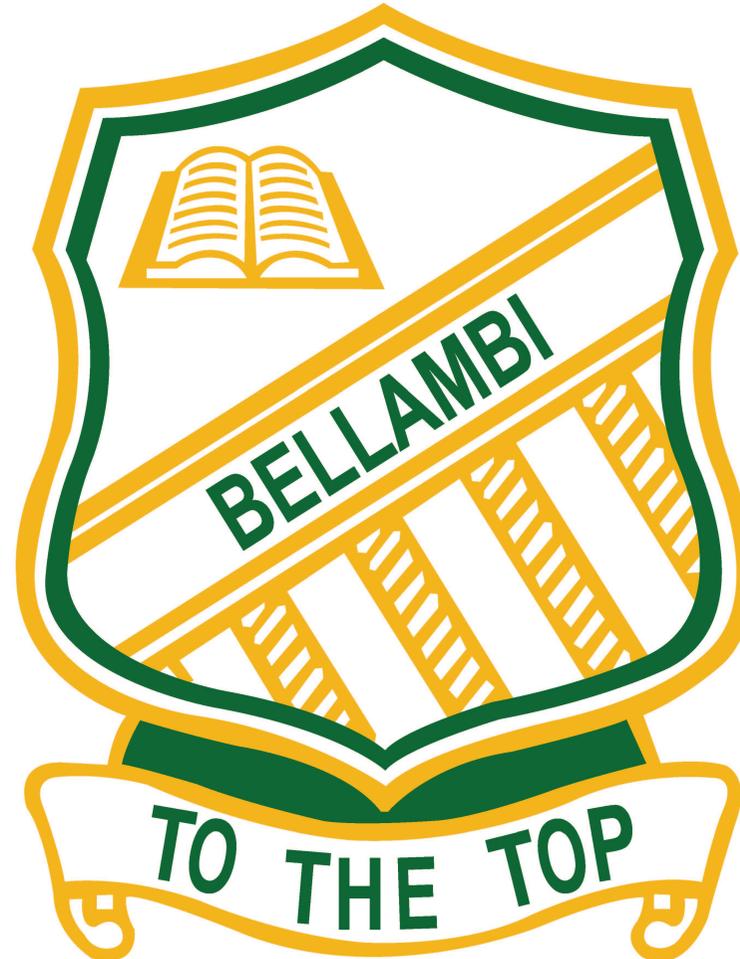


Strategic Improvement Plan 2021-2024

Bellambi Public School 3979



School vision and context

School vision statement

In consultation with students, parents, carers and staff our vision statement is:

Bellambi Public School equips all students with what they need to reach their full potential. We are passionate about building a happy, fair and creative learning environment where everyone feels they belong.

School context

Bellambi Public School is located on Dharawal land by the sea in the northern suburbs of Wollongong. Our school currently has 7 classes, with a student population of 34% Aboriginal and/or Torres Strait Islander and 24% from a non-English speaking background.

Learning is a partnership with parents, carers and others in the community, all of whom have a role to play in nurturing the love of learning needed for success.

We are guided by evidence based practices to inform and build our learning models that serve individual students across their life course in a rapidly changing world. Our school community prides itself on inclusive and trusting relationships.

Bellambi Public School offers extra curricular opportunities such as: cooking, gardening, pottery, drumming, STEAM programs, Aboriginal Education, mindfulness, Berry Street Education Model, sports clinics and targeted wellbeing programs.

Our focus areas include: curriculum reform, high potential and gifted education, inquiry based learning, critical and creative thinking, and transition (preschool to Kindergarten and Year 6 to high school).

Bellambi Public School's outstanding results in student growth data is achieved through high quality teaching, targeted student support and innovative educational opportunities.

Our school is committed to all Aboriginal and Torres Strait Islander students reaching their full potential. The school funded Aboriginal Education Officer facilitates a wide range of connections to excel in cultural competency.

We support our students to prepare them for the world beyond school.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning outcomes for each student, all staff will analyse student performance measures to understand, plan for and differentiate the learning for all students.

Improvement measures

Target year: 2024

READING

5% uplift of students achieving in the top 2 bands in NAPLAN Reading

NUMERACY

5% uplift of students achieving in the top 2 bands in NAPLAN Numeracy

Target year: 2024

READING

7% uplift of students achieving expected growth in Reading

NUMERACY

8% uplift of students achieving expected growth in Numeracy

Initiatives

Evidence Informed Teaching

Staff complete professional learning in evidence informed practices in literacy and numeracy, to be responsive to effective curriculum delivery.

