

Strategic Improvement Plan 2021-2024

Bardia Public School 4311



School vision and context

School vision statement

The central purpose in everything we do at Bardia Public School is to support every student in becoming a responsible and successful global citizen. That is, someone who is a curious and passionate life-long learner; someone who shows resilience when faced with hardship; someone who measures success against their personal best; someone who has respect, compassion and empathy for others; someone who takes personal responsibility for the environment and the betterment of society; and someone who champions cooperation over conflict, assertiveness over aggression and democracy over tyranny.

The enactment of this vision for our students is revealed through the Bardia Teaching and Learning Model. This model in effect is a guide to the development of the self-regulated and collaborative learner, someone who works productively with their peers in the pursuit of knowledge, who chooses a growth mindset, who possesses the language for analysing learning and the tools to act upon teacher feedback. The product, the empowered learner, is someone very likely to achieve self-actualisation.

At Bardia Public School we understand that if our students are to be successful adults in this rapidly changing world they must be adept exponents of what are often called 21st century skills: collaboration, creativity, critical thinking and problem solving. Unlike some schools that have gone down a similar path, at Bardia Public School explicit instruction (traditional teaching), guided practise and collaborative learning are given equal emphasis. We are excited by initial evidence that suggests our students are not only learning at a faster rate than is usual, they are developing as self-regulated learners. Students such as ours are well placed to take on the challenges of high school and beyond.

School context

Bardia Public School is a rapidly growing school located in a burgeoning urban growth corridor in the south west of Sydney. The original school was built to provide for the education of children whose parents were located at Ingleburn Army Base. Once the army base closed, the area around the school became semi-rural and student numbers dwindled. However, current exponential urban growth will see Bardia Public School continue to grow for many years to come. It is expected that Bardia Public School will eventually provide for the education of well over 1000 children. Even so, the school's current community-minded culture, one usually associated with small country schools, is something which the parents, students and staff are very committed to retaining.

At the beginning of 2019 the staff and students at Bardia Public School took possession of our newly constructed state-of-the-art facilities. Our old traditional classrooms have been replaced with innovative learning environments (ILEs). The approach to teaching and learning at Bardia Public School (something the teachers describe as the Bardia Teaching and Learning Model) has been purposefully designed to take full advantage of these flexible learning "hubs", thereby maximising student academic outcomes.

Over the next few years the school will implement Teacher Squads. This is a program unique to Bardia Public School. Every student in the mainstream and students integrating from our support unit will receive a minimum of five hours of small group intensive instruction in literacy and numeracy per week. This instruction will be tailored to the specific learning needs of the individual child. It is anticipated that this program will not only counter any learning deficits due to the impact the pandemic, but will bring about a boost to every student's academic growth.

Strategic Direction 1: Student growth and attainment

Purpose

Academic growth, more than any other measurement of academic attainment, reveals the rate of learning progress for the individual student and whole cohorts. At Bardia Public School a comprehensive assessment schedule will be developed which will allow the teachers to ascertain student academic growth in a timely manner and provide for effective learning interventions. The teachers will use data from different types of assessment and the Learning Progressions, coupled with their teacher experience and judgement, to pinpoint with accuracy each student's current position on each learning journey. To do so the teachers will develop sophisticated skills in data analysis.

Improvement measures

Target year: 2022

Numeracy:

- Between 39.5 and 44.5% of Year 3 and 5 students achieve in the top two bands in NAPLAN
- The percentage of students achieving in the top two bands in a given year's Year 3 NAPLAN Numeracy will not decrease in the corresponding Year 5 NAPLAN.
- The average effect size for the Year 3 to 5 cohort will increase from 0.62 currently to 0.72.

Reading:

- Between 54.9 and 59.9% of Year 3 and 5 students achieve in the top two bands in NAPLAN
- The percentage of students achieving in the top two bands in a given year's Year 3 NAPLAN Reading will not decrease in the corresponding Year 5 NAPLAN.
- The average effect size for the Year 3 to 5 cohort will increase from 0.43 currently to 0.63.

Target year: 2023

Four Year 3 quadrants will be determined by the raw score ranges: 500+, 450-499, 400-449, <400. The

Initiatives

Data Talks

Data analysis will be embedded as a core teaching skill to: prevent unidentified below expected academic growth, enable teachers to determine teaching impact and inform learning interventions.

