

# Strategic Improvement Plan 2021-2024

## Bringelly Public School 1360



# School vision and context

## School vision statement

At Bringelly Public School we are committed to every student and every teacher being challenged to continue to learn every year. This is possible in an environment of high expectations with a positive, inclusive culture that promotes well being and success for all.

## School context

Bringelly Public School is a semi-rural school in South West Sydney and proud of its 142 year history. Our school motto is *"Together We Grow."*

Set on five hectares of school grounds the school has five classrooms, a small food services area with a canteen, Library, a large sports field, multi-purpose court and playground. The school is active in encouraging environmental education with a large outdoor learning environment. The school woodland and wetland area is environmentally protected under the Environment and Heritage Act. The renovated original classroom, built in 1897, as well as the original school house provide a real link to the school heritage which is highly valued by the school and the wider community. The school is part of a wider network of schools called the Cowpasture Group of Schools and also part of the Macarthur School Network.

Our school community welcomes a diverse range of students and enjoys a harmonious and inclusive learning environment. The population of the school has 33% of children with a language background other than English and 10.47% of students come from an Aboriginal and Torres Strait Islander background.

Bringelly Public School, has a strong strategic approach at increasing students' expectations and aspirations in literacy and numeracy using data informed intervention and on-going monitoring of student progress. Using data informed judgements to plan teaching and learning and a strong consultative process with parents, results in high expectations for students.

Our authentic situational analysis was created in consultation with parents and community, staff, students, AECG and university partners. This analysis identified the need for our school staff to further differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. This was most notable in the area of numeracy.

In 2021 the school will continue studies involving STEM (Science, Technology, Engineering and Mathematics) linked with the *Student Voice* aimed to increase student engagement, curiosity and academic performance.

Bringelly Public School uses the *Eco International* and *Live Life Well* values with links to NSW Health Department, to guide management and student welfare initiatives in the school.

The school has developed strong community links and is a Bronze Award member of *Eco-Schools International*. We work with Sydney Royal Botanic Gardens, Australian Botanic Gardens Mt Annan, Liverpool Council and local Aboriginal and Torres Strait Islander groups; all who support the protection of our unique environment and sustainability education. The school is linked

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## School vision statement

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## School context

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with Western Sydney University with a focus on teacher professional development and inclusion through Educational Leadership courses, involved with Aboriginal Education and action research in problem solving and mathematics. The school's commitment to improving mental health and wellbeing is supported by the link with University of New England's Faculty of Social Work and Bringelly P&C Association who financially help to employ our School Chaplain who has been at the school for eight years.

Our students have a proud history of success in public speaking, debating, and involvement in the Public Schools Sporting Association. Cultural events include NAIDOC and Harmony Days and well attended community commemorations such as ANZAC and Remembrance Days. The school also offers opportunities in creative arts, particularly dance and choir performances. Camps and excursions linked to curriculum studies have been regular events in the school calendar, all being strongly supported by the Bringelly community.

# Strategic Direction 1: Student growth and attainment

## Purpose

The school seeks to create a strategic and planned approach to support and develop the academic needs of all students so that they may be empowered to connect, succeed and thrive and learn through high impact professional learning and high expectations..

## Improvement measures

### Target year: 2022

School will see an uplift of 7.48% in the number of students achieving the top two bands in Reading over the department negotiated targets.

### Target year: 2022

School will see an uplift of 8.18% in the number of students achieving the top two bands in Numeracy over the department negotiated targets.

### Target year: 2024

80% of students achieving school based progression expectations in understanding texts as outlined in the school reading guide.

### Target year: 2024

80% of students achieving school based progression expectations in numeracy progressions as outlined in the school numeracy guide.

## Initiatives

### Best Practice- Numeracy

Through the use of evidence based practices and building collective efficacy in teachers, a culture of high expectations will advance students' achievement and ensure differentiation, including the extension of high performing students.

In Numeracy we will plan and implement high impact professional learning and support to enable:

- the develop of understanding and expertise in the application of evidence based research in the teaching of numeracy
- effective and strategic selection and use of assessments to evaluate the impact of teaching on student learning and inform future planning.
- review and improve the use of data sources, monitoring and reflecting on teaching practice.

### Best Practice - Reading

In reading, we will plan and implement high impact professional learning and support to enable:

- the development of understanding and expertise in the application of evidence based research to the teaching of reading.
- effective and strategic selection and use of assessments to evaluate the impact of teaching on student learning and inform future planning.
- the development, implementation and evaluation of data informed, differentiated, engaging and responsive teaching programs that enable optimal learning and growth for every student including high potential students.

## Success criteria for this strategic direction

*Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement*

*The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.*

*Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.*

*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.*

***Students are more confident in literacy and numeracy concepts.***

## Evaluation plan for this strategic direction

Question:

To what extent has the school been able to create a strategic and planned approach to support and develop the academic needs of all students so that they may be empowered to connect, succeed, thrive and learn through high impact professional learning and high expectation.

Data:

The school will use the following data sources to ascertain

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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the effectiveness of our initiatives in achieving our purpose.

