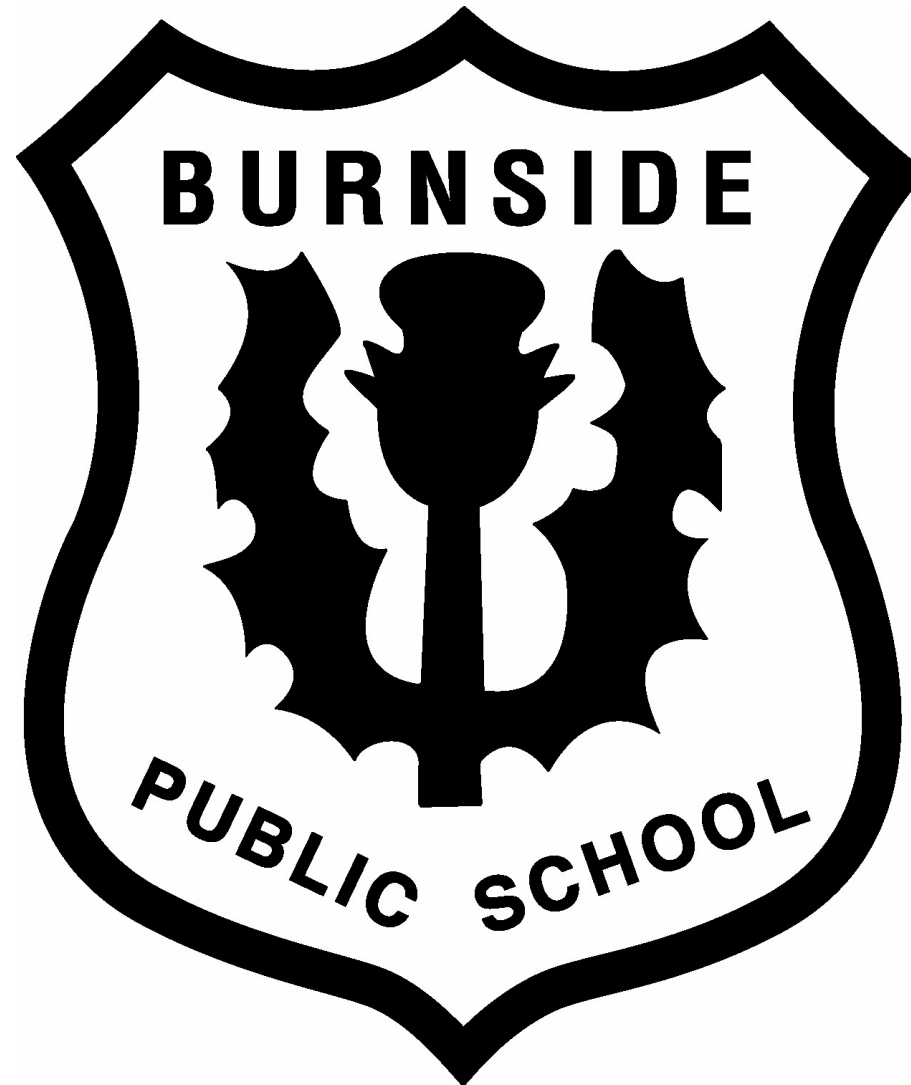


# Strategic Improvement Plan 2021-2025

## Burnside Public School 1433



# School vision and context

## School vision statement

At Burnside Public School we aim to deliver high quality education within an inclusive environment to prepare responsible, and engaged young people. Every student, every teacher and every leader will work in partnership with families and the educational community to maintain high expectations to be challenged to learn and improve each year. Every student will be known, valued and cared for in order to connect, succeed and thrive.

## School context

Burnside Public School is situated on two hectares of well-maintained land in the busy Sydney suburb of North Parramatta. The school was opened in 1922. The current school enrolment is approximately 211 students (59% NESB). Students are currently educated in nine class groupings.