- PL on the use of literacy and numeracy progressions.
- Progressions to be transliterated to *I Can Statements*, which allow teachers to use formative assessment to identify individual student progress as the learning is happening and provide students individualised learning goals.
- PL on calculating effect size and its use in determining student academic growth and teaching impact.
- Introduction of a mandatory assessment schedule made up of numerous summative assessments, including standardised tests (PAT-R).
- Introduction of a tracking tool to help reveal student academic growth over time and to provide teachers accurate baseline data at the commencement of each year.
- PL on stage teams using all data sources to analyse individual student and whole cohort academic growth and to provide suitable learning interventions for individual students and whole cohorts - *data talks*.

Teacher Squads

To address the unique learning needs of the four student quadrants in any hub, for five hours per week each quadrant will have one teacher conduct intensive lessons in literacy and numeracy - in practice four teachers per hub for five hours per week.

- Group 1 (20% of hub) will focus on teaching and learning strategies suitable for students deemed high potential or gifted.
- Group 2 (35% of hub) will focus on teaching and learning strategies with the goal to have students achieve the next higher band in NAPLAN.

Success criteria for this strategic direction

Teachers will be adept at gathering and analysing data.

Through data talks, the stage team meetings will become a time when teachers can discuss with their peers the implications of their data, determine teaching impact and design teaching and learning interventions for whole cohorts and/or individual students.

Student academic growth will become the focus of improving teaching and learning in a timely manner (at present longitudinal NAPLAN data, while useful, does not allow for an immediate response to below expected academic growth).

Through teacher squads, the academic growth of each quadrant, currently disparate, will become more uniform - an indication that no matter the ability level, each quadrant will be excelling in academic growth.

Evaluation plan for this strategic direction

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:

- NAPLAN Data (particularly longitudinal data)
- Scout - Value added data
- Various summative data (recorded on the tracking tool on Sentral)
- Various formative assessments (recorded on the *I Can Tracking Sheet*)
- Check-in assessments
- PLAN2 data

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.

Strategic Direction 1: Student growth and attainment

Improvement measures

average effect sizes for academic growth for these quadrants in Year 5 NAPLAN Reading and Numeracy, as a percentage of the average effect size for the entire cohort, will be greater than 95%.

Numeracy:

67.9% of Year 5 students achieve expected growth.
(System-negotiated target)

Reading:

76.8% of Year 5 students achieve expected growth.
(System-negotiated target)

Initiatives

- Group 3 (30% of hub) will focus on the teaching and learning strategies that will help ensure students achieve stage expected outcomes.
- Group 4 (15% of hub) will focus on teaching and learning strategies suitable for students with additional learning needs and EAL/D students.
- Using formative assessment and the learning progressions, squad teachers will locate students on each of their learning journeys.
- Students will be provided I Can Statements and constructive feedback to help them achieve each learning goal.

Evaluation plan for this strategic direction

- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and "Where to Next?"

Strategic Direction 2: Professional development

Purpose

It is often said that to improve student learning you must first improve teacher learning. Before exceptional improvements can be made to student academic growth, every teacher at Bardia Public School must become a highly skilled practitioner. Teaching at Bardia Public School happens in Innovative Learning Environments (ILEs a.k.a. hubs). Teachers at Bardia Public School employ blended teaching and other innovative approaches to pedagogy, which are challenging to master. By developing a comprehensive and differentiated approach to professional support and development, every teacher will achieve the level of exceptional practitioner.

Improvement measures

Target year: 2024

All teachers will use WALT and WILF in more than 70% of lessons.

All hub teachers will formatively assess each student at least five times per week.

All hub teachers will provide feedback to students at least five times per week.

Target year: 2024

The percentage of teachers indicating confidence with utilising the learning progressions will be reported as 70% High and less than 30% as Moderate.

The percentage of teachers utilising learning progressions to assess student progress regularly will be greater than 85%.

The percentage of teachers indicating confidence with utilising Markbook will be reported as 85% High and less than 15% as Moderate.

Target year: 2024

The percentage of teachers indicating confidence with

Initiatives

The Four Pillars of Visible Learning

The Principal will conduct an orientation program for all teachers new to BPS.

The two Deputy Principals, the Assistant Principal Learning Support and the Assistant Principal Stage Supervisor will provide ongoing in class support, demonstration lessons, observation lessons and feedback to all teachers.

Assessment Tools

Professional learning will focus on supporting teachers in using the learning progressions and Markbook.

The two Deputy Principals, the Assistant Principal Learning Support and the Assistant Principal Stage Supervisor will provide ongoing support to teachers in using learning progressions and Markbook.

Teachers Using Data

Professional learning will focus on supporting teachers in using data to determine individual student and whole cohort academic growth, as well as teaching impact.

