

Strategic Improvement Plan 2021-2024

Busby Public School 4337



School vision and context

School vision statement

Busby is an inclusive, innovative school that delivers an engaging, holistic education. As a school community we endeavour to enhance our culture of care and respect and enrich all students. Through the provision of high quality teaching, supportive teacher development and strong partnerships with the broader community, the consistent improvement of student outcomes is ensured. As a school we aspire to narrow the achievement gaps between students from diverse backgrounds within a safe, cohesive learning community.

Our vision is success for every student, every teacher and every member of our school community.

School context

Busby Public School (enrolment 247 students, 70% language background other than English and 14% Aboriginal and Torres Strait Islander) caters for students K-6 in a medium density setting within the Liverpool Public School network and acknowledges connections to the Cabrogal clan of the Darug nation. The school was established in 1963 and has 11 mainstream K-6 classes and a support class (established 2021). The schools Family Occupation and Educational Index (FOEI) rating is 176 which is indicative of the disadvantages evident in the community.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis the school has identified system-negotiated target areas in Reading and Numeracy. There is a need to further build teacher capabilities through collaborative practices. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing.

Student goals for attendance and behaviour are set with greater parental understanding and continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools

There is a continuing focus to deliver quality teaching programs with emphasis on literacy and numeracy outcomes. The teachers are supported through co-teaching practices to embed and integrate technology, Science, Technology, Engineering and Mathematics (STEM) and Creative and Critical Thinking opportunities into teaching and learning.

Strategic Direction 1: Student growth and attainment

Purpose

To create a collaborative culture of focused, highly motivated and engaged learners where all students achieve at or beyond expected outcomes.

Improvement measures

Target year: 2022

- An increase of 7.5% of students achieving in the top two bands in numeracy.
- An increase of 7.8% of students achieving in the top two bands in reading.

Target year: 2023

- An increase of 11.7% students achieving expected growth in numeracy.
- An increase of 7% students achieving expected growth in reading

Initiatives

Teacher Efficacy

To develop a culture of high expectations by all stakeholders through the development of student capacity to reflect and take responsibility for their own learning:

- **Build teacher capacity in delivering quality teaching programs that reflect the use of formative and summative assessment strategies to assess student learning.**
- **In consultation with specialist staff teachers provide targeted literacy and numeracy support for students who are identified as achieving below and above expectations.**

Data driven practices

To have a school wide approach to use internal and external data to identify student achievement and progress in order to reflect on teaching effectiveness and inform future classroom lessons.

- **Professional Learning with a simultaneous focus on the four themes of data skills and use, syllabus expectations and progressions.**
- **School wide assessment practices are developed and used regularly to ensure consistency and comparable judgement of student learning.**

Success criteria for this strategic direction

All teachers are experts in using Formative assessment as an integral part of daily classroom practice. (Learning: A: FA: E)

All teachers employ evidence-based effective teaching strategies. (Teaching: ECP: EP: E)

School wide teaching and learning programs reflect adjustments and accommodations to address the individual needs of students. (Teaching: ECP: LP: E)

All teachers analyse interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (Teaching: DS&U: DL: E)

Evaluation plan for this strategic direction

Question -

Is formative assessment authentically embedded in all classrooms and in all lessons?

To what extent are teachers using evidence and data to address the needs of students?

Data -

We will use a combination of data sources including teacher surveys, observations, teacher interviews as well as pre and post classroom observations.

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:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Future actions

- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Strategic Direction 2: High Impact Teaching and Leadership

Purpose

To create a leadership team with a shared knowledge base to support communication pathways for the successful implementation of DoE curriculum requirements.

Improvement measures

Target year: 2022

- Value added data K-3 will have an uplift from Delivering to Sustaining and Growing
- Value added data 3-5 will have an uplift from Delivering to Sustaining and Growing
- The impact of our professional learning will result in a shift from Delivering to Sustaining and Growing across all elements as measured against the High Impact Professional Learning (HIPL) School self-assessment tool.

