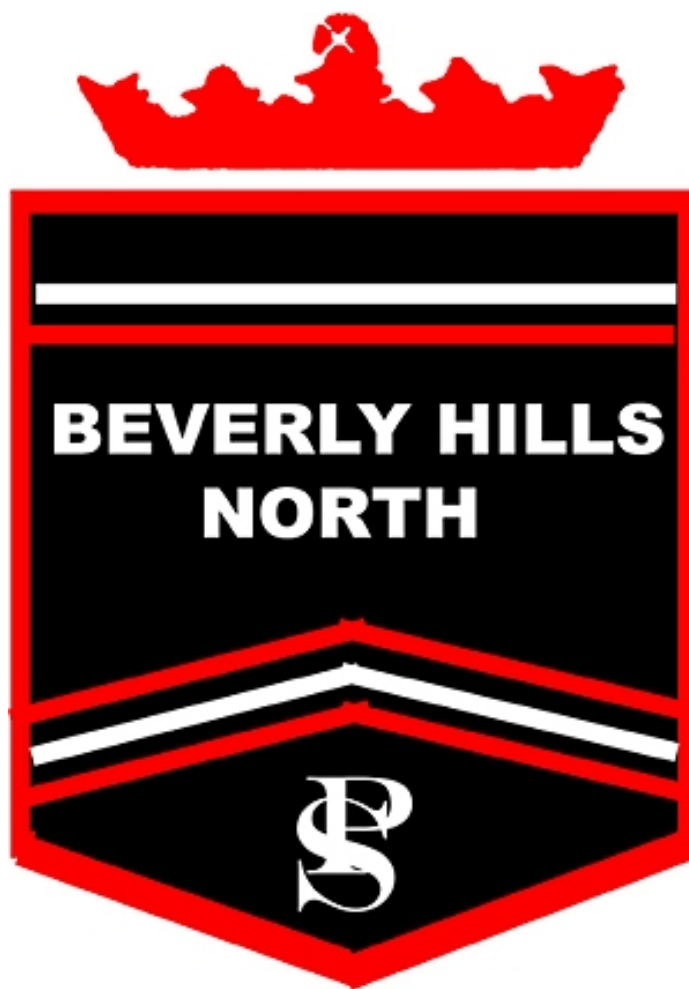


Strategic Improvement Plan 2021-2025

Beverly Hills North Public School 3944



EVER READY

School vision and context

School vision statement

As educators we believe it is our responsibility to inspire and enhance all students' academic, social and emotional growth. We empower students to have self-efficacy and be life long learners who thrive in a connected community. We work in partnership with our students and families. Our decision making is collaborative, transparent and student driven in order to provide equity and access for all.

School context

Beverly Hills North Public School is located in South Western Sydney and has a student enrolment of 415. The school culture supports and encourages students, staff, parents and the wider community working together to promote school excellence.

Our school is supported by a strong and vibrant multi-cultural community. 85% of our students have a language background other than English and 1% of students identify as Aboriginal. There are currently 38 language backgrounds with 33% Arabic, 10% Greek, 8% Cantonese and 8% Mandarin speaking. Our students come from a wide range of socio-economic backgrounds.

The staff at Beverly Hills North Public School are a highly committed and diverse group of experienced, early career and temporary teachers working in full time and part-time capacities. In 2022 there are 58 teaching and non-teaching staff, including our Itinerant Support Teacher Vision team. The Leadership team consists of a Principal, Deputy Principal, 4 Assistant Principals, Assistant Principal Curriculum and Instruction and an Assistant Principal Itinerant Support Vision.

Students engage in a wide variety of learning experiences and extra-curricular opportunities are provided in sport, science, technology, and creative and performing arts, to enable our students to excel through a range of different experiences.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2025 Strategic Improvement Plan, both of which involved genuine consultation with teaching and non-teaching staff, students, and parents. We have identified a need to build consistency in teaching and learning from Kindergarten to Year Six. We will continue to build teacher professional knowledge and capacity around; quality literacy and numeracy practices and, consistent whole school assessment and data tracking of students.

Student wellbeing remains a focus to equip our students with the social and emotional skills required to successfully engage in learning. We will strengthen our home-school partnerships by engaging our parents and local community authentically in all aspects of school life.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes through enhanced evidence-based teaching practices and differentiated personalised learning in literacy and numeracy

Improvement measures

Reading growth

Achieve by year: 2023

Check In Assessment

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

Numeracy growth

Achieve by year: 2023

Check In Assessment

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.

School Excellence Framework

Achieve by year: 2025

School self-assessment of the School Excellence Framework element 'Effective Classroom Practice' indicates improvement from Sustaining and Growing to an on-balance judgement of Excelling.

School Excellence Framework

Achieve by year: 2025

School self-assessment of the School Excellence Framework element 'Curriculum' indicates improvement from Sustaining and Growing to an on-balance judgement of Excelling.

Initiatives

Evidence-based Effective Teaching Practices

Embed a culture of sustained practice in the delivery of explicit, evidence-based teaching strategies focused on the improvement of all students' literacy and numeracy skills.

- Embed research informed explicit teaching practices as an integral part of daily instruction in every classroom.
- Develop and implement consistent practices including whole-school scope and sequence for English and Mathematics.
- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice in literacy and numeracy.

Differentiated Personalised Learning

All teachers expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning.

- High impact professional learning on the use of literacy and numeracy progressions and High Potential and Gifted Education policy to personalise learning.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Instructional leadership to build teacher capabilities and collective pedagogical practice.

