Strategic Improvement Plan 2021-2024

Beacon Hill Public School 3971

School vision and context

School vision statement

Our vision at Beacon Hill Public School is to empower our learners to be self-motivated, confident, considered and creative individuals, with the personal resources for future success and wellbeing. We share a commitment to nurturing, guiding, inspiring and challenging our learners to find the joy in learning, build their skills and understanding, and make sense of their world.

School context

Beacon Hill Public School is a dynamic, medium sized public school (496 students) located on the Northern Beaches of Sydney. The staff at Beacon Hill Public School are committed to creating a respectful, happy and friendly school environment for our learners and delivering high quality teaching and learning programs utilising innovative and emerging technologies. A whole school, systematic approach to literacy and numeracy development supports students to reach personal growth targets.

The school offers a wide range of integrated and challenging learning opportunities to inspire each child to reach their full potential through a culture of high expectations. Proud of its enduring traditions, BHPS aims for excellence across academic, cultural and sporting pursuits. 'Be Proud to Achieve' is the school's motto and we are known as 'the friendly school'. Our school's core values of respect, responsibility and excellence underpin behaviour expectations to improve learning outcomes, supporting and strengthening the wellbeing of all students.

Our school is enriched through the support of purposeful and authentic community connections that strengthen a shared sense of responsibility for student engagement, learning, development and success. This includes establishing connections with local organisations such as Bushlink and our membership with the Northern Beaches Learning Alliance (NBLA). The NBLA community of schools fosters positive school connections and consists of local primary schools and campuses of the Northern Beaches Secondary College. Shared professional learning opportunities enhance teaching and learning practices and improve student wellbeing.

Students, staff and parents were consulted throughout the situational analysis process, informing the development of the strategic improvement plan. Through our situational analysis, we have identified a need to enhance the implementation of effective assessment practice and strengthen tracking strategies using the learning progressions and common assessment tasks to inform teaching and learning programs K-6, drive differentiation and quality teaching and develop assessment-capable learners. Engagement and empowerment of our learners through strengthening student voice, agency and leadership will also be a key focus for improvement.

Mentoring and professional learning around evidence-based practice, will strengthen the implementation of differentiated learning to meet the needs of all students including learning and support and high potential and gifted students in literacy and numeracy. Instructional leaders will work with teachers to reflect on curriculum delivery and teaching effectiveness, and prepare for future learning. Establishing a whole-school framework for the collection, recording and regular collaborative analysis of robust evidence of student learning, achievements and progress serves to further strengthen our commitment to ongoing improvement and success.

Strategic Direction 1: Student growth and attainment

Purpose

To optimise learning progress for all students, across the full range of abilities, through implementation of the most effective evidence-based teaching methods. Student progress data is monitored regularly, supporting teachers to reflect on effectiveness and inform further learning and curriculum differentiation.

Improvement measures

Target year: 2022

NAPLAN- Numeracy (Top 2 Bands)

- Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 6% (meeting the system negotiated lower bound target).

NAPLAN- Reading (Top 2 Bands)

- Increase the proportion of students achieving in the top 2 NAPLAN reading bands by 7% (meeting the system negotiated lower bound target).

Target year: 2023

NAPLAN- Numeracy (Expected Growth)

- Increase the percentage of students achieving expected growth in NAPLAN numeracy by 3% from system-negotiated target baseline (meeting lower bound target).

NAPLAN- Reading (Expected Growth)

- Increase the percentage of students achieving expected growth in NAPLAN reading by 3% from system-negotiated target baseline (meeting lower bound target).

Target year: 2022

School-based targets (PAT-R and PAT-M)

Increase the percentage of students in Years 2-6 achieving expected growth when comparing scaled

Initiatives

High Impact Teaching in Literacy and Numeracy

- Staff engage in high impact professional learning of the most effective, evidence-based literacy and numeracy teaching strategies, use of literacy and numeracy progressions and the High Potential and Gifted Education policy, enabling them to be able to effectively personalise learning and differentiate the curriculum for ALL students, across the full range of abilities. *(SOLAR- The Science of Language and Reading, Effective Spelling 3-6, Components of Reading 3-6, Language Rich classrooms- "Bringing Words to Life"- Isabel Beck, Starting Strong & Working with the Big Ideas in Maths).*

- Staff further embed the principles of Explicit Teaching and Deep Questioning in teaching and learning programs to support ALL students to meet/exceed expected growth.