- NAPLAN,
- PLAN2,
- PM BENCHMARKING
- PM READING ASSESSMENT
- student work samples
- student observation data
- check-in assessments (available)
- department of education short assessments (Stage 2&3)

The evaluation plan will involve a 5 week cycle of data collection and analysis for the staff to gauge our movement towards achieving internal and external improvement measures.. Baseline data will be collected at the beginning of term 1 each year and then compared throughout the year to closely monitor the development of our students and plan necessary adjustments to ensure students are showing appropriate growth and development.

Rigorous analysis of the data will be undertaken to determine impact and guide both ongoing implementation and future school planning. This will ensure continuous improvement is our focus and students will grow in their learning.

## Strategic Direction 2: Teacher Excellence

### Purpose

To create a stimulating and engaging learning environment, underpinned by high expectations and quality teaching practices to improve student learning and meet the diverse needs of our students.

### Improvement measures

#### Target year: 2023

School will achieve an uplift of 9.32% in the number of students demonstrating expected growth in NAPLAN Reading over department established school baseline levels.

#### Target year: 2023

School will achieve an uplift of 12% in the number of students demonstrating expected growth in NAPLAN Numeracy over department established school baseline levels.

### Initiatives

#### Quality Teaching Practice

Investigation into innovative education research to ensure teachers adopt models of best practice for the teaching of key learning areas especially in numeracy and reading.

Analyse growth and achievement of data to ensure the needs of all students are being met, establishing a culture where teachers hold high expectations of their students, they know their students well, value them as learners, and understand how to support their learning.

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 in teaching for all staff. This will be linked to gap analysis data.

The IL position to continue to work with teachers but with a focus on teachers use of 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. This in turn used to 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

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Teachers promote high expectations of their students where they differentiate instruction, provide individualised feedback and engage in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement.

### Evaluation plan for this strategic direction

Question:

To what extent has the school created a stimulating and engaging learning environment, underpinned by high expectations and quality teaching practices to improve student learning and meet the diverse needs of our students?

Data:

The school will use the following data sources to ascertain the effectiveness of our initiatives in achieving our purpose:

- NAPLAN,
- PLAN2,
- PM BENCHMARKING

## Strategic Direction 2: Teacher Excellence

### Evaluation plan for this strategic direction

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- PM READING ASSESSMENT
- student work samples
- student observation data
- check-in assessments (available)
- department of education short assessments (Stage 2&3)
- Teacher evaluations and feedback
- Tell Them From Me student, teacher and parents surveys

The evaluation plan will involve a 5 week cycle of data collection and analysis for the staff to gauge our movement towards achieving internal and external improvement measures.. Baseline data will be collected at the beginning of term 1 each year and then compared throughout the year to closely monitor the development of our students and plan necessary adjustments to ensure students are showing appropriate growth and development.

Evaluation of data indicates that teachers have high expectations for students and quality teaching practices have improved student learning and meet the diverse needs of students within our school.

Rigorous analysis of the data will be undertaken to determine impact and guide both ongoing implementation and future school planning. This will ensure continuous improvement is our focus and students will grow in their learning.

## Strategic Direction 3: Connect and Engage

### Purpose

To build active and positive partnerships between the school and the wider community, providing strong support for students' growth and development and creating opportunities to thrive academically, socially and emotionally in an inclusive environment.

### Improvement measures

#### Target year: 2022

Student sense of wellbeing will demonstrate an uplift of 3.6% over department negotiated baseline.

#### Target year: 2022

Student attendance levels will gain a 2.91% uplift over baseline levels.

### Initiatives

#### Quality Engagement

The school plans a strengthened and supportive approach to closely monitored attendance procedures, with structured responses when students' attendance falls below 80% involving support for families and plans for increasing engagement.

Teachers promote quality relationships with each of their students ensuring a safe, positive and stimulating learning environment in the classroom, characterised by supportive relationships and regular contact with each student and their families to meet their individual needs. They maintain a positive and inclusive classroom climate that maximises effective learning time and encourages on-task positive learning behaviours, where any disengagement and disruptions are addressed in a timely and appropriate manner.

Student voice is proactive to increase leadership, healthy coping strategies, resilience and self-regulation and give students more independent learning skills and realise their personal aspirations.

### Success criteria for this strategic direction

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

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

### Evaluation plan for this strategic direction

Question:

To what extent has the school built and developed active and positive partnerships between the school and the wider community, providing strong support for students' growth and development and creating opportunities to thrive academically, socially and emotionally in an inclusive environment?

Data:

The school will use the following data sources to ascertain the effectiveness of our initiatives in achieving our purpose.

- NAPLAN
- Learning Support Team referrals
- Attendance Data
- Suspension Data

## Strategic Direction 3: Connect and Engage

### Evaluation plan for this strategic direction

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- Check-in Assessment
- Tell Them From Me surveys
- Welfare checks
- Counsellor Referrals
- HSLO referrals
- SENA
- Writing Assessments
- Reading Benchmark
- Teacher Observations

Through providing strong support for students' growth and development and creating opportunities to thrive in an inclusive environment data analysed shows an increase in attendance, engagement and academic success in school.

Rigorous analysis of the data will be undertaken to determine impact and guide both ongoing implementation and future school planning. This will ensure continuous improvement is our focus and students will grow in their learning.