# Strategic Improvement Plan 2021-2025

## Balgowlah Heights Public School 3736

# School vision and context

## School vision statement

We believe that a happy, engaged child is a successful one. Our community is committed to providing a positive, safe and stimulating environment for children to learn, have a voice and be valued. We aim for all children to enjoy their learning, be active citizens, become life-long learners and achieve their potential.

## School context

Balgowlah Heights Public School was established in 1933 and proudly serves the local community of Balgowlah Heights and Clontarf. We currently have 701 students in Years K-6. There are 31 classes, two of which are Opportunity Classes in Years 5 and 6.

The school has strong relationships with our P&C and values parent/carer involvement in our school and their child's learning programs. We value student wellbeing and student voice; and promote respect, responsibility and personal best.

Our school enjoys extensive grounds and resources. Opportunities in sport, music, technology and Japanese enable our students to excel through a range of different experiences. A wide range of extra-curricular activities in areas such as band, dance, choir, drama, strings, chess, debating and public speaking are provided.

In developing our Strategic Improvement Plan a situational analysis was undertaken where students, parents, staff and AECG were consulted. As a result we have identified the following areas of focus:

*Implementation of quality, evidence-based programs in literacy and numeracy which are differentiated to account for student needs. (SD1-Student growth and attainment)

*Continued emphasis on student wellbeing and personalised learning. (SD3-Engaged and successful learners)

*Implementation of collaborative pedagogical practices such as learning walks, data walls and consistent teacher judgement; based on research. (SD2-Explicit systems for collaboration and feedback)

*Development of quality summative and formative assessment tasks. (SD1-Student growth and attainment, SD3-Engaged and successful learners)

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

## Improvement measures

Achieve by year: 2025

*85% or more of students in Years 2-6 achieve 0.4 growth (calculated through effect size formula) in:

-reading comprehension

-spelling

-numeracy

Achieve by year: 2025

*Improvement as measured by the School Excellence Framework:

-Learning culture- Excelling

-Curriculum- Excelling

-Assessment- Sustaining and Growing

-Student performance measures- Sustaining and Growing

-Data skills and use- Excelling

-Effective classroom practice- Excelling

**Numeracy growth**
Achieve by year: 2023

*Improve student Check-In performance (Years 3-6) by 5% in numeracy.

**Reading growth**

## Initiatives

**Evidence-Based Teaching Strategies**

Ensure quality evidence based teaching strategies, incorporated within syllabuses and policies, are implemented consistently, with efficacy across the school and shared with the community.

*Professional learning on evidence based programs;

*Collaboration in developing units, including rich assessment and differentiation;

*Moderation (Consistency in Teacher Judgement-CTJ) of student work samples; and

*Culture of co-teaching and learning walks through Instructional Leaders, Learning Support Team, Wellbeing Teacher and mentors.

**Data Driven Practices**

Ensure effective strategies and processes for data analysis and reflection.

*Professional learning in data literacy, data analysis and data use;

*Instructional Leaders and Learning Support Teachers work with teachers using data to monitor and assess student progress and design future learning;

*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; and

*Embed data informed formative assessment practices as an integral part of the daily instruction in every classroom.

## Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF- Curriculum, Assessment, Student performance measures)

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with priority given to evidence-based teaching strategies. (SEF- Effective classroom practice)

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. (SEF- Data skills and use, Student performance measures)

## Evaluation plan for this strategic direction

**Evidence Based Teaching Strategies**

Question:

To what extent have we achieved evidence based teaching strategies and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

We will use a combination of data sources. These will include:

*Standardised Tests e.g. PAT comprehension, PAT numeracy

*Internal assessment e.g. PLAN2, reading levels, SENA, Soundwaves

*External assessment e.g. NAPLAN/Check-In

*Work samples

# Strategic Direction 1: Student growth and attainment

## Improvement measures

Achieve by year: 2023

*Improve student Check-In performance (Years 3-6) by 5% in reading.