Burnside has a highly qualified and dedicated staff working closely together to generate quality educational programs that aim to develop individual student learning outcomes. Teachers are engaged learners, investigating and implementing teaching practices based on quality researched based practices. Engaging actively with students about their learning is a priority to improve growth and development.

Very successful student welfare practices promote in students a sense of well-being, happiness and responsibility. Student leadership is valued and promoted through the Student Representative Council (SRC), as well as the following leadership groups - School Leaders, House Captains, Media and Tech Teams, Gardening Team, Band and Library monitors. Extra-curricula activities in academic fields such as debating, Maths Olympiad and ICAS; sporting activities such as PSSA as well as creative and performing arts activities such as DanceSport, band, dance and choir are offered to students to allow them a well-rounded educational experience.

Parents have high expectations of and aspirations for their children. There is a very active culture of participation in the life of the school. Burnside has an established, dynamic and supportive P & C Association. Students, staff and parents work together to ensure the very best educational outcomes for students.

The Cumberland Community Connection offer staff dynamic educational partners to engage in professional learning opportunities with colleagues.

Our improvement cycle will focus on the areas of Student Growth and Attainment; Quality Teaching through Collaborative Learning; Learning, Identity and Wellbeing. These three broad themes will form our strategic directions for the strategic improvement plan 2021-2025.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in reading and mathematics we will develop and sustain whole school processes for collecting and analysing data. This will ensure all staff use data to understand the learning needs of individual students and classroom programs will be reflective of data. This will guide teachers in the implementation of differentiated groupings. Effective classroom practice will be underpinned by evidence informed strategies and embedded in evaluative practice.

## Improvement measures

### NAPLAN expected growth - Numeracy

Achieve by year: 2023

#### Growth in Numeracy

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

### NAPLAN expected growth - Reading

Achieve by year: 2023

#### Growth in Reading

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

## Initiatives

### Data Skills and Use

Build teacher capacity to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students to maximise learning.

- Systematic analysis of the Literacy and Numeracy Progressions to personalise learning and differentiate teaching for students as well as track growth and progress.
- Professional Learning in data literacy, data analysis and data use for all staff to identify assessment strategies ensuring collection of quality, valid and reliable internal and external data.
- Expert use of authentic self assessment, formative assessment (Learning Intentions and Success Criteria) as well as summative and diagnostic assessments to track student learning, analyse data, inform teaching and learning practices and report student achievement.
- Data collection tools used effectively across the school - Essential Assessment, standardised and diagnostic tests, Phonological Awareness and Phonics screening on ALAN.

### Effective Classroom Practice in Reading and Mathematics

Effective classroom practice in reading and mathematics will be achieved through a focus on explicit instruction, differentiated learning, formative assessment and collaboration between staff to cater for all students within all classrooms.

- Explicit Instruction - I Do, You Do, We Do model of gradual release of responsibility will be embedded in practice. The use of Warm Up activities will reinforce, embed and apply key skills from previously taught lessons to ensure long term memory. Teachers use the plough back model to check for understanding. They routinely receive and provide quality feedback so that teachers and students are confident that mastery is demonstrated.
- To effectively track student learning, PLAN2 data will

## Success criteria for this strategic direction

Student achievement is accurately recorded using ALAN, formative assessments, summative and diagnostic assessments throughout the year. Assessment is used flexibly and responsively as part of daily practice.

Regular data talks where teachers analyse, interpret and extrapolate data to inform planning, identify interventions and modify teaching programs. Teachers respond to trends in student achievement at individual, group and whole school levels.

Explicit Instruction and other proven researched based pedagogies are embedded in practice to create a culture of high expectations and collaborative practice. A whole school approach ensures the most effective evidence-based teaching methods optimise student learning progress.

Valid teacher judgments used to identify expected growth for each student to ensure students are achieving at or higher growth rates on internal and external data.

Targeted intervention groups display growth in student learning and fluidity in student groupings. High Potential and Gifted students are supported through differentiated adjustments within each classroom.

