

Strategic Improvement Plan 2021-2024

Bonnells Bay Public School 2532



School vision and context

School vision statement

Safe, Respectful, Engaged Learners

The Bonnells Bay Public School learning community has high expectations and fosters personal growth and success. Students thrive in a safe, supportive and inclusive environment, and are immersed in future focused learning.

School context

Bonnells Bay Public School is located on the western edge of Lake Macquarie NSW and has a student enrolment of 435. Of these students, 17% identify as Aboriginal and/or Torres Strait Islanders and 5% are from language backgrounds other than English. The school has 17 mainstream classes and three support classes and is dedicated to maximising student outcomes through quality teaching and learning. The school culture is that of inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence. The Western Shores Learning Alliance (WSLA) provides opportunities for students and staff to collaborate in a variety of activities beyond the school community. Extra-curricular opportunities in sport, technology, and creative arts, enable our students to excel through a range of different experiences.

The whole school community, involving students, staff, parents, and the local Itji-Marru Aboriginal Education Consultative Group, contributed to a thorough situational analysis leading to the development of our strategic improvement plan. Through our situational analysis, we have identified a need for increased professional development and understanding of well-being practices, data driven teaching and learning, as well as a deepening understanding of innovative curriculum delivery.

Strategic Direction 1: Student growth and attainment

Purpose

To create a stimulating and engaging learning environment that caters for the holistic needs of all students to ensure that they are aspirational, successful and provided with the opportunities to achieve their full potential.

Improvement measures

Target year: 2022

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases to be at or above 35.4% (lower bound system-negotiated target).

Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN reading increases at or above 69.8%.

Target year: 2022

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases to be at or above 26.7% (lower bound system-negotiated target).

Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases at or above to 66.3%.

Target year: 2024

School self assessment of the School Excellence Framework (SEF), element 'Data Skills and Use' indicates improvement from Delivering to Excelling.

Initiatives

Quality Teaching K-6

A quality teaching culture will ensure effective evidence based teaching methods and optimise learning progress K-6.

- Establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of all students' reading and numeracy skills.
- Develop a comprehensive and ongoing staff professional learning strategy to continually build teacher knowledge and capacity to implement effective pedagogical practices within their classroom.
- Embed explicit systems for teacher collaboration, observation and feedback to sustain quality teaching practices K-6.

Data Informed Practice

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

- Engage in high impact professional learning in data literacy, analysis and data use including engagement in LEED project.
- Establish and embed an instructional leadership strategy K-6 where mentors support teachers in using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Build, refine and embed a whole school data system for the tracking of student achievement in reading and numeracy.

Success criteria for this strategic direction

Teachers use evidence based practice in their daily teaching where teacher and student feedback informs student learning.

The leadership team drives distributed instructional leadership to sustain a culture of effective evidence based teaching and ongoing improvement.

All teachers will have a thorough understanding of student assessment and data use to inform planning and teaching practice.

Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy.

Teachers refer to data when reflecting on the effectiveness of their teaching, to inform teaching and learning, leading to measurable improvement.

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:

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:

-PAT

-NAPLAN

-Scout

-PLAN 2

-Internal assessments

Evaluation plan for this strategic direction

-Student work samples

-SEF S-aS

Analysis:

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

Data for Aboriginal and Torres Strait Islander students to be analysed each year looking for areas of and for improvement.

Implications:

This analysis will guide the school's future directions and be reported through the Annual Report. Programs will be adjusted accordingly and results reported to the P&C and to Itji-Marru Aboriginal Education Consultative Group.

Strategic Direction 2: Connect, Succeed and Thrive

Purpose

Excellence in Wellbeing Practices to enable all students to connect, succeed and thrive by ensuring that every student is known, valued and cared for.

Improvement measures

Target year: 2024

Increase the percentage of students reporting positive wellbeing (expectations of success, advocacy and belonging) at or above 87.9%

Target year: 2022

Increase the percentage of students attending 90% of the time at or above 74.6%

Target year: 2024

School self assessment of the School Excellence Framework (SEF), element 'Wellbeing' indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Positive Wellbeing

A whole school approach to student wellbeing processes, will support all students to connect, succeed, thrive and learn.