- Embed and use high impact, collaborative professional learning structures to build teacher capacity and reflective, responsive pedagogical practice. (Curiosity and Powerful Learning Triads)

- Instructional leaders collaborate with teachers to create high impact, evidence-informed learning sequences following analysis of student progress data.

Responsive Systems and Processes

- Whole-school framework established for collection, recording and regular collaborative analysis of robust evidence of student learning, achievements and progress. Instructional leaders work with teachers to reflect on curriculum delivery and teaching effectiveness, and prepare for future learning.

- Formative Assessment Processes are embedded daily into all teaching and learning programs, supporting staff to analyse student progress, evaluate growth over time and report student achievement.

- Authentically monitor student progress through the development and maintenance of working data walls in literacy and numeracy, including regular Case

Success criteria for this strategic direction

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

All teachers confidently implement the most effective evidence-based teaching methods to optimise learning progress for ALL students, across the full range of abilities. **(Effective Classroom Practice- Explicit Teaching)**

Assessment data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction. Regular case management meetings using the school data walls as a starting point, provide staff the opportunity to engage in conversations around student learning, informing next steps. **(Data Skills and Use- Data Analysis)**

Formative assessment is practised expertly by all teachers leading to measurable improvement in student learning. **(Assessment- Formative Assessment)**

Effective partnerships in learning with teachers, parents and students are established and maintained, supporting students to be motivated to deliver their best and continually improve. **(Learning Culture- High Expectations)**

Evaluation plan for this strategic direction

Questions:

1. To what extent have staff embedded high impact teaching strategies into literacy and numeracy teaching and learning programs to optimise student learning outcomes?

2. To what extent have we established a framework for monitoring student progress?

Strategic Direction 1: Student growth and attainment

Improvement measures

scores in the Progressive Achievement Tests (PAT) in Mathematics and Reading by 3%.

Target year: 2023

School-based targets (Literacy and Numeracy progressions)

Increase the percentage of students (K-6) achieving school determined, end of stage based Mathematics (Measurement) and Reading (Understanding Texts) targets.

Target year: 2024

School-based targets (PAT-R and PAT-M)

- Increase the percentage of students in Years 2-6 achieving above the 75th percentile by 2% when comparing scale scores in the Progressive Achievement Test (PAT) in Reading.
- Increase the percentage of students in Years 2-6 achieving above the 75th percentile by 2% when comparing scale scores in the Progressive Achievement Test (PAT) in Mathematics.

Initiatives

Management Meetings.

- Implement Learning Walks and Talks as a data collection tool to gather evidence of school goals and students' learning progress while creating opportunities for students and teachers to engage in conversations about learning.

Evaluation plan for this strategic direction

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

- Internal assessment, eg. PLAN2/ PAT-M & PAT-R
- External assessment, eg. NAPLAN
- Survey
- Observation
- Student work samples
- Focus group
- Student voice
- Interview
- Document analysis
- Learning Walks and Talks/ Instructional Rounds

Analysis: Analysis will be embedded within the initiatives/ activities through progress and implementation monitoring. Annually the school will review progress towards the improvement measures. Regular review of data sources inform whether we are on track for achieving the intended improvement measures, including 5 weekly executive team data sessions and regular whole school and team professional discussions.

Implications: The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Purpose

To strengthen our commitment to a culture of high expectations where we implement high impact initiatives to deliver high quality teaching and learning to optimise student growth. A shared commitment to a collaborative, inquiry based approach to professional learning fosters positive relationships, consistency in expectation, professional dialogue and reflective practice, while building the capacity of all team members.

