

Strategic Improvement Plan 2021-2024

Beresford Road Public School 4405



School vision and context

School vision statement

Our Vision: At Beresford Road Public School students are empowered to shape their future. Striving together on the road to excellence, we foster an inclusive environment that inspires students to achieve their very best.

To make this vision a reality, all staff collaborate on and evaluate learning to maximise their impact on student outcomes, with a strong focus on the areas of reading and numeracy. Together, we have a shared responsibility to keep students at the centre of school life and commit to the Department of Education's goal of every student, every teacher, every leader and every school improving every year.

Our school values are the foundation of all we do at Beresford Road Public School and are seen in all areas of school life:

Be Safe

Respectful

Participate

Strive for excellence

School context

Beresford Road Public School is a Kindergarten to Year 6 school located in Western Sydney. Our distribution of socio-educational advantage is spread evenly across the 4 quartiles (between 21-29%). The school also has a support unit of three classes. Student enrolment has increased by 30% in the last five years, with current enrolments stabilising at 686. This is due to the development of the suburb Pemulwuy, west of Beresford Road Public School. Census data shows an increase of the estimated residential population of 1882 people from 2014 to 2019. Beresford Road Public School is above our student enrolment cap of 462.

Currently, 2% of students who are enrolled identify as Aboriginal and/or Torres Strait Islander, and this number has remained steady. English as an Additional Language or Dialect (EAL/D) background students remains consistent at 60%. There are no dominant language groups within our EAL/D background families. There are 48 different languages spoken within our school community. The breakdown of the dominant language groups is as follows: Arabic 7%, Gujarati 4%, Hindi 3%, Dari 2.8%, Turkish 2.5% and Mandarin 2.3%.

The full-time teacher staffing entitlement in 2021 is 40.235 and our non-teacher allocation is 7.262. There are currently 71 staff members in 2021 (including part time staff). There is mix of staff experience within the school, including permanently appointed staff, teachers employed on a temporary basis and early career teachers. A part time (0.5) Business Manager is employed to work alongside our School Administration Manager to ensure the efficient running of the school. Staff capacity building is supported by one non-teaching Deputy Principal Instructional Leader and one non-teaching Teacher Mentor. There is strong support within the school for the induction of beginning teachers, including supporting teachers with their accreditation at proficient and the maintenance of accreditation. One staff member is accredited at the level of LEAD. There has been an identified need to build the educational leadership capacity of staff.

Extra-curricular opportunities in sport, Science, technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

As a part of the situational analysis process, founded upon the extensive evaluation of staff, student and community contributions and the External Validation process, we have identified the following curriculum areas for future growth.

- Ensuring there are explicit systems for collaboration and feedback to sustain improvements in quality teaching practice across the school.
- Embedding an Instructional Leadership model across the school to ensure that teachers are supported in becoming increasingly skilled at explicit teaching techniques.
- Ensuring all lessons are systematically planned as a part of a coherent program that has been collaboratively designed and is responsive to changing student needs.
- Modelling a flexible repertoire of strategies for classroom management, promoting student engagement and personal responsibility for learning.

School vision and context

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School context

- Utilising quality assessment practices to enable staff to better reflect on teaching effectiveness and inform future directions.

These areas are addressed in the three strategic directions of the Beresford Road School Plan.

Strategic Direction 1: Student growth and attainment.

- Embedding high quality, evidence-based teaching practices in reading and numeracy.
- Strengthening assessment and feedback.
- Creating and maintaining a positive learning environment.

Strategic Direction 2: Collaborative Practices

- Enhancing staff capabilities.
- Enhancing curriculum design.

Strategic Direction 3: Evaluative Practices

- Use of data to inform teaching practice.
- Use of data to inform leadership.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximize our impact upon student learning outcomes in Reading and Numeracy, teachers will identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Improvement measures

Target year: 2022

Uplift of 7.6% of students to achieve **top 2 bands in NAPLAN Reading**.