- All practices are consistent K-6 to transfer and deepen student's skills, knowledge and understanding.
 - Collective efficacy of pedagogical practices based on staff planning and reflecting on teaching and learning in a collaborative forum.
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Data Driven Practice

Build teacher capacity to ensure internal and external data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that teachers and students know where they are at in their learning and where to next.

- Systematic analysis of literacy and numeracy data to track student growth and progress of achievement.
- Responsive teacher programming based on cyclic data analysis, responsive to student need and differentiation to personalise the learning.

Success criteria for this strategic direction

Initiative 1 : Evidence Informed Teaching

- All teachers and support staff are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-informed teaching strategies.

- All teachers and support staff understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Initiative 2: Data Driven Practice

- The school has identified the growth expected for each student and they are achieving higher than expected growth on internal and external school progress and achievement data.

Evaluation plan for this strategic direction

Regular review of data sources:

Quantitative: Student growth, achievement data is monitored and checked against progressions and syllabus standards.

Qualitative: Teaching programs show evidence of data informing classroom practice with ongoing adjustments. PLAN2 annotations of formative assessment.

Granular: Student Data Wall, PLAN2 Data, Personalised Learning Pathway goals, Individual Learning Plan goals and SCOUT.

Aggregate: ACER - Progressive Achievement Tests (PAT) and A General Ability Test (AGAT), NAPLAN and Scout.

Strategic Direction 2: Leading and the curriculum

Purpose

Continue to grow pathways to success through an integrated approach to quality teaching, curriculum planning, delivery and assessment to promote learning excellence and responsiveness in meeting the needs of all students.

Improvement measures

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) elements: Curriculum and Assessment show evidence of excelling.

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) element: Educational Leadership shows evidence of excelling.

Initiatives

Curriculum and Assessment

High quality student outcomes are focused on intellectual work that is challenging, centred on significant concepts and ideas, and requires substantial cognitive and academic engagement with deep knowledge inclusive of high potential and gifted students.

Teachers select and organise the essential knowledge, understandings, skills and values from the syllabus to translate into specific classroom programs, lessons and learning activities.

Educational Leadership

Distributive leadership supports high expectations, a sustained professional learning community and a culture of effective evidence informed teaching and whole school improvement.

Success criteria for this strategic direction

Initiative 1: Curriculum and Assessment

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable students assessment and continuous tracking of student progress and achievement.

- 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.

Initiative 2: Educational Leadership

- The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

- Every student makes measurable learning progress and gaps in students achievement decrease.

Evaluation plan for this strategic direction

Regular review of data sources:

Quantitative: Data wall, PLAN 2, NAPLAN, Check-In Assessments.

Qualitative: Teaching programs, student focus groups, student work samples, Seesaw.

Granular: Personalised Learning Pathways.

Aggregate: Tell Them From Me.

Strategic Direction 3: Learning Culture

Purpose

Students strive for excellence by connecting, learning and growing in all aspects of their life.

Improvement measures

Target year: 2024

7% uplift of students attending more than 90% of the time.

Target year: 2024

7% uplift of students reporting expectations for success, advocacy, and sense of belonging at school.

Initiatives

Wellbeing underpins all learning

We embed a school-wide culture that is strongly focussed on wellbeing and self-regulation supporting learning. Staff will be informed in: the deeper use of Berry Street Education Model and The Wellbeing Framework, ensuring a consistent focus on student wellbeing and behaviour.

The development of student voice encourages them to feel connected to their learning community.

Connecting, Learning and Growing

Self-regulation, behaviour and wellbeing goals ensure every student maximises their learning potential and improves every year.

Teachers, parents/carers and the community work together to support consistent and systematic processes that ensure high student attendance.

Success criteria for this strategic direction

Initiative 1: Wellbeing underpins all learning

- Each student is engaged and supported, and has a sense of advocacy and voice.
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Positive, respectful relationships are evident and wide spread among students and staff and promote student wellbeing to ensure optimum conditions for students learning across the whole school.

Initiative 2: Connecting, Learning and Growing

- Every minute of every lesson is valued by utilising all classroom time efficiently.
- The school community is committed to systematic processes for attendance.
- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Evaluation plan for this strategic direction

Regular review of data sources:

Quantitative: Attendance data, Tell Them From Me surveys, extra curricular attendance, surveys.

Qualitative: Teaching programs, student focus groups, student work samples, Seesaw, teacher, student and parent interviews.

Granular: Individual attendance plans, wellbeing profiles, Personalised Learning Pathways.

Aggregate: Tell Them From Me surveys.