

Strategic Improvement Plan 2021-2024

Bradfordville Public School 4406



School vision and context

School vision statement

The 'Braddy' vision is embedded within the schools motto, *'In Pursuit of Excellence'*. This shared vision between staff, students and the community ensures Bradfordville Public School empowers every student to be the best version of themselves, every day, through the focus on high expectations, celebrating individuality and providing equitable opportunities for all. The school is a positive, nurturing and safe environment for the whole school community. The values of *Respect, Responsibility and Excellence* are core to school life.

School context

Bradfordville Public School is a medium sized school located in an outer suburb of Goulburn. The school enrolment area has an increasing population with a number of housing developments established in 2019/20 which will impact on the school's enrolment into future years. At present, the school has 13 classes with 4% of students coming from a Language Background Other than English and 12% identifying as Aboriginal or Torres Strait Islander. Students come from a variety of socio-economic backgrounds. The schools Family Occupation and Education (FOE) index of 124 which reflects the diverse makeup of the community but also indicates that a percentage of families meet criteria for disadvantage. The school has a strong culture of excellence in the performing arts and sporting pursuits and takes great pride in its holistic focus to ensure that all students have every opportunity to succeed.

Through a thorough Situational Analysis, the school has identified three areas of focus that form the Strategic Directions for the school;

The first area is **Student Attainment & Growth** with an unrelenting focus on literacy and numeracy. The school aims to develop the capacity of all teachers to ensure they understand and explicitly teach literacy and numeracy to students at all levels of achievement with success that can be measured by improved student progress and achievement data.

The second area is **Staff Learning & Development** with the focus being on developing the capacity of teachers to understand, develop and apply a full range of assessment strategies (assessment for learning, assessment as learning and assessment of learning), in determining directions, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness. This will be done through a model of Co-Plan, Co-Teach and Co-Evaluate.

The third area is **Connect, Succeed & Thrive** with the focus on the development of a planned approach to whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn in a positive, happy and safe environment.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy and build strong foundations for academic success, the school will further develop and refine evidence-based teaching practices that are responsive to the learning needs of all students. A commitment to a school-wide culture of high expectations and a shared sense of responsibility for student learning and success in literacy and numeracy will ensure every student and every teacher improves every year.

Improvement measures

Target year: 2022

Systems Negotiated Target

% of students achieving in **top two bands** in *reading* increases from 29% (baseline) to 35.7% (lower bound) - 40.7% (upper bound) by 2022

Target year: 2022

Systems Negotiated Target

% of students achieving in **top two bands** in *numeracy* increases from 14.7% (baseline) to 22.5% (lower bound) - 27.5% (upper bound) by 2022

Target year: 2023

Systems Negotiated Target

% of students achieving **expected growth** in *reading* increases from 52.18% (baseline) to 59.7% (lower bound) - 64.7% (upper bound) by 2023

Target year: 2023

Systems Negotiated Target

% of students achieving **expected growth** in *numeracy* increases from 43.5% (baseline) to 53.8% (lower bound) - 58.8% (upper bound) by 2023

Target year: 2024

Initiatives

Best Practice Literacy Teaching & Learning

All literacy teaching and learning experiences will be targeted, individualised and specific to the needs and abilities of our students. Evidence-informed, research-based and collaboratively developed programs will be embedded, K-6

This initiative will be achieved through the implementation of;

-InitiLit (K-2)

-MiniLit & MacLit

-Visible Learning Professional Learning

-Differentiation for all learners Professional Learning

-Stage-based programming approach

-Essential Assessment suite (Literacy)

Improving Numeracy through data informed teaching

Numeracy teaching and learning will be dynamic, with learning sequences based on consistent and reliable student assessment and continuous tracking of student progress and achievement

This initiative will be achieved through the implementation of;

-High Impact, Stage-based Numeracy Professional Learning

-Stage-based programming approach

-Essential Assessment suite (Numeracy)

Success criteria for this strategic direction

- Our schools curriculum supports high expectations for student learning. Teaching & learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable assessment and continuous tracking of student progress and achievement. Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.

(SEF: Learning- Curriculum)

- Our schools value-add trend is positive. School data shows that student progress and achievement is consistent with progress and achievement on internal assessments.

(SEF Learning- Student Performance Measures)

- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.

(SEF Teaching- Effective Classroom Practice)

- All Aboriginal students Personalised Learning Pathways have aspirational Literacy and Numeracy goals each year that reflect individual student level of achievement

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 literacy and numeracy?

Data:

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

Strategic Direction 1: Student growth and attainment

Improvement measures

School Self-Evaluation against the School Excellence Framework in the domain of **Effective Classroom Practice** moves from Delivering (2020) to Excelling (2024)

Target year: 2024

School Self-Evaluation against the School Excellence Framework in the domain of **Curriculum** moves from Sustaining & Growing (2020) to Excelling (2024)

Target year: 2024

School Self-Evaluation against the School Excellence Framework in the domain of **Student Performance Measures** moves from Delivering (2020) to Sustaining & Growing (2024)

Target year: 2024

Aboriginal student data (Year 3&5) remains above both Statically Similar Schools and State averages in both Reading & Numeracy

Evaluation plan for this strategic direction

- internal assessments
- external assessments
- Essential Assessment database
- NAPLAN
- surveys
- Check-In Assessments
- focus groups
- interviews
- document analysis
- resource allocation analysis

Analysis

Analysis will be embedded within the Initiatives through Progress and Implementation Monitoring every 5 weeks. Annually, the school will review progress towards the improvement measures and report on this in the Annual Report.

Implications

The findings of the analysis will inform future actions.

