

# Strategic Improvement Plan 2021-2024

## Birrong Public School 4057



# School vision and context

## School vision statement

Birrong Public School is a safe, inclusive and collaborative learning environment where students are supported to be resilient, respectful and responsible, while meeting high expectations for learning and behaviour. Staff and parents/carers work together to encourage and challenge students to take risks, use problem solving skills and self-regulate their learning. Students are inspired to become confident and empathetic young people who achieve goals in and out of the school environment.

## School context

Birrong Public School is located in the Chullora Principals Network - Metropolitan South School Performance Directorate. The school has an enrolment of approximately 560 students and caters for a diverse student population, with 91% of students from a language background other than English (LBOTE). There are currently 30 language backgrounds, with Arabic and Vietnamese speaking backgrounds the largest groups.

Our school is supported by a strong parent body. Students, staff, parents and community members are committed to strengthening partnerships to improve student learning outcomes. High standards are set and encouraged in teaching and learning programs. Opportunities for students are available in many areas including creative and performing arts, debating, sport, environmental education and student leadership. As a Positive Behaviour for Learning (PBL) school, Birrong follows a holistic approach to child development and wellbeing.

The school has strong community links including a community of schools with Auburn PS and Regents Park PS, a link to the Islamic Women's Association to support the community use of the school for weekend Arabic Language School, and a church group that utilises the school hall for services on a Sunday.

There are approximately 47 school-based personnel including executive staff, classroom teachers, specialist EAL/D and Learning and Support (LaS) teachers, a school counsellor, administrative staff and a general assistant. Birrong Public School has an uncompromising focus on teaching and learning with a dedicated staff who have a range of teaching experience. Deep engagement in professional learning is underpinned by the Spiral of Inquiry process where teaching staff collaborate fortnightly to understand what is going on for our learners, target areas for development to improve student outcomes, and use consistent teacher judgment to ensure teaching and learning is making enough of a difference for all students.

In 2020 Birrong Public School participated in its first external validation. The evidence gathered highlighted some very strong practices within the school including our wellbeing framework, and our collaborative practices for teaching and learning. The external validation process also revealed some specific areas for the school to improve. These areas were further identified by the executive as focus areas for improvement in the new school plan. Teaching and non-teaching staff have engaged in discussions about the work of school improvement to understand the school's direction for the 2021-2024 school plan.

The whole school community, involving students, staff, parents, was consulted in a thorough situational analysis followed by the development of our strategic improvement plan. Through our situational analysis, we have identified specific areas to focus on including:

**Assessment** - a need to develop the school's practices in data collection became evident in the situational analysis as there was limited internal data available to determine student placement in literacy and numeracy with a deep focus on assessment including professional learning in data collection and analysis to understand, and plan accordingly,

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student placement.

**Explicit Teaching** - a consistent approach and focus across the school in the teaching of literacy and numeracy which is also supported by systematic and deep professional learning of explicit teaching.

**Wellbeing** - consistent implementation of the school's processes for behaviour management, wellbeing and attendance to ensure practices are current, appropriate and effective, to meet student needs.

The themes of the previous school plan will be enhanced in the 2021-2024 school improvement plan, including the provision of an environment where all students are challenged and supported to become self-regulated learners, a shared responsibility for student improvement through the collaborative analysis of data, and strengthened partnerships where teachers directly and regularly engage with parents/carers to improve understanding of student learning and wellbeing.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in reading and numeracy, and to build strong foundations for academic success, we will develop and refine data driven teaching practices that are responsive to the learning needs of individual students. We will further implement and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum for every student is underpinned by evidence-informed strategies.

## Improvement measures

### Target year: 2022

An uplift of 6.39% in the number of students achieving in the top 2 bands in Year 3 and Year 5 NAPLAN Reading from the system negotiated target baseline.

### Target year: 2022

An uplift of 5.81% in the number of students achieving in the top 2 bands in Year 3 and Year 5 NAPLAN Numeracy from the system negotiated target baseline.

### Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Reading by 7.45% from system negotiated target baseline.

### Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Numeracy by 3.23% from system negotiated target baseline.

