

# Strategic Improvement Plan 2021-2025

## Baulkham Hills North Public School 4377



# School vision and context

## School vision statement

The Baulkham Hills North school community is committed to the full development of the unique qualities, abilities and talents of all students, equipping them with the necessary skills and knowledge that will allow them to succeed at school and in the wider community in the 21st century. It is our aim to have this occur inside a safe learning community that is vibrant and responsive and hallmarked by an aesthetically appealing environment, respectful relationships between staff and students, tolerance and understanding of difference and diversity, broad community involvement, and high expectations on student learning. At Baulkham Hills North Public School we value: **Spirited, Successful Students; Creative, Connected Citizens and Inspired, Innovative Individuals.**

## School context

Baulkham Hills North Public School is a large primary school, located in The Hills district of North Western Sydney. Baulkham Hills North Public School has a strong academic focus with a significant emphasis on literacy and numeracy development. The school's core values TRUTH, RESPECT, RESPONSIBILITY, KINDNESS, EFFORT and LOYALTY are explicitly taught with Choice Theory principles of internal psychology underpinning the student wellbeing and behaviour policies, programs and practices.

The current enrolment of 925 students is comprised of many nationalities with 61% being from language backgrounds other than English. There are 60 different language groups representing 47 countries. The main cultural groups are those from the Indian Sub Continent Community (18.5%), the Chinese community (18.9%) and then the Korean Community (6%). Aboriginal students make up 1.5% of the overall student enrolment. There are highly experienced EAL/D educators who successfully support the development of those students coming from backgrounds where English is not their family's first language.

The Baulkham Hills North staff is enthusiastic, dedicated and caring. All students benefit enormously from the teaching expertise of highly experienced educators who uphold high expectations and share a collective responsibility for the optimal performance of every student at our school. There is a strong culture of collaboration when planning and implementing teaching and learning programs. Grade teaching teams are led by instructional leaders who work to support teachers to develop and improve their teaching capacities, uplifting student performance.

The families of Baulkham Hills North Public School are highly aspirational and actively work in a positive partnership with the school to support and participate in the range of activities that enhance educational opportunity for all students. These strong collaborative partnerships assist families in developing their child's understanding, skills and character. Programs and information sessions are delivered by the school throughout each year to increase every family's capacity to actively support, reinforce and enable the aspirations of every student.

There are extensive offerings for students beyond the classroom where an increasing range of extra-curricular activities are available to enhance their educational experiences and support their holistic development. Dance, sport, public speaking, music, drama, chess, robotics, choir, strings and clarinet ensemble are just some of the opportunities delivered by our talented teachers to the students each year.

Performance opportunities are plentiful with students each year enjoying their participation in the Annual Schools Spectacular, The Festival of Instrumental Music at the Opera House, The Primary Proms at Sydney Town Hall, The Hills Performing Arts Evening and at many school performance events.

Community providers overlay and enrich these offerings with students being able to participate in performance bands, string ensembles, dance, guitar, language, keyboards and other activities after school. Primary OoSH Care also provide quality program

# School vision and context

## School vision statement

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## School context

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experiences for the many students who are in their care before and after school every day and through the school vacation periods.

The school has a strong ability to use resources strategically and flexibly, responding to the learning needs of all students. Resources allocated by the NSW Government are enhanced through the financial contributions made by families and through the fund raising efforts of the school's P&C. Beyond ensuring that all classrooms are well resourced there is a whole community commitment to upgrading the playground facilities for students and this will be ongoing over next several years.

# Strategic Direction 1: Student growth and attainment

## Purpose

To optimise learning through the creative provision of a flexible, relevant and inclusive curriculum which meets the needs of diverse learners, characterised by highly effective, explicit, evidence-based teaching practices being delivered in high quality learning environments. A school wide culture of high expectations focusing on literacy and numeracy development. Assessment practices will be rich and effective, engendering the critical analysis of quality data to identify students' learning needs and to use this information to underpin the regular and timely communication of learning progress with families.

## Improvement measures

### Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and Year 5 in 2022.

### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2025

To uplift the percentage of students who feel challenged and confident of their skills in their English and Mathematics classes from the Term 4 2024 level on TTFM Student Survey.