Strategic Direction 2: Staff learning and development

Purpose

Staff at Bradfordville Public School will have high expectations and continually seek to improve themselves and their professional practice. This will be achieved through embedding a co-plan, co-teach, co-evaluate mindset where a community of practice will be established. Staff will use data to check and understand where their students are in their learning and to plan what to do next.

Improvement measures

Target year: 2024

By 2024, staff will understand and apply a range of assessment strategies (formative/summative) to determine teaching directions, monitor and assess student progress and reflect on their teaching effectiveness (**Data Skills & Use**)

Target year: 2024

By 2024, Tell Them From Me data shows that staff assessment the area of 'Collaboration' is above the NSW Government Norm (**Collaborative Practice & Feedback**)

Target year: 2024

School Self-Evaluation against the School Excellence Framework in the domain of **Data Skills & Use** moves from Delivering (2020) to Excelling (2024)

Target year: 2024

School Self-Evaluation against the School Excellence Framework in the domain of **Professional Standards** moves from Delivering (2020) to Excelling (2024)

Target year: 2024

School Self-Evaluation against the School Excellence Framework in the domain of **Learning & Development** moves from Delivering (2020) to Excelling (2024)

Initiatives

Data Skills & Use

The school will embed consistent school-wide practices for assessment that monitor, plan and report on student learning across the curriculum. Teachers will use evidence of learning to inform their teaching, adapt their practice and meet the learning needs of students

This initiative will be achieved through the implementation of the the project '*Co-Plan, Co-Teach, Co-Evaluate*'

Collaborative Practice & Feedback

Targeted support for all staff will drive improved teacher efficiency. Staff will be provided with explicit systems for collaboration and feedback to sustain quality, professional practice

This initiative will be achieved through the implementation of;

-Instructional Leader model embedded (K-2 / 3-6)

-Accreditation Coordination

-Corporate Programming project

Success criteria for this strategic direction

- Teachers collaboratively use student data to inform planning, identify interventions and modify teaching practice. Learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.

(SEF Teaching- Data Skills & Use)

- All staff demonstrate personal responsibility for maintaining and developing their professional standards and accreditation. Performance Development Planning is supported through a coordinated whole school approach to developing professional practice based on school focus areas.

(SEF Teaching- Professional Standards)

- Our school uses embedded and explicit systems to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

(SEF Teaching- Learning & Development)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of staff capacity to analyse data utilising this to inform their practice

To what extent can we demonstrate that a Community of Practice has been established at our school

Data:

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

- Surveys
- TTFM (staff)

Evaluation plan for this strategic direction

- observation/s
- focus groups
- interviews
- T&L Programs
- What Works Best Toolkit
- Accreditation reports
- Performance Development Plans

Analysis

Analysis will be embedded within the Initiatives through Progress and Implementation Monitoring every 5 weeks. Annually, the school will review progress towards the improvement measures and report on this in the Annual Report.

Implications

The findings of the analysis will inform future actions.

Strategic Direction 3: Connect, Succeed and Thrive

Purpose

The school will continue to foster a healthy, happy, positive and productive environment where every student is known, valued and cared for. The school will create a collective approach that encourages our students to be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school. Through embedded practices, there will be a heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed.

Improvement measures

Target year: 2022

Wellbeing System Negotiated Target

% of students reporting positive wellbeing increases from 82.8% (baseline) to 87.3% (lower bound) - 92.3% (upper bound) by 2022

Target year: 2024

Students with a positive *Sense of Belonging* (as identified through TTFM: BPS- 86% 2020 baseline) remains above NSW Govt Norm with a minimum of 90% by 2024

Target year: 2024

TTFM Student Trend report in the area of *Advocacy at School* continues an upward trend, increasing from 7.9 (2020 baseline mean) to 9.0 by 2024

Target year: 2024

Students with *High Expectations for Success* surpasses the NSW Govt norm (BPS 8.1 2020 baseline / NSW Govt norm 8.7) by 2024

Target year: 2022

Attendance Systems Negotiated Target

% of students attending school 90% of the time or more increases from 79.1% (baseline) to 82.30% (lower bound) - 87.30% (upper bound) by 2022

Initiatives

Braddy Promoting Success (BPS)

A consistent whole-school approach to the management of all behaviours (positive & negative) will be embedded, creating a preventative, positive learning environment for all students to succeed

This initiative will be achieved through the implementation of the project '*Braddy Promoting Success*' (BPS)

Wellbeing Processes

Our whole school learning & support practices will be clear, specific and targeted giving staff and students every opportunity to connect, succeed and thrive in every classroom. The school will implement initiatives and practices that build greater support interventions at all levels, for all students (and their families)

This initiative will be achieved through the implementation of;

-3C Professional Learning (Creating Change through Choice)

-Embedded practices of Mindfulness and Smiling Minds (K-6)

-Refinement of whole school Learning and Support practices

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. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. 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.

(Learning- Wellbeing)

- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes

(Learning- Learning Culture)

- 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 issues in the school

(Leading- Community Engagement)

Evaluation plan for this strategic direction

Question:

To what extent can we demonstrate that a planned approach to wellbeing is embedded across the school and that it is effective?

Data:

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

- TTFM (Parents / Student)
- BPS team meeting minutes

Strategic Direction 3: Connect, Succeed and Thrive

Improvement measures

Target year: 2024

School Self-Evaluation against the School Excellence Framework in the domain of **Wellbeing** moves from Sustaining & Growing (2020) to Excelling (2024)

Evaluation plan for this strategic direction

- Stage team meeting minutes
- Exec team meeting minutes
- BBS team EBS4 analysis
- Wellbeing Framework Self-assessment pre and post data
- surveys
- observation
- focus groups
- interviews
- Attendance data

Analysis

Analysis will be embedded within the project 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.