### Target year: 2024

Our overall on-balance judgement in the School Excellence Framework is determined to be EXCELLING for the elements:

- Assessment
- Data Skills and Use

## Initiatives

### Data informed practices

*The school will use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that leads to measurable improvement.*

- Embed a culture where teachers routinely use a range of evidence to inform their practice.
- Professional learning for teachers in data literacy, data analysis and data use.
- Leadership team to support teachers to analyse teaching impact and use this knowledge to drive improvement.

### Evidence-based teaching

*Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.*

- Professional learning for teachers in evidence-based teaching strategies with a focus on research such as What Works Best themes: High expectations, Explicit teaching, Effective feedback.
- Leadership team to support teachers to plan, implement teaching practices through collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback.
- Ongoing development of teaching strategies that are responsive to student need across the school.

## Success criteria for this strategic direction

Assessment is used flexibly and responsively as an integral part of daily classroom instruction, with formative assessment practised expertly by teachers (*SEF Assessment: Formative assessment*).

Teachers respond to assessment data to understand, and plan accordingly, student placement (*SEF Data Skills and use*).

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

Feedback from students on their learning derived from assessments informs further teaching (*SEF Assessment: Student engagement, and Effective Classroom Practice: Lesson planning*).

Teaching and learning programs are data informed based on a range of assessments and include clear plans for explicit teaching based on all student need (*SEF: Effective Classroom Practice: Explicit teaching, Feedback*).

## 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 a combination of data sources, these will include: External - NAPLAN, Check in, PAT Internal - PLAN 2, Jolly Phonics assessments, reading assessment benchmarks, SENA, Learning and Support data, Observations, Surveys (teacher and student), Interviews, Work samples.

### Analysis

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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- Effective Classroom Practice
- Learning and Development

## Evaluation plan for this strategic direction

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Analysis will be embedded within the initiatives through progress and implementation monitoring.

### Implications

The findings of the analysis will inform:

- Triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions informing future actions.
- The progress of initiatives in achieving the purpose and improvement measures of the strategic direction.
- Regular professional discussions around the School Excellence Framework elements and themes.

## Strategic Direction 2: Quality teaching and leading

### Purpose

In order to build collaborative practices to enhance school performance, school leaders and teachers need to create a strong culture in which collaborative planning, reflection and peer coaching are embedded in every day school life so that all key stakeholders are supported by external and internal expertise and identify and implement best practice to improve student learning outcomes.

### Improvement measures

#### Target year: 2024

0.8 growth from baseline data in the Collaboration driver in the Tell Them From Me teacher survey.

#### Target year: 2024

1.2 growth from baseline data in the Leadership driver in the Tell Them From Me teacher survey.

#### Target year: 2024

0.9 growth from baseline data in the Learning Culture driver in the Tell Them From Me teacher survey.

#### Target year: 2024

0.9 growth from baseline data in the Data Informs Practice driver in the Tell Them From Me teacher survey.

#### Target year: 2024

Our overall on-balance judgement in the School Excellence Framework is determined to be EXCELLING for the elements:

- Curriculum
- Effective Classroom Practice
- Professional Standards
- Learning and Development
- Educational Leadership

### Initiatives

#### Collaborative professional learning

*Research indicates that high impact professional learning embeds sustainable collaborative practice through effective teaching practices for ongoing growth in student progress and achievement.*

- Embed sustainable whole school system to facilitate professional learning by undertaking Spirals of Inquiry collaboratively
- Systematically plan and create units of work as part of a coherent program that has been collaboratively designed utilising research such as the elements of What Works Best.
- Improved regular stage team analysis of student progress and achievement ensuring a consistent approach to teaching.

#### Coaching feedback practices

*Whole school and/or inter-school relationships provide mentoring and coaching and support to ensure the ongoing development and improvement of all teachers.*

- Leadership team members participate in capacity development programs to strengthen skill set needed for collaboration and feedback to sustain quality teaching practice.
- Leadership team implements principles of evaluative thinking and continually monitors the impact of programs and approaches by all teachers, and improves practice as required.

### Success criteria for this strategic direction

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by promoting learning, excellence and responsiveness in meeting the needs of all students. Effective evidence-based teaching methods which optimise learning progress for all students, across the full range of abilities (*SEF: Curriculum: Curriculum provision, Teaching and learning programs, Differentiation*).