Target year: 2023

Uplift of 3.8% of students to achieve **expected growth in NAPLAN Reading**.

Target year: 2022

Uplift of 6.1% of students to achieve **top 2 bands in NAPLAN Numeracy**.

Target year: 2023

Uplift of 2.5% of students to achieve **expected growth in NAPLAN Numeracy**.

Target year: 2022

Uplift of 5.1% of students achieve an **overall attendance greater than 90%**.

Target year: 2022

Uplift of 3.6% in **the proportion of students reporting expectations for success, advocacy, and sense of belonging at school**.

Initiatives

Embed high quality, evidence-based teaching practices in reading and numeracy.

Evidence based practices are implemented, ensuring high expectations and explicit teaching.

- Establishing and embedding a whole school differentiated approach to ensure best practice of reading and numeracy.

Strengthen assessment and feedback.

Teachers enhance their ability to embed effective assessment and feedback processes, driving student growth and attainment.

- Applying assessment for learning to ensure assessment informs teaching, targets individual student needs and establishes new learning goals for students.
- Quality feedback processes are used by teachers and students to guide future learning.

Create and maintain a positive learning environment.

Foster preventative and responsive classroom management and wellbeing strategies to support student attendance and facilitate academic and social/emotional learning in the classroom.

- Work in partnership with the whole school community to enhance student learning through systems and practices that improve student wellbeing and attendance.

Success criteria for this strategic direction

All teachers understand and explicitly 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. (SEF-Professional Standards; Literacy and Numeracy focus)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. (SEF-Assessment; Formative assessment)

Feedback on learning is derived from assessments and informs further teaching and goal setting. (SEF-Assessment; Student engagement)

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)

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. (SEF-Wellbeing; Individual student needs)

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 student needs)

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?

To what extent has professional learning for teachers prioritised and addressed effective classroom management as a key component of literacy and numeracy and ensured a positive learning environment?

Data:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

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

- Internal assessment, e.g. PLAN2
- External assessment, e.g. NAPLAN
- Check-in assessments
- Internal surveys
- Tell Them From Me data
- Observation
- Focus group
- Student voice
- Interview
- Document analysis

Analysis:

Analysis will be embedded within the initiatives through the initiative leaders reporting to the leadership team at progress and implementation monitoring sessions every 5 weeks. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

* 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: Collaborative Practices

Purpose

In order to maximise our impact upon student learning outcomes and achieve whole school improvement, we will enhance staff capabilities to meet student needs by collaboratively applying evidence-based practices to design and deliver a quality curriculum.

Improvement measures

Target year: 2024

Uplift of 2% from the 2019 TTFM 'Focus on Learning-Leadership' Teacher Survey Report.

Target year: 2024

Uplift of 2% from the 2019 TTFM 'Focus on Learning-Collaboration' Teacher Survey Report.

Target year: 2024

Uplift of 11% of students placing themselves from the 2019 TTFM High Skills and High Challenge quadrant.

Initiatives

Enhance staff capabilities

School leadership team builds the capacity of all staff to meet the diverse range of student needs through collaboration, research and high impact professional learning.

- Embed a robust approach to Performance and Development Planning (PDP) and whole school professional learning to ensure all teachers are supported in enhancing their capabilities through high impact professional learning.
- Support and mentor teachers through the attainment of Highly Accomplished/Lead Accreditation to build leadership capacity and teacher quality.
- Collaborate with parents as partners in learning, enabling the whole school community to actively engage in supporting student growth and attainment.

Enhance curriculum design.

Instructional leadership strengthens the application of evidence-based teaching practices and deep knowledge of the syllabus documents.

- Every teacher is supported to improve their professional capabilities every year through quality coaching and mentoring.
- Embed a quality curriculum provision to ensure best practice of teaching and learning programs, curriculum design and implementation that meets NESA requirements.

