

Strategic Improvement Plan 2021-2024

Berkeley West Public School 4180



School vision and context

School vision statement

Our school provides quality educational experiences and opportunities for students and teachers in an environment of respect, responsibility and safety that will engage and motivate all students to learn, equipping them with the confidence, skills and knowledge for future success and wellbeing.

School context

School context

Berkeley West Public School is located in South Wollongong/Lake Illawarra North and has a student enrolment of 196. The school culture is that of respect, responsibility and safety, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence. Currently, 19% of students identify as Aboriginal and 19% of students have English as an additional language (EAL) at home. The ratio of EAL families has declined over recent years, with 70% of EAL students not requiring additional language support.

Our school's current Family Occupation and Education Index (FOEI) is 151 which represents the school-level index of educational disadvantage. This has risen from 146 from the start of the previous school plan (2017) and places the school in approximately the most disadvantaged 15% of schools. As CESE research indicates that FOEI explains almost 63% of the variance in average school performance in primary schools, the school will need to ensure the school plan strategically allocates resources to address identified gaps in student performance, wellbeing and attendance.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

1. Student growth and attainment

Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update. As the literature suggests, we will focus on developing and sustaining collaborative whole school processes for collecting and analysing student data to inform both professional learning and to embed evidence-informed teaching practices for every student in every classroom. Best practice will be drawn and developed from CESE resources, in particular 'WWB- Explicit teaching', 'Use of data to inform practice', 'Assessment' and 'Collaboration'.

2. Wellbeing and attendance

To address wellbeing needs in our school we will maintain and consolidate many of the evidence-based school-wide universal systems, developed as a Positive Behaviour for Learning (PBL) school, that work efficiently for the majority of students. Refinement and consistent application of Tier 2 systems commenced in 2020 will be implemented as part of this plan, as it is this smaller cohort of students requiring targeted interventions that account for a large proportion of behaviour referrals. Whilst PBL processes were implemented in the last school plan, our reflection on data and feedback by stakeholders suggests that behaviour is only part of wellbeing and there is more work to be done that warrants inclusion of total Wellbeing in this school plan. Additionally, there has been a significant turnover of staff since the last plan, and therefore, this plan will be inclusive of professional learning and activities to build capacity, that have been proven to work in other settings and

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are likely to work in ours. These activities will be drawn from the evidence-based the CESE publications, 'Supporting advocacy at school', 'Supporting high expectations', 'Supporting sense of belonging', as well as, 'WWB- Classroom Management' and 'WWB- Wellbeing'.

To address attendance needs in our school, a team will be formed to drive activities targeted to improve student outcomes by increasing the percentage of students attending school at least 90% of the time. The team will research evidence-based practice and develop an action plan to implement strategies from the NSW DoE's 'Attendance Matters' website addressing areas of focus identified from the 2020 'School Attendance Self-Assessment Sprint'.

3. Community engagement- partners in learning

Reflection and analysis of general feedback from the community reveals a declining trend in overall community satisfaction across a number of areas. However, it is strongly evident that a decline in positive perceptions can be attributed to a proportionate increase in the amount of feedback returned as 'neutral' or 'didn't know'. This deficit in parent understanding, or awareness of what is happening in the school, made it imperative for the school to strengthen family and community engagement in learning as core work in this school plan.

The school will take a structured and strategic approach by forming a community engagement team to initially review current practices against the seven dimensions of the 'Family-Schools Partnership Framework.' From this, the team will research strategies and develop an action plan with a four year timeframe to better engage parents as partners in student learning, and school activities.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve 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

Target year: 2022

Achievement of 2022 system-negotiated target:

Increased (uplift) percentage of students in Top 2 bands (or equivalent) in NAPLAN reading to be at or above the lower bound system-negotiated target of 37.2%.

Target year: 2022

Achievement of 2022 system-negotiated target:

Increased (uplift) percentage of students in Top 2 bands (or equivalent) in NAPLAN numeracy to be at or above the lower bound system-negotiated target of 32.1%.

Target year: 2023

Achievement of 2023 system-negotiated target:

Increased (uplift) percentage of students achieving expected growth in NAPLAN reading to be at or above the lower bound system-negotiated target of 53%.

Target year: 2023

Achievement of 2023 system-negotiated target:

Increased (uplift) percentage of students achieving expected growth in NAPLAN numeracy to be at or above the lower bound system-negotiated target of 47.2%.

Target year: 2024

Increased (uplift) of students in Year 2-6 will demonstrate

Initiatives

Reading

In Reading, we will embed sustainable whole school collaborative processes for assessment, collecting and analysing data. The evaluation of this data will regularly be used to inform:

- the selection of explicit teaching practices in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing

Numeracy

In Numeracy, we will embed sustainable whole school collaborative processes for assessment, collecting and analysing data. The evaluation of this data will regularly be used to inform:

- the selection of explicit teaching practices in relation to student learning needs
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing

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)

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest 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)

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development)

The school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership)

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:

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

- Internal assessment, eg. PLAN2/ACER PAT
- External assessment, eg. NAPLAN
- DoE online quick assessments in reading and

Strategic Direction 1: Student growth and attainment

Improvement measures

a 0.4 growth (calculated through effect size formula) when comparing start of year to end year scale scores in the ACER Progressive Achievement Tests (PAT) in reading/numeracy.

Target year: 2024

Increased (uplift) of students achieving grade appropriate benchmarks of the understanding texts sub-element of the Literacy Progressions & quantifying number sub-element of the Numeracy Progressions.

Evaluation plan for this strategic direction

numeracy

- Survey
- Observation
- Focus groups
- Student voice
- Interview
- Document analysis

Analysis:

Analysis will be 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 and in the newsletter/School Website throughout the year).

Strategic Direction 2: Wellbeing and attendance

Purpose

To ensure that all of our students are able to connect, thrive and learn, there will be a planned approach to whole school wellbeing and attendance processes that support high levels of wellbeing and engagement.

Improvement measures

Target year: 2022

Achievement of 2022 system-negotiated wellbeing target:

Increased (uplift) percentage of students in the school who report positive wellbeing to be at or above the lower bound system-negotiated target of 93.5%.

Target year: 2022

Achievement of 2022 system-negotiated attendance target:

Increased (uplift) percentage of students attending school at least 90% of the time to be at or above the lower bound system-negotiated target of 78.5%.

Target year: 2024

Reduction in the average rate of negative behaviour referrals made by teachers by 20% from baseline (2017-19).

Initiatives

Wellbeing

In Wellbeing, we will embed sustainable whole school collaborative processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- the selection of evidence-based student wellbeing strategies in relation to student wellbeing needs
- the impact of the implemented strategies on student wellbeing
- teacher professional learning and school resourcing

Attendance

In Attendance, we will embed sustainable whole school collaborative processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- the selection of evidence-based attendance monitoring and improvement strategies
- the impact of the implemented strategies on student attendance and learning
- teacher professional learning and school resourcing

Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes that ensure student wellbeing and absences do not impact on learning outcomes (SEF - Learning Culture)

A strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed and thrive is in place (SEF - Wellbeing)

Classrooms and other learning environments are well managed within a consistent, school-wide approach. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning (SEF - Effective Classroom Practice)

Student wellbeing and attendance data is regularly used school-wide to identify student achievements and progress, in order to reflect on strategy effectiveness and inform plans for continuous improvement (SEF - Data Skills and Use)

Professional learning is aligned with building teacher capacity to promote improved student wellbeing and attendance outcomes that enhance learning (SEF - Learning and Development)

Administrative systems, structures and processes to monitor student wellbeing and attendance underpin ongoing school improvement and effectiveness of initiatives (SEF - Management Practices and Processes)

Resources are strategically used to achieve improved wellbeing and attendance/engagement outcomes (SEF - School Resources)

Evaluation plan for this strategic direction

Question:

How can the school determine that its systems and processes for enhancing student wellbeing, attendance

Strategic Direction 2: Wellbeing and attendance

Evaluation plan for this strategic direction

and engagement have been successful?

Data:

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

- SCOUT, Sentral behaviour and attendance data, Tell Them From Me (TTFM) survey data (Student voice)
- Positive Behaviour for Learning (PBL) evaluation tools (SET & TFI)
- Feedback from professional learning
- Personalised Learning, attendance and wellbeing plans/pathways
- Learning and Support, Attendance and Student Wellbeing Team meeting minutes, analysis and documentation
- Self-assessment against the Wellbeing Framework, including evidence of wellbeing and attendance improvement practices targeting needs of whole school, targeted groups and individual students

Analysis:

Analysis will be 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 and next steps
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter/School Website throughout the year).

Strategic Direction 3: Community engagement- partners in learning

Purpose

Effective partnerships, in which strong communication and collaboration exist between the school and parents, support high expectations, as well as consistent and systematic processes that maximise student attendance, academic and wellbeing outcomes.

Improvement measures

Target year: 2024

Increased (uplift) of positive parent feedback/perceptions from baseline measures (2018-20) in regard to educational and management practice survey data by 10%.

Target year: 2024

Increased (uplift) of positive parent feedback/perceptions from baseline measures (2018-20) in regard to 'Tell Them From Me- Partners in Learning' data by 12%.

Initiatives

Family-School Partnerships

In Family-School Partnerships, we will embed sustainable whole school processes for collecting and analysing data.

The evaluation of this data will be regularly used to inform:

- the selection of evidence based community engagement strategies in building positive perceptions of the school
- the impact of the implemented strategies on community engagement and perceptions
- teacher professional learning and school resourcing

Success criteria for this strategic direction

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community (SEF- Learning culture).

The strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn involves parents (SEF- Wellbeing).

The school leadership team model and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement (SEF- Educational leadership).

The leadership team measures school community (parent & student) satisfaction and shares its analysis with management practices and processes responsive to school community feedback (SEF- Management Practices and Processes).

Evaluation plan for this strategic direction

Question:

How can the school determine that its practices and processes for enhancing community engagement have been successful?

Data:

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

- Tell Them From Me (TTFM) survey data (Parent voice)
- Feedback data from school developed surveys evaluating school educational and management practice
- Ongoing parent feedback/input regarding initiatives and key activities of 2021-24 school plan
- Self-assessment against the Family-School

Strategic Direction 3: Community engagement- partners in learning

Evaluation plan for this strategic direction

Partnerships Framework, including evidence of practices developed to improve communication, collaboration and high expectations that support wellbeing and attendance

Analysis:

Analysis will be 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 and in the newsletter/School Website throughout the year).