Achieve by year: 2025

Progress measure Improvement by 2024 as measured by the School Excellence Framework:

### Learning Domain

**Element:** Curriculum - Excelling

## Initiatives

### Explicit Teaching of Literacy and Numeracy

The school's curriculum provision promotes student learning and agency through highly-effective, evidence-based teaching practices. This approach will maximise students' learning attainments in literacy and numeracy so that students have the knowledge and skills to enable them to thrive in their learning environment and prepare them for their potential life roles.

This will be achieved by:

- implementing **a whole school approach** that ensures teachers demonstrate a shared responsibility **to promote reading improvement** and have a consistent pedagogical approach to the explicit and systematic teaching of reading;
- implementing a whole school approach that ensures teachers have an evidence-based pedagogical approach to the **explicit and systematic teaching of Mathematics**;
- implementing an **instructional leadership model**, characterised by distributed leadership, to drive improvements in student literacy and numeracy attainments by **connecting data and evidence based classroom practice**;
- strengthening of **a culture of collaboration** through innovative organisational structures that lead to the development of **strong teaching teams focused on improvement**;
- increasing the **consistency and inclusivity of school-wide literacy and numeracy assessment practices**, ensuring assessment is an integral part of the teaching/learning cycle and supporting personalised learning using differentiated and targeted instruction;
- continuing to develop **a robust data system** that strengthens whole school literacy and numeracy data collection and analysis to monitor student learning, drive the design of differentiated and targeted learning and evaluate teaching programs and practices leading to measurable improvements;
- enhancing **student reports and reporting**

## Success criteria for this strategic direction

- All teachers understand and explicitly and consistently teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
- Students are achieving higher than expected growth on internal school progress and achievement data..
- Teachers report and display high levels of confidence and expertise in syllabus knowledge, understanding and use of the Literacy and Numeracy Progressions and the selection and implementation of effective teaching strategies.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies.
- Teaching and learning programs across the school show evidence that they are differentiated to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- The school uses a centralised system for analysing and reporting data on student and school performance and uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.
- Teachers clearly understand, develop and apply a full range of assessment strategies as an integral part of daily instruction.
- Learning goals for students are informed by analysis of external and internal student progress and achievement data. Students articulate, understand and achieve their literacy and numeracy goals.
- Student reports are personalised and comprehensive, providing detailed, clear and specific

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### Focus Themes:

- Curriculum provision - Excelling
- Teaching and learning programs - Excelling
- Differentiation - Excelling

Achieve by year: 2023

Progress measure Improvement by 2023 as measured by the School Excellence Framework:

### Learning Domain

**Element:** Student Performance Measures - Excelling

### Focus Themes:

- Value-add - Excelling
- NAPLAN - Excelling
- Student growth - Excelling
- Internal and external measures against syllabus standards - Excelling

## Initiatives

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- **processes** which are clear, timely and provide accurate and meaningful information that supports students' further optimal progress, achievement and learning ownership;
- implementing the new English and Mathematics Syllabus documents to support student **acquisition of strong foundational literacy and numeracy knowledge and skills**;
- ensuring that **all teaching and learning is explicit, differentiated and visible**;
- developing teachers' deep understanding of the High Potential and Gifted Education Policy; and
- providing students and teachers with **relevant and engaging resources** to support and promote the development of significant literacy and numeracy skills and concepts.

## Success criteria for this strategic direction

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information about student learning, growth and next steps, as well as relevant contextual and/or comparative data.

- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.
- All classrooms are well-resourced with engaging and relevant materials.

## Evaluation plan for this strategic direction

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Reflection questions to be answered at end of each year:

- 1. PURPOSE?** What was the purpose of this Strategic Direction?
- 2. WHAT?** What strategies were put in place throughout the year to achieve the purpose of the team? What reliable data might we consider? (See below)
- 3. EFFECTIVENESS?** How effective were the strategies? Did they work? How do we know?
- 4. FUTURE DIRECTIONS?** What strategies will be utilised next to achieve the desired outcomes?

### Data

The school will use a range of data sources, both quantitative and qualitative, to evaluate the impact of the initiatives in achieving the improvement measures. The data we will use will include: internal assessment (PLAN 2), work samples, teacher-devised assessments, student data folders, external assessment (NAPLAN, Check-in Assessments, Best Start), surveys, focus groups, and observations.

### Analysis

The school will triangulate internal and external assessment data to ensure that progress is being made in

## Evaluation plan for this strategic direction

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all areas of improvement. This will include the monitoring of the data against the improvement measures to measure impact.

### Implications

The school will continue to monitor data to inform adjustments to current strategies if required, as well as informing any future directions or actions. The findings of the analysis will underpin annual reporting on school progress measures (published in the Annual Report each year and available on the school's website).



# Strategic Direction 2: Dynamic leadership inspiring a culture of excellence, high performance and innovation in teaching and learning

## Purpose

To uplift and inspire highly professional, well-resourced teachers who are effective leaders of learning, demonstrating a deep commitment to ongoing multi-modal professional learning and the exploration of ways to improve professional practice. Our teachers will operate in a dynamic, high performance, learning culture where evidence based practices prevail. Teachers take shared responsibility for student improvement and contribute to a transparent collaborative learning culture where teachers evaluate the effectiveness of their teaching practices, undertake sophisticated analysis of student engagement, learning growth and outcomes and plan for the ongoing learning of each student in their care. Student learning is underpinned by high quality teaching where there is an unbending commitment to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world. In our school, learning opportunities are engaging and students will develop the ability to learn, adapt and be responsible citizens.

## Improvement measures

Achieve by year: 2025

To increase the percentage of students who report that they are interested and motivated in their learning by 15% or more from the October 2020 survey level by October 2025 (TTFM: Student Survey)

Achieve by year: 2025

To increase leadership as a driver of student learning from the 2020 level of 7.3/10 to a level of 9/10 or higher in the TTFM Teacher survey by 2025.

Achieve by year: 2025

To increase technology as a driver of student learning from the 2020 level of 6.9/10 to a level of 8/10 or higher in the TTFM Teacher survey by 2025.

Achieve by year: 2025

## Initiatives

### Excellence in Professional Practice

In our school student learning is underpinned by high quality teaching where expert teachers demonstrate personal responsibility, commitment and collective professionalism to improve student learning. This will be achieved by:

- implementing the **high impact professional learning policy** and delivering quality, multi-modal, planned, professional learning which supports professional goals and the attainment of school and system priorities;
- continuing our work with the **University of Newcastle** in utilising **quality teaching rounds** to build reflective, inquiry based practice leading to improvements in outcomes;
- increasing leadership density and capability and embedding a **mentoring and coaching culture** to secure improvements in student learning outcomes and teacher practice;
- building collaborative cultures through the structure of **grade teaching teams** led by an instructional leader and through the universal use of **Microsoft 365** as an **online collaboration space** to support teaching and learning;
- developing excellence in teaching practice using the **'What Works Best in Practice'** professional learning program to guide improvements across the eight key aspects of effective practice;
- teachers designing **professional development plans** with clearly articulated goals of improvement, aligned with the **Australian Professional Teaching Standards** and student learning needs and school priorities;
- embedding explicit **teacher supervision and support systems** that facilitate the modelling of effective practice, strengthen classroom observation practices and provide for specific and timely feedback given to teachers;
- promoting and supporting teachers to move to higher

## Success criteria for this strategic direction

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- The school monitors and reviews its curriculum provision to meet changing requirements of the students.
- The curriculum is enhanced by learning alliances with other schools or organisations.
- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.
- The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.
- An increased proportion of the teaching staff (including specialist teachers) have attained and are maintaining accreditation at Highly Accomplished or Lead teacher professional standard.
- The school has embedded explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.
- Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.
- Teachers are competent users of Microsoft 365 and are using it to enhance teaching and learning experiences and opportunities for students.
- The school identifies expertise within its staff and draws on this to further develop its professional

# Strategic Direction 2: Dynamic leadership inspiring a culture of excellence, high performance and innovation in teaching and learning

## Improvement measures

Improvement in the following areas as measured by the School Excellence Framework:

### Learning Domain

**Element:** Learning Culture - Excelling

### Focus Theme

- High Expectations - Excelling

**Element:** Curriculum

### Focus Themes

- Curriculum Provision - Excelling
- Teaching and Learning Programs - Excelling

Achieve by year: 2025

Improvement in the following areas as measured by the School Excellence Framework:

### Teaching Domain

**Element:** Learning and Development - Excelling

### Focus Themes

- Coaching and Mentoring - Excelling
- Expertise and Innovation - Excelling

**Element:** Professional Standards - Excelling

## Initiatives

levels of accreditation including those seeking and maintaining accreditation at **Highly Accomplished** or **Lead Teacher** level;

- utilising the statements of excellence from the **School Excellence Framework** to develop a strong whole school understanding and commitment to achieving excellence across all three domains of the Framework.
- establishing **Community-of-Practice Network with other schools** to provide leadership and professional learning opportunities for staff; and
- strengthening staff wellbeing through the ongoing implementation of the **FISH wellbeing program**.