Effective teaching methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth (*SEF Effective Classroom Practice: Explicit teaching*).

Teachers participate in capacity development programs and implement principles of evaluative thinking and continually monitor the impact of programs to ensure all students experience high quality teaching (*SEF Professional Standards: Improvement of practice*).

Establishment of a professional learning community where teaching practice and student results are driven by ongoing school wide improvement practices through professional dialogue, collaboration, classroom observation and modelling of effective practice in order to improve teaching practice and student results (*SEF: Learning and Development: Collaborative practice and feedback, and Educational Leadership: High expectations culture*).

### Evaluation plan for this strategic direction

#### Question

To what extent has school's collaborative professional learning structures and coaching feedback practices impacted on student performance and has it made enough of a difference?

#### Data

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the

## Strategic Direction 2: Quality teaching and leading

### Evaluation plan for this strategic direction

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purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions: NAPLAN data PAT data, SEF SaS, Teacher and Student surveys, TTFM, PLAN 2 Data, Teacher reflections and evaluations, Quality Teaching Rounds Framework analysis tool, classroom walkthroughs utilised to observe teaching practices, student understanding of and engagement with learning goals, and Instructional Rounds as an evidence-based tool for descriptive feedback and reflection of practice.

#### Analysis

Embedded within the initiatives through progress and implementation monitoring. Annually the 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 each year, in the newsletter and on the School Website throughout the year).

# Strategic Direction 3: Productive partnerships for learning

## Purpose

In order to enhance student engagement and wellbeing, we will further refine and implement evidence-based change to whole school practices resulting in measurable improvement in attendance, engagement and wellbeing to support learning. Positive, respectful relationships built on trust and high expectations will be established to promote constructive partnerships across the school, and the wider community responsive to student need.

## Improvement measures

### Target year: 2022

An uplift of 3.69% in the percentage of students attending school more than 90% of the time from system negotiated target baseline.

### Target year: 2022

An uplift of 3.6% in the percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging at School in advocacy at school in the Tell Them From Me (TTFM) survey from system negotiated target baseline.

### Target year: 2024

85-90% of students surveyed can name at least two adults in the school setting who believe they will be a success in life (from the Spirals of Inquiry Key Questions Survey).

### Target year: 2024

Our overall on-balance judgement in the School Excellence Framework is determined to be EXCELLING for the elements:

- Learning Culture
- Wellbeing

## Initiatives

### Attendance promoting engagement

*Strong attendance is critically important for all students. Teachers, parents and carers work together to support attendance at school.*

- Attendance improvement strategies are implemented in partnership with parents and community.
- Data is regularly analysed to inform planning and communicated regularly to students, and parents and carers.
- Opportunities for parents and carers to be more involved in the learning are created to strengthen the home- school partnership to ensure there is a culture strongly focused on learning.

### Wellbeing supporting learning

*Research indicates that whole school wellbeing practices and an increase in physical activity will underpin an improvement in student attendance and wellbeing.*

- A multi-tiered approach to wellbeing that includes the promotion of positive behaviour, early intervention, student agency and the development of social/emotional skills is implemented.

## Success criteria for this strategic direction

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve (*SEF Learning Culture: High expectations*).

Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes (*SEF Learning Culture: Attendance*).

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

Every student can identify a staff member to whom they can confidently turn to for advice at school (*SEF Wellbeing: Caring for students*).

## Evaluation plan for this strategic direction

### Question

To what extent have we achieved our purpose and can demonstrate improved attendance and engagement is a direct result of the work in each initiative?

### 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.



## Strategic Direction 3: Productive partnerships for learning

### Evaluation plan for this strategic direction

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- Data (Scout, TTFM, attendance, LST, PBL, PAT, school surveys, PLAN2)
- Student Wellbeing Hub - school wellbeing check, SEF wellbeing for school excellence evaluation tool
- Sport/physical activity: school health check
- other evidence evaluation (photos/media).

### Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring and will guide the school's future directions.

### Implications

The findings of the analysis will inform:

- Triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions informing future actions.
- The progress of initiatives in achieving the purpose and improvement measures of the strategic direction.
- Regular professional discussions around the School Excellence Framework elements and themes.