All teachers understand and explicitly teach literacy and numeracy to students at all achievement levels. Student achievement data is used to measure progress.

## Evaluation plan for this strategic direction

**Question:** To what extent have we maximised student learning outcomes in reading and mathematics? Have school wide processes supported teacher's data collection, use, analysis and reflective practice in data skills? How have teaching and learning programs been adjusted based on the analysis of data?

**Data:** We will use a combination of data sources including;

- Internal assessments e.g ALAN, Essential

# Strategic Direction 1: Student growth and attainment

## Initiatives

- be utilised including the classroom observation tool and progression markers. Teachers will adjust practice using the progressions to tailor explicit individual student goals and differentiate teaching practice.
- Targeted in-class and small group interventions by specialised staff cater for all learning needs throughout the school.
  - High Potential and Gifted students identified and strategically supported through differentiated adjustment of complexity, challenge, choice, abstraction, creative and critical thinking, higher order thinking, pace, authenticity and learning environment.
  - Teacher's expertly use knowledge of syllabus documents to embed teaching strategies that are researched based. Use of the literacy and numeracy hub to; support effective primary mathematical practices and strategies; and to deepen teacher knowledge of language comprehension and word recognition skills required to improve reading.

## Evaluation plan for this strategic direction

Assessment, SENA, CARS and STARS, CAMS and STAMS, Benchmarks, PAT, AGAT, SA, stage based school assessments

- External assessments e.g NAPLAN, Check-In Assessments
- Work sample analysis e.g moderation activities
- Observations
- Surveys

### Analysis:

We will analyse the data to determine the extent to which the purpose has been achieved through regular professional discussions, executive and whole staff meetings. Triangulation of data sources will occur including quantitative and qualitative data as well as internal and external data .

### Implications:

After a detailed analysis of data, a determination will be made as to the future directions for the school to provide ongoing improvement to maximise student learning outcomes . Annual reporting on school progress measures will occur.

## Strategic Direction 2: Quality Teaching through Collaborative Learning

### Purpose

Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning, collaborative practices such as QTR and programming reflective of the analysis of student data. Researched-informed teaching practice will result in innovative lessons.

### Improvement measures

#### Mentoring

Achieve by year: 2025

#### Mentoring

- An improvement in the theme of 'Coaching and Mentoring' to the level of Excelling as measured by the School Excellence Framework.

#### Explicit Teaching

Achieve by year: 2025

#### Explicit Teaching

100% of stage programs display the Explicit Instruction model including a gradual release of responsibility.

#### Quality Teaching Rounds

Achieve by year: 2025

#### Quality Teaching Rounds

- 100% of teachers participate in Quality Teaching Rounds (QTR).
- 100% of teachers use feedback structures as a tool to evaluate where students are and what future steps they need to take for improvement.

### Initiatives

#### Professional Learning

Build Teacher's capacity to embed research based pedagogies into classroom practice to promote a whole school teaching and learning culture.

- The School Excellence Framework will be used to support school leaders to ensure that consistency, expectations and assumptions are aligned across all teaching and learning at school, and there is strong alignment between the Framework and the themes of What works best. All staff will be involved in unpacking these documents and aligning them to their practice.
- Leadership team utilises the High Impact Professional Learning Tool to lead professional learning within the school.
- Leadership professional learning to ensure school leaders are reflecting on where they are now and how to move forward to improve leadership practice. Leaders will use self-assessment and reflection tools to explore their leadership and plan pathways towards improvement.
- Explicit Instruction - PL on warm up and ignition activities, Gradual release of responsibility I DO, We Do, You Do method, Plough Back - Checking for understanding.
- Literacy and Numeracy Strategy Advisor to support the school to audit teaching and learning programs to ensure all programs display teaching and learning strategies based on current research to reflect quality teaching and learning.
- Utilisation of DoE Tier 1 support, Literacy and Numeracy Hub resources, to improve teacher knowledge based on current research.
- Data talks for the systematic analysis of literacy and numeracy evidence including progressions to track growth and adjust teaching and learning.
- PL on essential assessment, diagnostic assessments, bench marking and assessment reports to build staff knowledge of the analysis of

### Success criteria for this strategic direction

Staff have opportunities to build their expertise and share knowledge and skills with educators within and outside of the school. Teachers are engaged in strong collaborative practices to inform teaching and support the continuity of learning for all students.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and timely feedback between teachers. This drives on-going school improvement in teaching practice.

