

# Strategic Improvement Plan 2021-2024

## Bronte Public School 1372



# School vision and context

## School vision statement

---

The VISION shared by our community is that Bronte Public School be recognised as a high performing, creative, engaged and collaborative learning community, where individuality and diversity is valued, excellence is celebrated, and relationships are built on mutual respect, kindness, responsibility and inclusivity.

## School context

---

Bronte Public School is a K-6 Eastern Suburbs school set on a compact site with an enrolment of 376 students. Bronte Public is accessible to the local community maintaining an inclusive environment with a true community spirit. Our students perform exceptionally well in a range of endeavours and we share high educational expectations for our students. This is nurtured through positive practice, collaborative approaches and extensive opportunities. The school focuses on engaging all students with successful experiences that nurture a lifelong love of learning; integrate the arts, global cultures and languages, sustainability and technology, and allow all children to reach their full potential. Children's creativity, character and thinking skills are fostered, and their achievements in learning, effort, participation and social justice are recognised and celebrated.

Through our situational analysis, we have identified a need to engage the community in learning programs to support a strong network of support for every student. Further work to deliver quality differentiated instruction to support individual students including additional needs and those identified as high potential and gifted.

Continual analysis and use of student performance data will determine areas of need and success and the involvement of the whole school community in the process will ensure a culture of high expectations and student engagement.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure all learners achieve maximum growth through a culture of effective feedback and high expectations

## Improvement measures

### Target year: 2022

Increase the percentage of students achieving the top two bands in NAPLAN reading to 74.1%

### Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Reading to above the system negotiated target of 67.2%

### Target year: 2022

Increase the percentage of students achieving the top two bands in NAPLAN Numeracy to 59.8%

### Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Numeracy to above the system negotiated target of 64.3%

### Target year: 2024

Percentage of students achieving expected growth in NAPLAN writing to exceed SSSG

### Target year: 2024

Evidence of formative assessment strategies in all teaching and learning programs to support enhanced opportunities for effective feedback and high expectations for student learning.

## Initiatives

### Reading and High Expectations

In reading and writing, effective strategies and processes for data analysis and reflection are used to ensure responsive curriculum delivery through:

- Whole class, stage and school monitoring and tracking of progress.
- Explicit teaching and formative assessment strategies strengthen student improvements in reading and writing.
- High expectations drive differentiation in every classroom to support every student reach growth potential.
- Clear and specific reporting about student learning, including next steps.
- Use of quality literature to improve vocabulary and understanding.
- Development of a K-6 plan for improving student learning outcomes in writing.

### Numeracy and Effective Feedback

In Numeracy, effective strategies and processes for data analysis and reflection are used to strengthen responsive curriculum delivery through:

- Teacher professional learning and resources allocated to meet student need
- Formative assessment strategies that provide ongoing feedback to students on their learning.
- Strategies for differentiation are embedded consistently across the school to provide high expectations for every student.
- Whole class, stage, school monitoring and tracking of progress.

## Success criteria for this strategic direction

Data and feedback inform teaching practice and students can articulate literacy and numeracy learning goals.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction to provide continual feedback on learning to students.

The school forms effective partnerships in learning with parents to improve understanding of student learning and strengthen student outcomes.

A community culture of high expectations drives improvement and teachers differentiate instruction in order to consistently challenge every student and encourage continuous improvement.

References: Schools Excellence framework, Dept of Education 2017

What Works Best in Practise-High expectations and Effective Feedback, Centre for Education Statistics and Evaluation 2020

## Evaluation plan for this strategic direction

To what extent has What Works Best strategies, effective feedback and high expectations improved student growth and attainment?

Are clear and consistent expectations for learning evident for every student?

Is feedback to students explicit and actionable?

Is student growth informed by teacher, peer and self reflective feedback?

Data:

\* Pre and post teacher surveys focusing on strength and impact of What Works Best areas of high expectations and explicit feedback.

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

---

- \* Observations of teacher's practise linked to Teacher Professional Development Plans
- \*NAPLAN
- \* Check-In Assessments
- \*Qualitative and quantitative instruments as required
- \* Evidence of teacher, peer and student self reflection in teaching programs
- \*Student work samples show revision based on feedback
- \* Tell Them From Me parent, teacher and student survey findings
- \* SCOUT school dashboard student performance data
- \* PLAN2 data

## Strategic Direction 2: Engagement

### Purpose

To focus on engaging all students with successful experiences that nurture a lifelong love of learning, evidenced by high levels of student, staff and community well being and engagement.