## Evaluation plan for this strategic direction

*Observation

*Document analysis

*SEF-SaS

Analysis:

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

Implications:

The findings of the analysis will inform:

*Future actions

*Annual reporting on school progress measures (published in the Annual Report)

**Data Driven Practices**

Question:

To what extent have we implemented data analysis and reflection and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

We will use a combination of data sources. These will include:

*Data walls

*Teaching programs

*PLAN2

*SEF-SaS

Analysis:

## Evaluation plan for this strategic direction

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

Implications:

The findings of the analysis will inform:

*Future actions

*Annual reporting on school progress measures (published in the Annual Report)

# Strategic Direction 2: Explicit systems for collaboration and feedback

## Purpose

In order for every student, every teacher, every leader and every school to improve every year then consistent, high expectations based on evidence is required. Together we have a responsibility to develop constructive, informed and insightful professional relationships to continuously improve our professional practice involving collaboration and feedback.

## Improvement measures

Achieve by year: 2025

*Improvement as measured by the School Excellence Framework:

-Learning culture- Excelling

-Assessment- Sustaining and growing

-Student performance measures- Excelling

-Effective classroom practice- Excelling

-Data skills and use- Excelling

-Professional standards- Excelling

-Learning and development- Excelling

-Educational leadership- Excelling

Achieve by year: 2025

*20 % increase in the Teacher Tell Them from Me Survey in the domains of:

-Leadership

-Collaboration

-Learning culture

Achieve by year: 2025

## Initiatives

**Instructional Leadership**

Engage in classroom observations, communicate high expectations and ensure the school environment is conducive to learning.

*Facilitate support for teachers through collaboration, targeted professional learning and feedback on the implementation of effective teaching strategies;

*Establish systems to collect and use evidence of individual student progress. Through collaboration, assess what each student knows, target teaching to what students are ready to learn next and monitor each student's progress;

*Analyse teacher impact and regularly reflect on the strategies that have shown improvement;

*Develop a shared understanding of effective classroom practice; and

*Access expertise to improve teacher efficiency and practice.

**Shared Understanding and Responsibility for Improvement**

Implement collective practices based on shared belief that support all teachers in developing instructional expertise.

*Build a vision for improvement through high expectations;

*Establish and embed collaborative practices that support teachers to meet the individual needs of all students;

*Critically challenge and improve practice through collaboration;

*Establish data systems and routines to monitor student achievement and track expected growth for all students;

*Develop consistent school-wide practices to align,

## Success criteria for this strategic direction

A whole school system of supporting teachers in developing a shared understanding of effective classroom practice that caters for all students. (SEF- Learning culture, Effective classroom practice, Learning and development)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness. (SEF- Data skills and use, Student performance measures, Assessment, Effective classroom practice)

A focus on distributed instructional leadership to sustain a culture of effective evidence-based teaching and ongoing improvement so that every student makes measurable learning progress. (SEF- Educational leadership, Student performance measures)

## Evaluation plan for this strategic direction

**Instructional Leadership**

Question:

To what extent have we embedded instructional leadership across the school and can demonstrate impact and improvement of teacher expertise?

Data:

We will use a combination of data sources. These will include:

*Learning Walk Observations

*Collaboration for School Improvement Toolkit

*Surveys (Tell Them from Me & People Matter)

*Standardised Tests e.g. PAT comprehension, PAT numeracy, Soundwaves

*Internal assessment e.g. PLAN2, reading levels, SENA

# Strategic Direction 2: Explicit systems for collaboration and feedback

## Improvement measures

*10% increase in the People Matter Survey in the domains of:

-Feedback and performance management

-Teamwork and collaboration

## Initiatives

observe and evaluate the effectiveness of teaching, learning and assessment practices;

*Undertake professional learning informed by student progress and achievement data.

## Evaluation plan for this strategic direction

*External assessment e.g. NAPLAN/Check-In

*Work samples

*Observation

*Document analysis

*SEF-SaS

Analysis:

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

Implications:

The findings of the analysis will inform:

*Future actions

*Annual reporting on school progress measures (published in the Annual Report)

**Shared Understanding and Responsibility for Improvement**

Question:

To what extent have we achieved a shared understanding and responsibility for improvement and can demonstrate impact and improvement of teacher expertise?

Data:

We will use a combination of data sources. These will include:

*Learning Walk Observations

*Collaboration for School Improvement Toolkit

# Strategic Direction 2: Explicit systems for collaboration and feedback

## Evaluation plan for this strategic direction

*Surveys (Tell Them from Me & People Matter)

*Standardised Tests e.g. PAT comprehension, PAT numeracy, Soundwaves

*Internal assessment e.g. PLAN2, reading levels, SENA

*External assessment e.g. NAPLAN/Check-In

*Work samples

*Observation

*Document analysis

*SEF-SaS

Analysis:

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

Implications:

The findings of the analysis will inform:

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Balgowlah Heights Public School (3736) -2021-2025

# Strategic Direction 3: Engaged and successful learners

## Purpose

Our school will be a teaching and learning environment that enables the development of healthy, happy, successful and productive individuals. In turn, our students will be expected to contribute to their own wellbeing and ownership of their learning, the wellbeing of their peers and the collective wellbeing of our community. In this way, our school in partnership with parents and carers, will equip our children to be active and positive contributors to the society in which we live.

## Improvement measures

**Wellbeing**
Achieve by year: 2023

*Achievement of 2023 system-negotiated targets:

-94.0% of Years 4-6 students report advocacy, a sense of belonging and high expectations.

**Attendance (>90%)**
Achieve by year: 2023

*Achievement of 2023 system-negotiated targets:

-93.5% students have a school attendance rate of 90% or higher

Achieve by year: 2025

*Improvement as measured by the School Excellence Framework:

-Wellbeing- Excelling

-Learning culture- Excelling

-Curriculum- Excelling

-Assessment- Sustaining and growing

-Reporting- Sustaining and growing

-Management practices and processes- Sustaining and

## Initiatives

**Personalised Learning**

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

*Expertly use student assessment data to reflect on teacher effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities;

*School wide systems for reflecting on student purpose and progress involving implementation of learning goals, learning intentions and success criteria; and

*Share and collaboratively work with parents on student learning.

**Connect-Succeed-Thrive**

Ensure every student's cognitive, physical, social, emotional and spiritual development.

*Opportunities provided for students to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility;

*Collaborative partnerships are built with students, staff, families, communities to support and develop students and our school community; and

*Resources, policies and programs are used to best meet individual and collective student need.

## Success criteria for this strategic direction

A whole school system of valuing and undertaking student learning goals and providing a model of lessons framed by learning intentions and success criteria. (SEF- Learning culture, Curriculum, Assessment, Reporting)

All students articulate, understand and achieve their learning goals. (SEF- Learning culture, Reporting)

Whole school programs of pastoral care implemented within a strong ethos of valuing wellbeing. (SEF- Learning culture, Wellbeing)

Community satisfaction is measured, analysed and actioned in response to findings. (SEF-Management practices and processes)

## Evaluation plan for this strategic direction

**Personalised Learning**

Question:

To what extent have we achieved personalised learning and can demonstrate impact and improvement?

Data:

We will use a combination of data sources. These will include:

*Tell Them from Me Surveys

*PBL Surveys

*Seesaw Learning Goal Reflections

*Observation

*Document analysis

*SEF-SaS

Analysis:

# Strategic Direction 3: Engaged and successful learners

## Improvement measures

growing

Achieve by year: 2025

*20% increase in the Parent Tell Them from Me Survey in the domains of:

-Inclusive school

-Parents are informed

## Evaluation plan for this strategic direction

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

Implications:

The findings of the analysis will inform:

*Future actions

*Annual reporting on school progress measures (published in the Annual Report)

**Connect-Succeed-Thrive**

Question:

To what extent have we enhanced student wellbeing and engagement in learning and can demonstrate impact and improvement?

Data:

We will use a combination of data sources. These will include:

*Tell Them from Me Surveys

*PBL Surveys

*Wellbeing for School Excellence Evaluation Support Tool

*Seesaw Learning Goal Reflections

*Observation

*Document analysis

*Sentral data

*SEF-SaS

Analysis:

# Strategic Direction 3: Engaged and successful learners

## Evaluation plan for this strategic direction

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

Implications:

The findings of the analysis will inform:

*Future actions

*Annual reporting on school progress measures (published in the Annual Report)