Student centred pedagogies allow for students to be seen as co-collaborators. ICT and new technologies are used by both staff and students to build effective communication and collaborative digital platforms.

There is a high functioning professional learning community which is focused on continuous improvement of teaching and learning.

Whole school and our inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

The school demonstrates a high performance culture with a clear focus on student progress and achievement and high quality service delivery.

The leadership team maintains a focus on instructional leadership to sustain a culture of effective, evidence-based teaching and on-going improvement.

### Evaluation plan for this strategic direction

#### Question:

Has the training on explicit instruction increased teacher's abilities to explicitly address the needs of all students? What has been the impact of EI on student learning and growth? Has collaborative practice and data talks developed school wide practices for data analysis? Have teachers used innovative classroom practices within their

## Strategic Direction 2: Quality Teaching through Collaborative Learning

### Initiatives

- data.
- SCOUT training for all staff.

### Collaborative Practice

To drive ongoing, school-wide improvement in teaching practice and student results, the school will use embedded and explicit systems to facilitate collaborative practice focused on current research.

- Continued partnership with Newcastle University with Quality Teaching Rounds to utilise the Department's Quality Teaching Model as the framework for deep engagement in analysis and review of classroom practice.
- Teaching Sprints used as an evidenced informed professional learning practice that allows teachers to collaborate effectively through a process of continued professional development facilitating incremental changes to classroom practice for big impact over time.
- Build teacher capacity through coaching and mentoring opportunities within the school and through inter-school relationships. The provision of mentoring will ensure the ongoing development and improvement of staff.
- Learning Walks used for teachers to visit classrooms to foster conversation about teaching and learning to develop a shared vision of high quality teaching that impacts on student learning.
- Cumberland Community Connection of schools to create teacher collaboration across discipline areas and schools through strong support from school leaders to build school improvement.
- Extension of learning beyond the classroom, including extended classroom community, global awareness and cultural understanding
- Expert use of digital learning tools to help collaborate, share, communicate and empower staff and students in the learning environment as well as share learning with families and beyond.

### Evaluation plan for this strategic direction

rooms to allow for students to be collaborators in their learning?

#### Data:

We will use a combination of data sources including;

- Professional learning logs
- Professional Development Plans
- Classroom Observation sheets
- Data collection modes - NAPLAN, SCOUT, PLAN2
- Data talk minutes and analysis
- Focus groups
- TTFM Surveys

#### Analysis:

We will analyse the data to determine the extent to which the purpose has been achieved through regular professional discussions, executive and whole staff meetings. Triangulation of data sources will occur including quantitative and qualitative data as well as internal and external data .

#### Implications:

After a detailed analysis of data, a determination will be made as to the future directions for the school to provide ongoing improvement to maximise student learning outcomes. Annual reporting on school progress measures will occur.

## Strategic Direction 2: Quality Teaching through Collaborative Learning

### Initiatives

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- A focus on students as collaborators through working with staff and involving them in the design of programs and assessment products. Teachers utilise student centred pedagogies in order for students to have choice and personalise their learning.
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# Strategic Direction 3: Learning, Identity and Wellbeing

## Purpose

To ensure that all students are able to connect, succeed, thrive and learn, there will be a planned approach to whole school wellbeing programs, strong links with the parent community and engagement with the broader educational community. Students will become self-directed learners who are aware of their own progress and work with teachers to direct their future learning.

## Improvement measures

### Wellbeing

Achieve by year: 2023

### Wellbeing

An improvement in the element of 'Wellbeing' to the level of Excelling as measured by the School Excellence Framework.