### Improvement measures

#### Target year: 2023

Tell Them From Me Student Survey data demonstrates that more than 83% of students are reporting a positive sense of belonging

#### Target year: 2022

Increase the percentage of students attending school by 4.5% to above 92.9%

#### Target year: 2024

Increase in the school mean across the eight drivers of student learning (Tell Them from Me Teacher Survey).

#### Target year: 2024

Evidence shows regular and improved partial attendance results are celebrated with the community every term.

### Initiatives

#### Engagement

A whole school approach to successfully implementing evidence based programs that will support all students to be motivated and engaged learners.

- \* Learning is relevant and students are connected and care for themselves, each other and the school community.

- \* Student and teacher self efficacy is promoted to increase confidence and creativity.

- \* Student agency is strong and supported by teachers and parents.

- \* Students demonstrate responsibility in an inclusive school environment.

#### Wellbeing

Adopt a whole school approach in successfully implementing evidence based programs that will support all students to connect, thrive and succeed:

- \* A comprehensive school framework of evidence based practices to support all aspects of student wellbeing.

- \* Increase parent awareness of wellbeing programs to nurture respectful and responsible individuals in the community.

### Success criteria for this strategic direction

Positive, respectful relationships are evident and widespread among students, staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Teachers, parents and community work together to support consistent student attendance.

Teacher capacity is built to ensure wellbeing programs are visible and consistently implemented.

References: Schools Excellence framework, Dept of Education 2017

What Works Best in Practise - Wellbeing, Centre for Education Statistics and Evaluation 2020

### Evaluation plan for this strategic direction

- \* To what extent has student engagement improved as a result of student and school initiatives?

- \* To what extent has student voice impacted learning programs?

- \* To what extent have What Works Best Wellbeing strategies improved student engagement?

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 survey (TTFM) Survey

Student attendance data (SCOUT)

Program evaluations Student Individual Learning Plans (ILPs)

Learning and Support meeting minutes

## Strategic Direction 2: Engagement

### Evaluation plan for this strategic direction

---

SRC and student leadership team focus groups

The evaluation plan will involve:

School Executive, wellbeing teams and LST regularly review these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

## Strategic Direction 3: Shared Partnerships

### Purpose

To promote a culture of collaboration and collective responsibility that ensures our students think critically and creatively and are prepared for future learning.

### Improvement measures

#### Target year: 2022

94% of students will value their learning at school (Tell Them From Me Student Survey).

#### Target year: 2023

Teacher Tell Them From Me survey indicates the use of technology to drive student improvements at increased mean of 7.6.

#### Target year: 2024

All teaching and learning programs will show evidence of innovative teaching practices and learning modes as measured by the Innovative Learning Framework.

#### Target year: 2024

Management practises and processes are responsive to school and community feedback improvement- measured through the annual assessment using Schools Excellence Framework SEF.

### Initiatives

#### Expertise and Innovation

Students will be innovative, creative and critical thinkers who work collaboratively with others.

- Promote student participation in innovative and social justice initiatives that support 'making a difference to self and others'.
- Future focused learning with a critical lens to actively explore new possibilities.
- Professional learning focus on STEM, learning modes and inquiry based learning strategies.

#### Collaborative Community

Leadership and community collaboration is strengthened, resulting in improved school based systems and streamlined practices to support optimal learning conditions for students.

- Communicate children's learning and achievements with parents.
- Re-engage community links with sister schools to promote student advocacy.
- Review and optimize the school's communication and administrative platforms, drawing on expertise from broader educational settings and the community.
- Maintain the community of learning established with the Community of Schools in the Eastern Suburbs to increase professional learning opportunities and support quality teaching.

### Success criteria for this strategic direction

The leadership team utilises professional learning communities which are focused on continuous improvement of teaching and learning.

Management practises and processes are responsive to school and community feedback.

The school collaborates with the local community to deliver mutually beneficial outcomes.

The school embraces effective partnerships with parents and the community.

References: Schools Excellence framework, Dept of Education 2017

### 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:

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

\* To what extent have What Works Best Collaboration strategies improved student engagement?

NAPLAN data Scout - Value added data

Innovative Learning Framework

Student led conference evaluation

Tell Them From Me Parent, Teacher and Student surveys

Parent and teacher focus groups