the stakeholder relationships within and outside the school, including teachers, parents, students and support staff.

Learning Support Team implements programs which result in improvements in wellbeing and engagement to further support learning.

Attendance is an area of focus in our plan to engage and inspire students.

Review and build on wellbeing programs such as Positive Behaviour for Learning to ensure optimum conditions for student learning across the whole school.

Community Connections

Community engagement is a critical factor for improving the progress, achievement and wellbeing of students. When schools, families and the broader community work together to develop positive connections, students thrive.

Community engagement will be purposeful, positive and authentic.

Review and optimise the school's communication platforms.

Increase community engagement in Tell Them From Me surveys.

Build on the school's External learning partnerships - Pre-school, High School and university experts.

Success criteria for this strategic direction

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Learning alliances with other schools are established and focus on professional learning, evidence-based teaching and learning practice. Inter-school relationships are embedded and growing in targeted aspects of school planning.

Teachers demonstrate and share their expertise within their school and with other schools.

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

Attendance data is regularly analysed and is used to inform planning. Whole school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

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 data
- * Scout - attendance data
- * Sentral wellbeing data
- * Learning Support data
- * Student Personalised Learning Plans
- * P & C feedback

Strategic Direction 2: Positive Partnerships

Evaluation plan for this strategic direction

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.
- * Executive team and whole staff reflective sessions.
- * Term by term review of data sources to inform planning.

Strategic Direction 3: Innovative Practices

Purpose

To improve student learning outcomes and teacher and leader capabilities, we will employ processes to ensure that all staff are collaborating effectively to embed evidence-based practice into their pedagogy. We will use instructional leadership to facilitate collaboration to ensure that effective practice is shared across the school. We will use staff expertise to further build a professional learning community where all teachers are supported to trial innovative or future-focused practices.

Improvement measures

Target year: 2024

School assessment in the School Excellence Framework shows improvement from 'sustaining and growing' to 'excellence' in coaching and mentoring.

Target year: 2024

School assessment in the School Excellence Framework shows improvement from 'Sustaining and Growing' to 'Excellence' in Expertise and innovation.

Target year: 2024

School assessment in the School Excellence Framework shows improvement from 'Sustaining and Growing' to 'Excellence' in Collaborative Practice and Feedback.

Initiatives

Instructional Leadership

Professional learning and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Quality Teaching Rounds is a high impact approach to professional development and implementation of the Quality Teaching Model (QTM) that produces a shared vision of quality teaching and learning. Quality Teaching Rounds and Learning Walks are used to strengthen Instructional Leadership and collective efficacy across the school.

Future Focused Learning

Improve the way that STEM is taught. Provide professional learning to ensure that teachers fully understand and feel confident with the content, through to more specialised programs that aim to help teachers to integrate STEM subjects or present them in new and challenging ways.

The school implements innovative practices and has processes in place to evaluate, refine and scale success.

Technology that supports learning is available and expertly integrated into lessons by teachers.

Success criteria for this strategic direction

The school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

Effective collaboration is used to share successful and innovative evidence informed practices.

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.

A cross-disciplinary approach to teaching is evident that increases student interest in STEM related fields and improves students' problem solving and critical analysis skills.

STEM team partners with STEM professionals to enhance STEM teaching practices and deliver engaging STEM education.

Evaluation plan for this strategic direction

Evaluation Plan Question:

To what extent has the quality of teaching practice improved as a result of teachers having engaged with QTR?

To what extent has the collaborative culture across the school improved? To what extent has QTR improved student growth and attainment?

* Pre and post teacher surveys focusing on strength and impact of Professional Learning Communities (PLC's)

Strategic Direction 3: Innovative Practices

Evaluation plan for this strategic direction

- * TTFM teacher and student
- * Walkthroughs and Observations
- * SCOUT data
- * Teacher professional development plans
- * School Excellence Framework (SEF) data
- * STEM reflection tool

The school will regularly review progress through implementation and progress monitoring. The findings of this analysis will inform:

- * Future directions
- * Effective resourcing
- * Annual reporting on ongoing progress measures