### Excellence in Curriculum Innovation and Learning Design

In our school we uphold a commitment to nurture, guide, inspire, empower and challenge students and for them to find the joy in learning. Our students will enjoy being successful learners, confident and creative individuals, with the personal resources for future success and wellbeing. This will be achieved by:

- implementing a new **K-6 STEM program** based on the cross curriculum priority of sustainability to enhance problem/inquiry based approaches and allow for deep learning to be experienced by all students;
- creating a **STEM Hub** where students can explore, create and investigate their learning - a space where students can collaborate, think critically and creatively and provide a wide range of possibilities to problem solve;
- continuing the **'Re-Imagining Classrooms for Success'** program in creating innovative learning pedagogies supported through the use of flexible furniture options;
- explicitly teaching and promoting the six global competencies of character, citizenship, communication, collaboration, critical thinking and creativity

## Success criteria for this strategic direction

learning community. Areas for development in teacher expertise are identified and addressed.

- Teachers are supported to trial innovative or evidence-based, future-focused practices.
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

## Evaluation plan for this strategic direction

### Questions

Reflection questions to be answered at end of each year:

- 1. PURPOSE?** What was the purpose of this Strategic Direction?
- 2. WHAT?** What strategies were put in place throughout the year to achieve this purpose ?
- 3. EFFECTIVENESS?** How effective were the strategies? Did they work? How do we know? What has the data told us? What reliable data might we consider? (See below)
- 4. FUTURE DIRECTIONS?** What strategies will be utilised next to achieve the desired outcomes?

### Data

The school will use a range of data sources, both quantitative and qualitative, to evaluate the impact of initiatives in achieving the improvement measures. The data we will use will include: Feedback from students and teachers (TTFM + School Surveys); Observation of teaching and learning and leaders in action; School Excellence Framework - Self Assessment Survey; Guskey Thermometers to measure effectiveness of professional learning; Lesson plans; Teaching Programs;



## Strategic Direction 2: Dynamic leadership inspiring a culture of excellence, high performance and innovation in teaching and learning

### Initiatives

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- enhancing learning personalisation and agency for students and upholding an intentional focus on **personal and social capabilities** in unit design, assessment programs and in reporting to parents.; and
  - increasing teacher capacity to **utilise technology** as a driver of student learning.
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### Evaluation plan for this strategic direction

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Meeting minutes; Teachers Professional Development Goals .

#### Analysis

The school will triangulate internal and external assessment data to ensure that progress is being made in all areas of improvement. This will include the monitoring of the data against the improvement measures to measure impact.

#### Implications

The school will continue to monitor data to inform adjustments to current strategies if required, as well as informing any future directions or actions. The findings of the analysis will underpin annual reporting on school progress measures (published in the Annual Report each year and available on the school's website).

# Strategic Direction 3: An inclusive, connected and engaged school community where every student is known, valued and cared for

## Purpose

To ensure a safe, inclusive, student centred learning environment that nurtures, guides, challenges and inspires every student to become successful learners, confident and creative individuals and active and informed citizens. Equipping students with the required knowledge, skills, understandings and values to allow them to embrace opportunities and to face the challenges of our modern society with great confidence. Our dynamic, high performing school will build and maintain strong connections with the wider community to enhance learning outcomes and the quality of the learning environment. We will utilise resources strategically whilst proactively engaging with all community stakeholders, ensuring a proud, cohesive, reputable school with a sustained legacy of excellence.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students who attend school 90% of the time or more to be at or above 92.5% by 2023.

### Wellbeing

Achieve by year: 2023

Increase the percentage of students with positive wellbeing to be at or above 90.1% by 2023.