- Develop and embed differentiated and targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed and implemented.
- Embed the Wellbeing Framework into school culture through high impact professional learning in effective wellbeing strategies to improve practice.
- Engage in regular cycles of review and refinement of evidenced based wellbeing data to optimise conditions for student learning.

Attendance

Embed a school culture focused on learning through sustained improvement in attendance.

- School wide structures to be refined and strengthened to ensure all stakeholders understand attendance processes.
- Rigorous whole-school tracking, monitoring and analysis of attendance data to facilitate improvement in attendance.
- Develop, action and monitor individual attendance plans in consultation with families using a holistic approach to wellbeing, to support improved attendance.

Success criteria for this strategic direction

Students demonstrate the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.

Students voice a sense of belonging and connectedness that respects diversity and identity.

Parents and the broader school community actively participate in supporting and reinforcing student learning.

Respectful relationships are evident and widespread among students and staff, which optimises student learning across the whole school.

Teachers, parents and the community work together to support consistent and systematic processes to improve regular attendance for all students, including those at risk.

Staff participate in Connecting to Country professional learning.

Aboriginal and Torres Strait Islander students participate in cultural activities.

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 wellbeing and attendance?

Data:

The school will use the following data sources to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

-Attendance data

-Attendance data for Aboriginal and Torres Strait Islander students

Evaluation plan for this strategic direction

-Personal Attendance Plans

-Internal well-being data

-Scout data

-TTFM survey data

-TTFM responses to Aboriginal and Torres Strait Islander questions.

-SEF S-aS

- Attendance in cultural activities

- PLPs

Analysis:

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

Implications:

This analysis will guide the school's future directions and be reported through the Annual Report. Adjustments will be made to programs as indicated by the data.

Strategic Direction 3: Developing Future Focused Learners

Purpose

To prepare our students across all curriculum areas with skills and capabilities to thrive in a rapidly changing and interconnected world.

Improvement measures

Target year: 2024

Increase the percentage of students reporting learning relevance at or above 8.5.

Target year: 2024

Increase the percentage of students reporting interest and motivation in learning at or above NSW Government Norm.

Target year: 2024

School self assessment of the School Excellence Framework (SEF), element 'Curriculum' indicates improvement from Delivering to Excelling.

Target year: 2024

School self assessment of the School Excellence Framework (SEF), theme 'High Expectations' indicates improvement from Delivering to Excelling.

Initiatives

Curriculum Innovation

The school's curriculum supports high expectations for student learning.

- Develop a deeper understanding and practical application of the learning modes to embed a culture which engages all students whilst adapting to curriculum changes.
- Deliver high impact professional learning strategy to build teacher capabilities and collective pedagogical practice incorporating emerging technologies for integration in the classroom that promotes creative and critical thinking.
- Build strong foundations in literacy and numeracy through targeted professional learning of new English and mathematics syllabuses to focus on deep learning opportunities to prepare and ready students for their future.

Visible Learning

A learning culture which values student voice to create and receive feedback, supporting them to achieve their learning goals through a shared definition of an effective learner.

- Develop the comprehensive use of Learning Intentions and Success Criteria to target explicit teaching improve teacher judgement aligned to whole school teaching practice and staff professional growth.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
- Provide students with detailed and specific feedback about what they need to do to achieve growth as a learner.

Success criteria for this strategic direction

Learning modes are embedded into classroom practice and teaching programs.

Emerging technologies are evident across K-6 classrooms.

Planned high impact professional learning to prepare staff for roll out of new syllabus documents.

New syllabus documents are used in accordance with planned roll out, to prepare for and implement successful teaching and learning cycles.

Students will articulate what they are learning and the success criteria they need to demonstrate.

Teachers actively using formative assessment strategies on a daily basis.

Students will provide feedback on their learning to inform further teaching.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes through curriculum innovation and visible learning?

Data:

The school will use the following data sources to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

-Scout data

-TTFM data

-Internal data

Evaluation plan for this strategic direction

-SEF S-aS

Analysis:

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

Implications:

This analysis will guide the school's future directions and be reported through the Annual Report.