### Attendance (>90%)

Achieve by year: 2023

### Attendance

Improvement in the percentage of students attending school more than 90% of the time to be above the school's lower bound system-negotiated target of 89.7%

### Aboriginal Education

Achieve by year: 2025

### Aboriginal Education

100% of teaching and learning programs have Aboriginal perspectives embedded to ensure a deeper understanding of the importance of Aboriginal celebrations and experiences.

## Initiatives

### Student and Community Engagement

Students are actively engaged in learning and school processes to build a strong sense of identity. Students use learning goals and success criteria as a foundation to discuss and share their learning journey with their families. The school will strengthen strong, respectful family-school relationships and inter-school relationships. This will deepen a shared responsibility for student learning and growth between the school and our families as well as inter-school relationships at transition points pre-school -primary, primary - high school and beyond.

- Expert use of Learning Intentions and Success Criteria, Questioning, Peer and Self-assessment by teachers to establish strong feedback processes for students to understand their learning progress and to set learning goals.
- Students leading showcase opportunities to engage with parents about learning in both formal, informal, face-to-face and digital platforms.
- Strengthen community engagement opportunities through authentic student lead conferences and student learning showcases.
- Parent learning opportunities to strengthen parent knowledge of curriculum and school practices held via different mediums.
- Strengthen student opportunity to connect with peers and outside educational settings to broaden and deepen their sense of connection to community.
- Strengthen transition processes and engage in community events to celebrate transition.

### Wellbeing

Embed a whole-school approach to student wellbeing where there is collective efficacy to ensure all students connect, succeed, thrive and learn.

- Review current wellbeing processes and school policies to reflect the level of alignment with the Wellbeing Framework.

## Success criteria for this strategic direction

Students maintain a high understanding of their learning and articulate what they need to do to improve and grow. The setting of student learning goals in negotiations with parents developed from student progress and achievement data.

Students, teachers and parents engage regularly in discussions /meetings/ showcases about learning. Student achievement is clearly communicated. All students 1-6 can articulate their learning goals for English and mathematics and can explain what they need to do to achieve it.

Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student wellbeing and engagement is in consultation with the community. Strong transition programs are in place to support all students.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.

Respectful and positive relationships are evident and reflect school values and expectations for students, teachers and families.

Students empowered to apply zones of regulation and restorative practices to regulate social and emotional responses.

## Evaluation plan for this strategic direction

### Question:

To what extent can we determine our systems and processes for enhancing student wellbeing and engagement have been successful? How have students, staff and parents actively engaged in student learning and shared growth? How are students actively engaging in



## Strategic Direction 3: Learning, Identity and Wellbeing

### Initiatives

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- Expert use of the Wellbeing for School Excellence tool to support staff understanding of wellbeing initiatives and programs to reflect 'excellence' across the School Excellence Framework.
  - Update and review whole-school wellbeing processes to ensure monitoring, analysis and evaluation occurs in student behaviour, attendance, wellbeing, learning and engagement data.
  - Review current student leadership initiatives and their alignment to the Wellbeing Framework to strengthen student's connection to the school, staff and broader community.
  - Embed Restorative Practice and Zones of Regulation into all classroom practices.
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### Evaluation plan for this strategic direction

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learning and school community through active voice and connections to others?

#### Data:

We will use a combination of data sources including;

- TTFM - student, parent and staff data
- Focus Groups
- Surveys
- Wellbeing, attendance and suspension data
- Student voice evident in goal setting and knowledge and understanding of LISC.

#### Analysis:

We will analyse the data to determine the extent to which the purpose has been achieved through regular professional discussions, executive and whole staff meetings. Triangulation of data sources will occur including quantitative and qualitative data as well as internal and external data .

#### Implications:

After a detailed analysis of data, a determination will be made as to the future directions for the school to provide ongoing improvement to maximise student learning outcomes . Annual reporting on school progress measures will occur.