Target year: 2024

- Value added data K-3 will have an uplift from Sustaining and Growing to Excelling.
- Value added data 3-5 will have an uplift from Sustaining and Growing to Excelling.
- The impact of our professional learning will result in a shift from Sustaining and Growing to Excelling across all elements as measured against the High Impact Professional Learning (HIPL) School self-assessment tool.

Initiatives

Instructional Leadership

To enhance our collective capacity to improve student social, emotional, well-being and learning outcomes through the ongoing advancement of teaching and leadership capacity.

- **Co-teaching excellence will inspire and critically challenge teachers using expert input to learn, shape and strengthen teaching practice.**
- **World class professional development practices that are aligned to system, school and individual performance.**
- **Effective Instructional leadership team to build and sustain a culture of effective evidence based teaching and ongoing improvement.**

Curriculum Reform

To deliver a challenging, inspiring, inclusive curriculum, and extra curricula, which maximises the opportunities that our learning spaces afford.

- **Teachers use comprehensive knowledge of all syllabuses, support documents, evaluative tools etc to deliver content in an engaging and captivating way.**
- **Teachers design and implement well-sequenced lessons that authentically incorporate STEM, ICT, creative-critical thinking and collaboration.**
- **The "Explicit Teaching Cycle" underpins teacher pedagogy across all KLA's.**

Success criteria for this strategic direction

The school has embedded systems that facilitate professional dialogue, collaboration and the modelling of effective practice between teachers. (Teaching: L&D: CP&F: E)

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. (Teaching: L&D: PL: E)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement. (Leading: EL: IL: E)

Teaching staff demonstrate and share their expertise with their school and with other schools. (Teaching: L&D: E&I: E)

Evaluation plan for this strategic direction

Question -

To what extent have we achieved our purpose and can demonstrate high levels of co-teaching and instructional leadership?

Are teachers delivering a challenging, inspiring, inclusive curriculum which maximises student learning?

Data -

We will use a combination of data sources including teacher surveys, observations, teacher interviews as well as pre and post classroom observations

Analysis -

Analysis will be embedded through implementation and progress monitoring. The school will annually review progress towards the improvement measures through annual progress measure evaluations.

Strategic Direction 2: High Impact Teaching and Leadership

Evaluation plan for this strategic direction

Implications -

The findings of the analysis will inform

- Future directions
- Effective resourcing
- Annual reporting on annual progress measures
- Ongoing implementation and progress monitoring

Strategic Direction 3: Resilient Learners

Purpose

To embed social, emotional and educational elements into our school culture to ensure all students reach their full potential.

Improvement measures

Target year: 2022

- Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school in the Tell Them From Me..
- An increase of 5.3% in the proportion of students who have an attendance rate of 90% or more.

Target year: 2023

Initiatives

Enhancing partnerships

To provide a comprehensive and inclusive well-being framework and advance parent and community partnerships to further strengthen our school culture.

- **Ensure a sense of belonging by a focus on building individual and collective well-being through a climate of care and positivity.**
- **Engage in strong collaborations between parents, students and the community that inform and support continuity of learning.**
- **Parents and the broader community actively participate in supporting and reinforcing student learning.**

Empowered Students

Student well-being is an important part of our school culture. We encourage all students to develop knowledge, skills capacity to apply behaviours that promote and enhance well-being, resilience, and learning

- **Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.**
- **Students are provided with opportunities to exercise choice in the context of self-regulation, self determination, ethical decision making and responsibility.**
- **Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.**

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. (Learning: W: APATW: E)

All students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance. (Learning: W: CFS: E)

The school has established effective partnerships in learning with parents and students. (Learning: LC: HE: E)

Evaluation plan for this strategic direction

Question -

- To what extent are parent and community partnerships strengthened and how do they enhance our school culture?
- Are our students resilient learners?

Data -

- Wellbeing Framework Self-assessment pre and post data.
- TTFM data
- Personal Attendance Plans.
- Incident reports.
- Suspension data.
- Extra-curricular group data.
- Student voice evidenced in goal setting (PLPs), knowledge and understanding of LISC.
- Family/community focus group feedback on the effectiveness of the partnerships in learning.

Analysis-

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

Evaluation plan for this strategic direction

Implications-

Following the analysis, the extent to which the purpose has been achieved will be determined and used to guide future directions.