Success criteria for this strategic direction

A whole school approach that ensures the most effective evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities. (*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. (*Data Skills and Use*)

Teaching and learning programs across the school are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. (*Curriculum*)

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, with success that can be measured by improved student progress and achievement data. (*Professional Standards*)

Evaluation plan for this strategic direction

To what extent do all teachers embed explicit, evidence-based teaching practices in literacy and numeracy?

- Teacher reflection, collaboration and rich, sustained professional dialogue focused on pedagogy
- Staff reflection and feedback on professional learning
- Literacy and Numeracy progressions inform teaching
- Classroom observations
- School Excellence Framework assessment

To what extent do all teachers use data and assessments to provide responsive learning programs?

- Student work samples
- Teacher programs, student groupings/interventions
- Student IEPs/ PLPs

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Student voice
- Internal PLAN2 and class data
- External NAPLAN, Check-In Assessments and Scout Value added data
- School Excellence Framework assessment

Strategic Direction 2: Quality Teaching

Purpose

To enhance teacher's capacity and capability to collect, interpret and analyse data, we will develop and embed effective school-wide data and assessment processes and practices, to ensure assessment is an integral part of teaching and learning programs, to improve student outcomes

Improvement measures

Achieve by year: 2025

Internal measures indicate an on-balance judgement of Excelling in High Impact Professional Learning school self-assessment tool in: Element 1- Professional learning is driven by identified student needs and, Element 5- Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement.

Achieve by year: 2025

Internal measures indicate an average increase of three rating scales from 2021 baseline in Collaboration for School Improvement self-assessment in the areas of: Shared understanding and responsibility for improvement, Data capability and, Conversations for improvement.

Achieve by year: 2025

School self-assessment of the School Excellence Framework element 'Assessment' indicates improvement from Sustaining and Growing to an on-balance judgement of Excelling.

Achieve by year: 2025

School self-assessment of the School Excellence Framework element 'Data skills and Use' indicates improvement from Delivering to an on-balance judgement of Sustaining and Growing.

Initiatives

Data Driven Practices

Embed effective practices for data collection and analysis and synthesis, to inform next steps for teaching and learning.

- Instructional Leaders to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Expertly use student data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive teaching and learning opportunities.
- High impact professional learning in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.

School Wide Assessment Practices

Embed consistent whole-school formative and summative assessment practices as an integral part of teaching and learning.

- High impact professional learning in assessment planning, delivery, analysis and response / evaluation for all staff.
- Embed school-wide informed formative and summative assessment practices by establishing a whole school Assessment Scope and Sequence as an integral part of daily instruction in every classroom.
- 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.

Success criteria for this strategic direction

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (*Assessment*)

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (*Data Skills and Use*)

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (*Data Skills and Use*)

Evaluation plan for this strategic direction

To what extent has our school embedded consistent assessment practices?

- Assessment Scope and Sequence
- Stage and class literacy and numeracy programs show direct links from assessment to reporting
- Anecdotal records, observations
- High Impact Professional Learning self-assessment
- Collaboration for School Improvement self-assessment
- School Excellence Framework assessment

To what extent has our school embedded effective data practices to accurately track and monitor student achievement across Literacy and Numeracy?

- Literacy and Numeracy PLAN2 data
- internal and external data analysis
- Longitudinal student data analysed
- High Impact Professional Learning self-assessment

Strategic Direction 2: Quality Teaching

Evaluation plan for this strategic direction

- Collaboration for School Improvement self-assessment
- School Excellence Framework assessment

Strategic Direction 3: Connecting and Belonging

Purpose

To build a supportive learning environment where the school community feels connected and experiences a sense of belonging

Improvement measures

Attendance (>90%)

Achieve by year: 2023

An uplift of 4% from baseline in the percentage of students attending greater than 90% of the time.

Wellbeing

Achieve by year: 2023

An uplift of 3.6% from baseline in the percentage of students reporting expectations for success, advocacy and sense of belonging at school in the Tell Them From Me survey.

Achieve by year: 2025

School self-assessment of the School Excellence Framework element 'Wellbeing' indicates improvement from Sustaining and Growing to an on-balance judgement of Excelling.

Achieve by year: 2025

School self-assessment of the School Excellence Framework element 'Educational Leadership' indicates improvement from Sustaining and Growing to an on-balance judgement of Excelling.

Initiatives

Wellbeing

Embed a whole-school approach to wellbeing that is supported by practices that foster a sense of belonging and promote engagement of students and staff.

- Improved attendance.
- Ongoing improvement to school wellbeing and social / emotional learning implementation.
- Develop school-wide platform Every Student Is Known Valued and Cared For.
- Staff Wellbeing.

Partnerships

Embed positive and productive partnerships between parents and the school to ensure collective responsibility for students to connect, succeed and thrive.

- Parent engagement and advocacy for school.
- Community as connected and active partners in learning.
- Build connections to support students for additional support and transitions.

Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (*Wellbeing*)

There is school-wide, collective responsibility for student learning and success, which is shared by students and parents. (*Wellbeing*)

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

School practices and processes are responsive to community feedback. There is a whole school approach to improving service delivery and student, staff and parent experience. (*Management Practices and Processes*)

Evaluation plan for this strategic direction

To what extent has our approach to wellbeing impacted on our students' and staff sense of connectedness and belonging?

- Attendance data
- Evaluations of wellbeing programs
- Student voice
- Behaviour and playground data
- Surveys and Tell Them From Me student, staff and parent data
- Staff wellbeing support
- School Excellence Framework assessment

To what extent have our partnerships supported our students to connect, succeed and thrive?

- Parent engagement data
- Student IEPs/ PLPs
- Student, Staff, Parent surveys, feedback, satisfaction

Strategic Direction 3: Connecting and Belonging

Evaluation plan for this strategic direction

- Student voice
- School Excellence Framework assessment