Success criteria for this strategic direction

Collaboration drives ongoing, school-wide improvement in teaching practice and student results. (SEF-Learning and Development; Collaborative practice and feedback)

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. (SEF-Professional Standards; Improvement of practice)

The leadership team collaborates with professional learning communities which is focused on continuous improvement of teaching and learning. (SEF-Educational Leadership; High Expectations)

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. (SEF-Learning and Development; Professional Development)

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. (SEF-Learning and Development; Collaborative practice and feedback)

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)

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. (SEF-Educational Leadership; Instructional leadership)

Evaluation plan for this strategic direction

Strategic Direction 2: Collaborative Practices

Evaluation plan for this strategic direction

Question:

To what extent has teacher professional learning been:

- driven by identified student need
- based upon "What Works Best" and current research
- collaborative in nature, resulting in strengthened teacher practice
- coherent and continuous?

Have we implemented and effectively resourced structures and processes to ensure that all teachers are effectively using explicit instruction and are supported to continuously improve their practice?

Data:

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

- * Professional Development Plans and evidence of progress towards goals
- * Internal surveys
- * Tell Them From Me data
- * Observation
- * Program supervision and data indicating impact of differentiation
- * Student voice
- * Interview
- * Document analysis

Analysis:

Analysis will be embedded within the initiatives through the initiative leaders reporting to the leadership team at progress and implementation monitoring sessions every 5

Strategic Direction 2: Collaborative Practices

Evaluation plan for this strategic direction

weeks. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- * 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 3: Evaluative Practices

Purpose

In order to maximise our impact upon student learning outcomes and achieve whole school improvement, the school leadership team will foster instructional leadership, utilising data to reflect on teaching effectiveness and inform future directions.

Improvement measures

Target year: 2024

Uplift of 2% from the 2019 Data Informs Practice TTFM 'Focus on Learning' Teacher Survey Report.

Target year: 2024

100% of the leadership team can evidence that strategies implemented reflect research on best practice and include ongoing monitoring of success.

Initiatives

Use of data to inform teaching practice.

Student assessment data is systematically used school wide to identify student achievement and progress in order to inform future directions in student learning.

- The school develops and refines systematic and measurable assessment structures to ensure curriculum adjustments are data driven.

Use of data to inform leadership.

The leadership team uses data to evaluate and improve the effectiveness of systems and processes to achieve excellence.

- The leadership team evaluates the Strategic Improvement Plan's impact on student learning.
- Data is used to evaluate the effectiveness of management processes for high quality service delivery.
- Implement strategies established through Leading Evaluation, Evidence and Data (LEED) Project professional learning and a collaborative, planned approach to build the capacity of teachers to utilise data effectively.
- To build school and leadership capacity in data skills and use, the senior leadership team utilises the strong network partnerships with the Pemulwuy Learning Community and the Girraween Instructional Leaders Network.

Success criteria for this strategic direction

Teachers have a sound understanding of student assessment and data concepts. (SEF-Data Skills and Use; Data literacy)

Teachers analyse, interpret and extrapolate data, collaboratively using this to inform planning, identify interventions and modify teaching practice. (SEF-Data Skills and Use; Data literacy)

The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan. (SEF-School Planning implementation and reporting; School plan)

The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice. (SEF-School resources; Staff deployment)

Evaluation plan for this strategic direction

Question:

To what extent is the collection and use of data a routine and regular part of teaching practice? What evidence do we have that student assessment data informs teaching?

To what extent are systematic processes and data systems used to monitor student progress and achievement?

To what extent are processes and routines established to monitor the implementation of the Strategic Improvement Plan (SIP) and ongoing evaluation of progress towards improvement measures?

Data:

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

* Analysis of internal assessment, e.g. PLAN2 and external assessment, e.g. NAPLAN

Evaluation plan for this strategic direction

- * Surveys
- * Evidence of data use informing practice in stage meetings and classrooms
- * Document analysis
- * Evidence of systems underpinning data processes.

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:

- * 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).