Strategic Improvement Plan 2021-2025

Bardia Public School 4311

School vision and context

School vision statement

Bardia Public School has a positive school culture underpinned by three core values, achievement, belonging and care. Through our school's core values, we strive to prepare all students to become passionate, curious learners who demonstrate persistence, responsibility, kindness and acceptance.

School context

Bardia Public School is a unique K-6 school, situated in a growth area of South West Sydney. We are a growing school with an enrolment of approximately 1000 students. There is a strong culture of engagement due to high quality teaching and learning programs, catering for individual needs, and a supportive school community.

Bardia Public School has a Support Unit for students with additional needs. There are two Autism and two Autism IO classes. 72% of our students have a language background other than English and 3% identify as Aboriginal or Torres Strait Islander.

Staff at Bardia Public School pride themselves on our positive and welcoming school culture. Our dedicated staff are a mix of experienced and early career teachers. We deeply value collaboration, taking a team approach in implementing data informed practices and differentiated learning. Our innovative learning hubs enable us to engage with models of team teaching for curriculum delivery.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. Over the next four years, work will take place on ensuring student growth and attainment through embedding explicit teaching and using data to inform practice. We will be establishing and refining our whole school approaches to teaching strategies that are focused on improving student outcomes. We will continue to build teacher capacity through a culture of high expectations, collaboration and support. This will provide a framework for implementation across the school and will support the consistent use of evidence-informed strategies in all classrooms.

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

NAPLAN expected growth - Reading
Achieve by year: 2023

An increased proportion of 2023 Years 2- 6 students attaining a 'B' or above in English, compared with 2022 common grade scale results.

NAPLAN expected growth - Numeracy
Achieve by year: 2023

An increased proportion of 2023 Years 2- 6 students attaining a 'B' or above in mathematics, compared with 2022 common grade scale results.

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.

- Professional learning on the use of literacy and numeracy progressions.

- Introduction of a mandatory assessment schedule made up of numerous summative assessments, including standardised tests (PAT-R).

- Professional learning 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.

Curriculum Pedagogies

Teachers will engage in professional learning that will deepen their understanding of the new English and mathematics syllabuses so that they can strengthen teaching and learning practices.

- Professional learning through team or stage collaborative practice around how the content within the new English and mathematics syllabus connects.

- Professional learning on the backward mapping process and how to use this framework to develop hub teaching and learning programs ensuring that all students are challenged and all adjustments lead to improved learning.

Success criteria for this strategic direction

- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. **(SEF: Assessment, Summative assessment - Excelling)**

- Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. **(SEF Effective Classroom Practice, Lesson planning - Excelling)**

- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. **(SEF Data Skills and Use, Data use in teaching - Excelling)**

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 data sources. These will include:

- NAPLAN Data (particularly longitudinal data)
- Scout - Value added data
- Various summative data
- Various formative assessments
- Check-in assessments
- PLAN2 data

Evaluation plan for this strategic direction

Analysis:

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

- Who: School leadership team and staff
- When: Termly
- How: track and monitor against the improvement measures to review progress. through the collection of data.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures.

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. 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

Achieve by year: 2025

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.

Achieve by year: 2025

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 utising learning progressions to assess student progress regularly will be greater than 85%.

Initiatives

The Four Pillars of Visible Learning

Teachers to use a range of formative assessments to inform their teaching, adapt their practice and meet student learning needs.

- Professional learning around assessment strategies for, as and of learning to determine teaching directions.
- APC&I support to model how to use assessment flexibly and responsively as an integral part of curriculum instruction.

Assessment Tools

Teachers to analyse student progress and achievement data and a range of other contextual information. Teachers to respond to trends in student achievement, at individual, hub class and whole school levels.

- Implement processes to support teachers' consistent, evidence-based judgement and moderation of assessments.
- Staff engage in effective collection and use of data from quality assessments to support teaching.

Teachers Using Data

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

- Professional learning to support staff in building capacity to use data to evaluate the impact of their own teaching practice and make adjustments to meet the needs of students.
- Staff engage in the collaborative analysis of data as evidence of learning
- Use of data to design learning sequences with clear outcomes, success criteria and to set targeted learning goals for students to support progress.

Success criteria for this strategic direction

- The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. **(SEF: Assessment, Whole school monitoring of student learning, Excelling)**
- Teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. **(SEF: Data Skills and Use, Data literacy - Excelling)**
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. **(SEF: Data Skills and Use, Data analysis, Excelling)**

Evaluation plan for this strategic direction

Question:

How are data driven teaching practices used to ensure teachers are responsive to the learning needs of students?

Data:

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

- NAPLAN
- Check in assessments
- Formative and summative assessments
- Review of data via professional discussions

Analysis:

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

- Who: School leadership team and staff
- When: Termly
- How: track and monitor against the improvement

Evaluation plan for this strategic direction

measures to review progress. through the collection of data.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures.

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

Wellbeing
Achieve by year: 2023

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)

Achieve by 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**

Initiatives

Wellbeing and Engagement

Embedded whole-school collaborative strategies, procedures and approaches to student wellbeing and engagement.

- Develop a collective responsibility for student learning and success within a culture of high expectations.

- Reviewing, updating and implementing Learning and Support Team processes (including student learning, behaviour and attendance).

- Developing and delivering early intervention programs for identified students.

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.

- Develop a deep understanding of differentiation in order to provide all students with high quality learning experiences, including High Potential and Gifted, English as an Additional Language/Dialect and students with learning support needs

Success criteria for this strategic direction

- 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 - Excelling)**

- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. **(SEF: Wellbeing, Individual learning needs - Excelling)**

- 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 - Excelling)**

- EAL/D SEF uplift from minimum requirement to Sustaining and Growing across all three domains.

Evaluation plan for this strategic direction

Question:

What has been the impact of school-wide practices on learner wellbeing and engagement?

Data:

- Teaching and learning programs
- Student work samples
- Attendance data
- Regularly updated Behaviour Support Plans, Individual Education Plans, Personalised Learning Pathways
- Professional learning feedback
- TTFM- student wellbeing, family satisfaction
- Feedback from transition programs - students, parents/carers, staff

Analysis:

Strategic Direction 3: Wellbeing

Improvement measures

80

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

Achieve by year: 2025

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%**

Evaluation plan for this strategic direction

Analyse the data to determine the extent to which the purpose has been achieved.

- Who: Wellbeing Team, Learning and Support Team
- When: Termly
- How: track and monitor against the improvement measures to review progress. through the collection of data.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures.