

Strategic Improvement Plan 2021-2024

Bradbury Public School 4403



School vision and context

School vision statement

Bradbury Public School is committed to providing diverse **opportunities** for students to develop their knowledge and skills to become resilient, life-long learners and engaged citizens. Together we strive to foster authentic **partnerships** between students, staff, local and global communities to inspire student **excellence** and **integrity** through inclusive quality teaching and learning.

School context

Bradbury Public School is situated in South Western Sydney in the Campbelltown Network and has a Family Occupation Education and Index of 108. Bradbury currently has 724 students enrolled from K-6. The school hosts twenty-seven mainstream classes, an Opportunity class, three Autism classes and a newly appointed IO/IS class starting 2021. Eight percent of our students identify as Aboriginal or Torres Strait Islander and thirty-nine percent are from English Additional Language/Dialect (EAL/D) backgrounds.

Our enthusiastic and dedicated staff hold high expectations for teaching and learning and demonstrate this through their ongoing commitment to professional learning.

The school has an outstanding reputation for catering to gifted and talented students and Creative Arts with experienced and talented staff leading a wide range of opportunities.

Our school practices a firm belief of valuing wellbeing (Every Child is Known, Valued and Cared for) with a school culture devised around the Positive Behaviour for Learning (PBL) values Safe, Respectful, Learner.

Findings from the situational analysis highlighted the need for instructional leaders to work more closely with teachers to ensure that they confidently use a variety of **assessment tools**, analyse **data**, provide **explicit feedback** and **differentiated** quality literacy and numeracy programs that are responsive to students needs. It also indicated that **technology** needs to be more accessible to all staff and students and that teachers require additional professional learning so they can expertly integrate technology into their teaching and learning programs. This initiative will be facilitated by a technology instructional leader.

Bradbury PS has a strong partnership with the local Aboriginal Education Consultative Group (AECG).

The Bradbury community have high expectations and aspirations for their children and parent's support for the school is strong. The Parent and Citizens Association (P&C) support the school's educational learning and extra-curricular programs through providing feedback, fundraising, volunteering and organising or assisting with community events.

Strategic Direction 1: Student growth and attainment

Purpose

Improve student outcomes in reading and numeracy through systematic and reliable use of assessment data to inform differentiated teaching and learning underpinned by evidence-based practices.

Improvement measures

Target year: 2022

Reading and Numeracy

Achievement of 2022 system negotiated targets:

- Increase the percentage of students achieving **top two bands** in NAPLAN Reading by at least 6.0% to meet or exceed the school's 2022 lower-bound target.
- Increase the percentage of students achieving **expected growth** in NAPLAN Numeracy by at least 7.4% to meet or exceed the school's 2022 lower-bound target.

Target year: 2023

Reading and Numeracy

Achievement of 2023 system negotiated targets:

- Increase the percentage of students achieving **expected growth** in NAPLAN Reading by at least 4.8% to meet or exceed the school's 2023 lower-bound target.
- Increase the percentage of students achieving **expected growth** in NAPLAN Numeracy by at least 7.4% to meet or exceed the school's 2022 lower-bound target.

Initiatives

Reading and Numeracy

Develop high impact professional learning to:

- Develop data literate staff who use evidence to drive teaching and learning.
- Ensure Literacy and Numeracy Progressions inform student learning, assessment, feedback and teaching/learning evaluation.
- Embed the schoolwide use of English scope and sequences based on textual concepts.

Develop intervention programs to:

- Ensure the advanced learning needs of students in the highly gifted range are met.
- Provide support for students not achieving grade appropriate benchmarks.

Aboriginal Education

- Deputy Principal and Instructional Leader to oversee and work with classroom teachers on the collection and analysis of student's results to ensure that students are achieving or excelling in Literacy and Numeracy.
- LaST and Aboriginal Education Officer (AEO) to provide targeted students with support to achieve growth.

Success criteria for this strategic direction

Reading and Numeracy

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. (SEF- Assessment)

All teachers are committed to ensuring that all students consistently perform at high levels on external and internal school performance measures and equity gaps are closing. (SEF- Student Performance Measures)

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)

Aboriginal Education

Progress and achievement of Aboriginal and Torres Strait Islander students is equivalent to the progress and achievement of all students in the school (SEF- Student Performance Measures)

Evaluation plan for this strategic direction

Reading and Numeracy

Question:

To what extent have we achieved our purpose and demonstrated impact and improvement of student outcomes in Reading and Numeracy?

Data:

The school will regularly use a combination of data sources to analysis and reflect on student progress and the effectiveness of initiatives/ programs implemented.

- Internal assessment- PAT Testing

Evaluation plan for this strategic direction

- External assessment- NAPLAN
- Check-in assessment
- Phonic Screener
- Best Start
- Observations by teachers and LaST
- Focus Groups (teachers, students)
- Teaching and Learning Programs

Analysis

Data is triangulated bi-annually and analysed to determine progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future directions in Reading and Numeracy
- Annual reporting on school progress measures (published in the Annual Report each year, in the school newsletter and on the school website throughout the year).

Strategic Direction 2: School Excellence Through Continuous Improvement

Purpose

Embed targeted professional learning to build teacher's knowledge and understanding of best practice. Establish a culture of continuous improvement through authentic consultation resulting in school excellence.

Improvement measures

Target year: 2024

Teaching: Learning and Development

- *Achieve school growth from sustaining and growing to excelling in the theme of 'Collaborative Practice and Feedback' as measured by the School Excellence Framework.*
- *Achieve school growth from sustaining and growing to excelling in the theme of 'Professional learning' as measured by the School Excellence Framework.*

Teaching: Professional Standards

- *Achieve school growth from sustaining and growing to excelling in the theme of 'Improvement of practice' as measured by the School Excellence Framework.*

Target year: 2024

Leading: School Resources

- *Achieve school growth from delivering to excelling in the theme of 'Technology' as measured by the School Excellence Framework.*

Target year: 2024

Community Partnerships

- *Achieve school growth from delivering to excelling in the theme of 'Community satisfaction' as measured by the School Excellence Framework.*
- *Increased percentage of parents and community*

Initiatives

Continuous improvement of teaching and learning through best practice

- Establish explicit systems for improved classroom practice.
- Targeted professional learning on explicit teaching and effective feedback practices. (What Works Best)

Technology

- A strong focus on developing expert integration of technology across all teaching and learning programs.
- Support students in acquiring the skills to effectively use technology for learning.
- Improve access to technology.

Community Partnerships

- Develop an authentic two way partnership where information on curriculum, school processes, events and programs are shared with the families and the school community.
- Opportunities for staff, parents and community members to provide feedback on school initiatives and programs that guide future planning.

Success criteria for this strategic direction

Continuous improvement of teaching and learning through best practice.

- The school is using embedded and explicit systems to facilitate professional dialogue, collaboration, classroom observation and modelling of effective practice. (SEF - Learning and Development - Collaborative Practice and Feedback)
- Teachers actively evaluate, share and discuss their learning from targeted professional learning with other staff in their school in order to improve their practice. (SEF - Learning and Development - Professional Learning)
- High performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. (SEF - Professional Standards - Improvement of Practice)
- The leadership team builds teacher capacity in the development of teaching and learning programs and continually monitors the impact on student learning outcomes. (SEF - Professional Standards - Improvement of Practice)

Technology

- Technology that supports learning is available and expertly integrated into lessons by students and teachers. (SEF - School Resources - Technology)

Community Partnerships

- The leadership team measures school community (parent, staff and student) satisfaction and shares its analysis and actions in response to the findings with its community. (SEF - Management Practices and Process - Community Satisfaction)

Evaluation plan for this strategic direction

Question:

Strategic Direction 2: School Excellence Through Continuous Improvement

Improvement measures

members being aware of and involved in school planning as measured in Tell Them From Me (TTFM).

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and demonstrated impact of targeted professional learning of best practice and authentic consultation for school excellence?

Data:

Continuous Improvement of teaching and learning through best practice

- Student growth demonstrated in collection/triangulation of data (external and internal) NAPLAN, PAT, school assessment
- Performance and Development (PDPs)
- Teaching and learning programs
- Classroom observation and feedback
- Focus groups - Teacher and Student Voice Groups
- TTFM Survey

Technology

- Staff feedback on professional learning.
- Instructional leader log of staff-identified professional learning
- Parent/ student feedback (forums) on technology.

Community Partnership

- Attendance at forums, school events, meet the teacher nights, P&C, workshops, TTFM

Analysis:

Data is triangulated bi-annually and analysed to determine progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- Future directions in delivering best practice and

Strategic Direction 2: School Excellence Through Continuous Improvement

Evaluation plan for this strategic direction

- promoting authentic consultation for school excellence
- Annual reporting on school progress measures (published in the Annual Report each year, in the school newsletter and on the school website throughout the year).

Strategic Direction 3: Culture of High Expectations and Engagement

Purpose

Establish and maintain a culture of high expectations with a collective responsibility to ensure high levels of student engagement. This will be achieved through quality teaching and learning experiences in order to meet the needs of all students.

Improvement measures

Target year: 2022

Student Wellbeing

- *Increase the percentage of students feeling a positive sense of wellbeing by at least 4.5% to meet or exceed the school's 2022 lower-bound target. (TTFM)*

Attendance

- *Increase the percentage of students attending school more than 90% by at least 6.2% to meet or exceed the school's 2022 lower-bound target.*
- *Increase the percentage of Aboriginal and Torres Strait Islander students attending school more than 90% from our school baseline.*

Target year: 2024

Effective Classroom Practice

Learning: Assessment

- *Achieve school growth from delivering to excelling in the theme of 'Formative assessment' as measured in the School Excellence Framework.*

Learning: Curriculum

- *Achieving school growth from delivering to excelling in the theme of 'Differentiation' as measured in the School Excellence Framework*

Initiatives

Effective Classroom Practice

- Deliver targeted professional learning and support to develop and implement differentiated literacy and numeracy programs.
- Formative assessment is practiced expertly by teachers who adapt their teaching to meet the learning needs of students.

Student engagement

- Teachers provide lessons that are dynamic and differentiated which challenge and engage students to reach their full potential.
- Students are provided with authentic feedback on ways to improve their learning.
- The school provides students with opportunities to give feedback, ideas and suggestions on school improvement. (Focus groups, TTFM)
- The school provides a range of extra-curricular and wellbeing opportunities for all students.
- Provide Aboriginal & Torres Strait Islander students with opportunities to celebrate, connect and share their culture with the school community.

Attendance

Attendance Partnerships, Systems and Processes

- A whole school approach to improving student attendance, consistent with the *Campbelltown Attendance Strategy*, to embed a collective responsibility and accountability for student success.

Success criteria for this strategic direction

Effective Classroom Practice

- 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. (SEF - Curriculum - Differentiation)
- Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. (SEF - Curriculum - Differentiation)
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF - Assessment - Formative Assessment)

Student Engagement

- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF - Wellbeing - Planned Approach to Wellbeing)
- All Aboriginal and Torres Strait Islander students feel good about their culture at school.

Attendance

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Learning Culture - Attendance)
- Attendance data is regularly analysed and is used to inform planning.
- Whole school and personalised attendance approaches are embedded into school systems.

Evaluation plan for this strategic direction

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact of effective classroom practice and student engagement?

Data:

Effective Classroom Practice

- Teaching and learning programs showing evidence of differentiation and formative assessment
- Results in reading and numeracy demonstrated through external and internal data including PLAN 2, NAPLAN, PAT
- Classroom observations of teacher's formative assessment practice
- Teacher professional dialogue and feedback
- Students feedback

Student Engagement

- Student feedback.
- Student results in "Tell Them From Me" Survey
- Student work samples
- Student results in internal and external data
- Student involvement in school activities and initiatives
- Aboriginal students TTFM data showing improvement in connection to culture at school.
- Attendance for all students.

Analysis

Data is triangulated bi-annually and analysed to determine progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

Strategic Direction 3: Culture of High Expectations and Engagement

Evaluation plan for this strategic direction

- Future directions in effective classroom practice and student engagement.
- Annual reporting on school progress measures (published in the Annual Report each year, in the school newsletter and on the school website throughout the year).