Achieve by year: 2025

Increase the score in the aspect of parents supporting learning in the home (TTFM parent survey) from the Oct 2020 level of 6.6/10 to a level of 7.7/10 or higher by 2025

Achieve by year: 2025

2024 Improvement Measure Improvement as measured by the School Excellence Framework:

## Learning Domain

Element: Wellbeing - Excelling

## Initiatives

### Connected, Succeeding, Thriving Students

The school has a strategic and planned approach to develop whole school wellbeing processes that support all students to connect, succeed, thrive and learn and become resilient, spirited and successful individuals. This will be achieved by:

- all students being actively connected to their learning through meaningful, engaging, and rewarding personalised learning experiences, facilitating success for every student;
- provision of learning opportunities relevant to the stage of learning and development of every student;
- implementing whole school approaches to promote school attendance, physical health and fitness, social and emotional development, core values, pro-social skills, peer relationships, student voice, agency and leadership;
- implementing and consistently applying a whole school behaviour strategy, ensuring teaching and learning environments are safe and positive with clearly defined behavioural expectations that enhance the wellbeing of every student;
- tailoring and delivering personalised learning experiences to students with identified learning needs and those from equity backgrounds;
- celebrating difference and diversity and recognising, respecting and responding to identity and cultural background;
- all staff undertaking mandatory training to comply with legislative and policy requirements linked to the wellbeing of students; and
- using qualitative and quantitative evidence to effectively inform and guide school planning for wellbeing.

### Involved, Connected and Engaged Community

## Success criteria for this strategic direction

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- The BHNPS school community is working together to promote student wellbeing ensuring optimum conditions for student learning across the whole school.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach. All students are engaging in productive learning, with minimal disruption.
- Teachers model and share a flexible repertoire of strategies for classroom management, promotion of student engagement and responsibility for learning.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity needs in the school.
- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

## Evaluation plan for this strategic direction

# Strategic Direction 3: An inclusive, connected and engaged school community where every student is known, valued and cared for

## Improvement measures

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### Focus Themes:

- Caring for Students - Excelling
- A Planned Approach to Wellbeing - Excelling
- Individual Learning Needs - Excelling
- Behaviour - Excelling

Achieve by year: 2025

2024 Improvement Measure Improvement as measured by the School Excellence Framework:

### Teaching Domain

**Element:** Effective Classroom Practice - Excelling

### Focus Themes:

- Lesson Planning - Excelling
- Explicit Teaching - Excelling
- Feedback - Excelling
- Classroom Management - Excelling

## Initiatives

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Teachers, parents, students and community members are working in partnership to participate in and support the range of school activities that enhance educational opportunity for all students. This will be achieved by:

- building collaborative partnerships with parents to increase their capacity to actively support, reinforce and enable the aspirations of every student;
- developing strong partnerships with parents and caregivers to develop their child's understanding, skills and character;
- ensuring parents are regularly consulted and have the opportunity to contribute to planning which explicitly supports their child's individual learning needs;
- actively involving students, staff and parents from all cultural backgrounds in the achievement of the school's goals and priorities; and
- promoting the shared understanding among students, staff and parents of the behaviours, attitudes and expectations that enhance student wellbeing and lead to improved student outcomes.

## Evaluation plan for this strategic direction

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### Questions

Reflection questions to be answered at end of each year:

#### 1. PURPOSE?

What was the purpose of this Strategic Direction?

#### 2. WHAT?

What strategies were put in place throughout the year to achieve the purpose of the team?

#### 3. EFFECTIVENESS?

How effective were the strategies? Did they work? How do we know? What reliable data might we consider (see data below) ?

#### 4. FUTURE DIRECTIONS?

What strategies will be utilised next to achieve the desired outcomes?

### Data

The school will use a range of data sources, both quantitative and qualitative, to evaluate the impact of the initiatives in achieving the improvement measures. The data we will use will include:

- attendance, behaviour, suspension, participation;
- percentages of students meeting goals in their IEPs;
- targeted behavioural/academic support completion and evaluations; and
- surveys, focus groups, and observations.

### Analysis

The school will triangulate internal and external assessment data to ensure that progress is being made in all areas of improvement. This will include the monitoring of the data against the improvement measures to

# Strategic Direction 3: An inclusive, connected and engaged school community where every student is known, valued and cared for

## Evaluation plan for this strategic direction

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measure impact.

### Implications

The school will continue to monitor data to inform adjustments to current strategies if required, as well as informing any future directions or actions. The findings of the analysis will underpin annual reporting on school progress measures (published in the Annual Report each year and available on the school's website).