The two Deputy Principals, the Assistant Principal Learning Support and the Assistant Principal Stage Supervisor will provide ongoing support to teachers in using data to improve teaching and learning.

Stage teams will commit to email most administrative information, thereby leaving as much stage meeting time as possible to "Data Talks" - the round table of discussing data and their implications for teaching and learning interventions.

Success criteria for this strategic direction

Apart from lessons that are ongoing or where WALT and WILF are not applicable (about 30% of lessons), in all other lessons (about 70%) teachers will apply clear and purposeful WALT and WILF, consistent formative assessment and constructive feedback.

Both Learning Progressions and Markbook will be used consistently to determine and track student progress and to determine the "where to next" of any particular learning journey.

Both individual teachers and stage teams will competently and regularly calculate and analyse data. Such analyses will allow for individualised learning interventions and for generating information about teaching impact.

Evaluation plan for this strategic direction

Observations of teaching coupled with the Teacher Survey will be used to evaluate the success of initiatives.

Strategic Direction 2: Professional development

Improvement measures

generating effect size will be reported as 70% High and less than 30% as Moderate.

The percentage of teachers using data to determine student progress and discuss this progress with hub partners will be greater than 95%.

The percentage of teachers using data to determine student progress and discuss this progress with their stage team will be greater than 90%.

Strategic Direction 3: Wellbeing

Purpose

The social and emotional wellbeing of the children and staff at BPS is of paramount importance. It is absolutely appropriate that the school expend time and resources in supporting the mental health of the people in our immediate environment. Children who are socially and emotionally well-adjusted are much more likely to succeed academically and become competent, successful and happy adults. It is equally true that a highly collegial, professional and motivated staff is much more likely to possess a strong belief in self-efficacy. The beneficiaries of this, besides each member of staff, are the students. Not only will the students benefit from the school's positive ethos, such a learning environment will have a direct correlation with improved student academic growth.

Improvement measures

Target year: 2022

Teachers advocate on behalf of students - current mean 7.5% - **target mean 8.5%**

Redress girls' decline in advocacy - Year 4 (7.8) to Year 6 (6.5) - **target Year 6 girls 7.8**

Students feel proud of their school - SA or SA 86% - **target 90%**

Students' sense of belonging - mean 75 - **target mean 85**

Attendance - **target 83.9%** (System Negotiated Target)

Wellbeing - **target 95.2%** (System Negotiated Target)

Target year: 2022

Students' effort, "I Try Hard" - mean 9.2 - **target mean 9.4**

Student and teachers expectations for success "My teacher and I want me to do better" - mean 8.5 - **target mean 9.0**

Student interest and motivation - mean 76 - **target mean 80**

Initiatives

School Culture

Primary Girls Support - lunchtime "Girl's Shed"

Peer Support

Extra-curricular activities: Dance, Choir, Debating, Visual Arts, STEM, Sporting teams, Public Speaking, Ukulele Band

Academic Application

Through a combination of accurate formative assessment and using the learning progressions, teachers devise learning interventions for individual students reinforced with constructive feedback.

School wide explicit instruction in Growth Mindset and the creation of "safe" hubs where error is embraced as necessary to learning.

Collaborative learning is to comprise 33% of teaching and learning at BPS. Students are provided opportunities to explore learning topics (only when reinforced with learnt content).

Relationships at School

Lunchtime Library - quiet play

VIP Club - lunch time activities for students requiring support with making friends

Consistent application of BPS Behaviour Management Policy

Success criteria for this strategic direction

Students will demonstrate strong connection with school culture and the sense that they are supported and valued.

Students will feel that learning is not something that happens "to them" but comes from a partnership with their teachers and peers.

Students will demonstrate a growth mindset and embrace each learning challenge with perseverance.

Students will feel safe at school and have a known course of action should other students behave inappropriately.

Student friendships and associated social skills, crucial to student wellbeing, will be fostered through a variety of initiatives.

The combined wellbeing initiatives, besides meeting the system negotiated target for wellbeing, will encourage students to attend school more regularly.

Evaluation plan for this strategic direction

The school will take part annually in the Tell Them From Me (TTFM) survey.

Strategic Direction 3: Wellbeing

Improvement measures

Student perseverance high - mean 46 - **target mean 52**

Target year: 2024

Students' positive relationships - mean 86 - **target mean 87**

Positive teacher-student relations - mean 8.2 - **target mean 8.6**

Students know where to seek help if bullied - currently 80% - **target 100%**