Improvement measures

Target year: 2022

Curiosity and Powerful Learning- strengthen agreement annually on the 10 point scale (TTFM)

Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback (exceed 6.7 baseline by .2 to 6.9)

Collaboration- strengthen agreement annually on the 10 point scale (TTFM)

Teachers have given me helpful feedback about my teaching. (exceed 6.2 baseline by .2 to 6.4)

Teaching Strategies- *strengthen agreement annually on the 10 point scale (TTFM)*

I help students set challenging learning goals. (exceed 7.3 baseline by .2 to 7.5)

Target year: 2023

Curiosity and Powerful Learning- strengthen agreement annually on the 10 point scale

School leaders have provided me with useful feedback about my teaching. (exceed 2022 target of 5.9 by .2 to 6.1)

School leaders have taken time to observe my teaching. (exceed 2022 target of 6.1 by .2 to 6.3)

Initiatives

Curiosity and Powerful Learning

- School leaders establish and sustain the conditions and culture for effective collaborative practice and inquiry based professional learning through the frameworks provided in Curiosity and Powerful Learning.

- All staff engage in meaningful and impactful collaboration, exploring and reflecting on the theories of action that put powerful learning in the reach of every student.

- Professional Learning Communities (school formed triads) prioritise the planning, delivery and reflection of high impact, evidence-based teaching and learning to improve student outcomes.

A rigorous curriculum- High Potential and Gifted Education implementation

- High impact professional learning supports staff to implement evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development.

- Instructional leaders support staff to develop dynamic, data-informed, evidence-based teaching programs and practices that are responsive to trends in student achievement and collaboratively designed to optimise learning progress for all students, across the full range of abilities.

- Authentic progress monitoring of HPGE students through the development and maintenance of working data walls in literacy and numeracy, including regular Case Management Meetings assisting staff to identify expected growth in their students, identify learning goals and plan for student progress.

- Strengthening evaluative processes to ensure learning and assessment programs are dynamic and of the highest quality promoting learning excellence and responsiveness in meeting the needs of all

Success criteria for this strategic direction

Our school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. **(Learning Culture: High Expectations)**

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

Learning and Support team identifies growth expected for HPGE students on internal/ external measures and supports teachers to plan and monitor learning opportunities that ensure students' progress and achievement meets determined targets. **(Student Performance Measures- Student growth)**

Staff understand, develop and apply a full range of assessment and evaluative practices to determine teaching directions, monitor and assess student progress and attainment, and reflect on teaching and program effectiveness. **(Use of data to inform practice)**

Our school has embedded explicit systems that facilitate professional dialogue, collaboration, classroom observation and provision of timely feedback to drive ongoing improvement. **(Collaboration)**

The leadership team maintains 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 and gaps in student achievement decrease. **(Instructional Leadership)**

Evaluation plan for this strategic direction

Questions:

1. Curiosity and Powerful Learning: What has been the impact of our initiatives on students' learning growth? Are teachers collaboratively planning, evaluating, reflecting on

Improvement measures

High Potential Gifted Education

Increase the percentage of target HPGE students achieving expected growth in NAPLAN reading by 3% from school-negotiated target baseline (HPGE students).

Increase the percentage of target HPGE students achieving expected growth in NAPLAN mathematics by 3% from school-negotiated target baseline (HPGE students).

Target year: 2024

Curiosity and Powerful Learning- strengthen agreement annually on the 10 point scale

Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback (exceed 2023 target of 7.1 by .2 to 7.3)

Collaboration- strengthen agreement annually on the 10 point scale

Teachers have given me helpful feedback about my teaching. (exceed 2023 target of 6.6 by .2 to 6.8)

Teaching Strategies- *strengthen agreement annually on the 10 point scale (TTFM)*

I help students set challenging learning goals. (exceed 2023 target of 7.7 by .2 to 7.9)

Initiatives

students. Whole-school policy and practice review schedule developed and implemented linked to consistent, accountable and evaluative practices in learning.

Evaluation plan for this strategic direction

and adapting their practice?

2. *A rigorous curriculum- High Potential and Gifted Education implementation:* How has the implementation of the HPGE policy and a case management approach impacted learning growth for ALL students, in particular our HPGE students?

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

- Internal assessment, eg. PLAN2/ PAT-M & PAT-R
- External assessment, eg. NAPLAN
- Survey- Tell them from me (student, parent, teacher)
- Observation
- Student work samples
- Focus group
- Student voice
- Interview
- Document analysis
- Learning Walks and Talks/ Instructional Rounds

A Analysis will be embedded within the initiatives/ activities through progress and implementation monitoring, including CPL triad reflections and sharing sessions as well as Theory of Action improvement plans and audit results. Annually the school will review progress towards the improvement measures.

I Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring student growth.

Strategic Direction 3: Engagement and Connectedness

Purpose

To enable purposeful and authentic community connections that cultivate a shared sense of responsibility for student engagement, learning, development and success.

Improvement measures

Target year: 2022

Engagement:

Increase in the percentage of students (from 45% to 48%) reporting **"high skill high challenge"** on the student Tell Them From Me survey.

Parents feel they are **well informed** about their **child's progress** in school subjects. (exceed 2021 TTFM target of 6.2 by .2 to 6.4)

Connectedness:

Percentage of students reporting **positive wellbeing** is above the agreed lower bound target baseline of 89.8%.

Target year: 2024

Engagement:

Attitude towards **homework**- increase the percentage of students (from 55%-58%) doing homework for their classes with a positive attitude and in a timely manner.

Parents feel they are **informed** about their **child's social and emotional development**. (exceed 2023 TTFM target of 6.5 by .2 to 6.7)

Connectedness:

Students with a **positive sense of belonging**- increase the percentage of students (from 80%- 83%) feeling accepted and valued by their peers and by others at their school.

Target year: 2022

Initiatives

Engagement

Engaging and empowering students through:

- **Student voice-** Authentic student voice provides opportunities for students to collaborate and make decisions around what and how they learn and how their learning is assessed.

- **Student agency-** Agency gives students the power to direct and take responsibility for their learning, creating independent and self-regulating learners.

- **Student leadership-** enhancing trust, autonomy and relationships through the development of leadership qualities.

- **Challenging Learning Tasks-** ensuring learning tasks are purposeful, clearly defined, differentiated and challenging, so that all students will experience powerful, progressive and precise learning. *(The Goldilocks Principle)*

- **Fostering the development of 6 key BHPS STAR learning dispositions**- creativity, engagement, risk-taking, collaboration, optimism and perseverance.

- **Authentic collaboration** with parents and families (SeeSaw, learning goals, purposeful parent/teacher conferences)

Connectedness

- Promote effective **partnerships in learning** that motivate students to deliver their best and continually improve. Parents engage in information sessions regarding student learning and development including curriculum, student wellbeing, whole school programs and initiatives.

- Strong **communication** systems and processes which engage the school and wider community.

- Implementation of the **Student Behaviour Strategy** to foster connected, cohesive and safe learning environments through a whole-school community approach.

Success criteria for this strategic direction

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-Behaviour)**

All classrooms and other learning environments are well managed within a consistent, school-wide approach. **(Effective Classroom Practice- Classroom management)**

Teachers involve students and parents in planning to support learning, and share expected outcomes. **(Curriculum-Differentiation)**

Students and parents understand the assessment approaches used in the school and their benefits for learning. **(Assessment-Student engagement)**

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. **(Reporting- Parent engagement)**

Strong collaborations with parents are evident, supporting students' learning and motivation to deliver their best and continually improve. **(Learning Culture- High Expectations)**

Evaluation plan for this strategic direction

Q1. Engaging and empowering students: How impactful have our key initiatives been to support growth in overall student engagement?

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

- Survey- Tell them from me (student, parent, teacher)
- Observation
- Focus group
- Student voice

Strategic Direction 3: Engagement and Connectedness

Improvement measures

Attendance

Increase the percentage of students attending >90% of the time by 2% (meeting system negotiated lower bound target).

Evaluation plan for this strategic direction

- Leadership Team luncheons and check-ins
- Interview
- Learning Walks and Talks/ Instructional Rounds

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

I Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring student growth.

Q2. Connectedness: How successful have we been in enhancing parent partnerships in learning?

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

- Survey- Tell them from me (student, parent, teacher)
- Observation
- Focus groups (parents and students)

A Biannual analysis of student and parent TTFM survey results and follow up focus group sessions.

I Following analysis of evidence gathered, presentation to executive team, whole staff and parent community to outline findings and determine future directions to strengthen partnerships.

Beacon Hill Public School (3971) -2021-2024