

Strategic Improvement Plan 2021-2024

Bonnyrigg Heights Public School 4594



School vision and context

School vision statement

At Bonnyrigg Heights Primary School, teachers, students and our community together promote a positive learning environment where all students feel known, valued and cared for. We have a relentless focus on setting high expectations through quality teaching and learning, catering for individual differences to build confident, resilient learners who connect, succeed and thrive.

School context

Bonnyrigg Heights Primary School is located in South Western Sydney on Dharug land and has a student enrolment of 1004. The school culture is one that promotes diversity in learning, inclusiveness and a strong sense of belonging with students, staff, parents and the wider community working together in partnership.

Our school community is culturally diverse with 93% requiring some level of English as an Additional Language/Dialect (EaL/D) support. Our students come from a wide range of socio-economic backgrounds. Aboriginal students represent 1.5% of our school population. Our school has a vibrant community language program with our largest groups being Vietnamese, Arabic and Serbian. There is a strong emphasis on inclusion with five support unit classes catering for students with severe to moderate intellectual and physical needs.

Extracurricular opportunities and experiences in creative and performing arts, sport, public speaking, debating and technology enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy in addition to improved data analysis and use to enhance student growth and attainment. The school is committed to continually refining classroom practices and partnerships with staff professional learning being pivotal to ensuring this. There is a strong school partnership and understanding of effective practices and strategies to support wellbeing.

Continual analysis and reflection of student data will determine areas for success and need at an individual, class and school level. The involvement of the whole community in this process is essential as we strive for excellence.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise achievement of student learning outcomes in reading and numeracy responsive to the needs of individual students.

Improvement measures

Target year: 2022

- increase the % of students achieving the top 2 NAPLAN bands in reading by 10.21%

Target year: 2022

- increase the % of students achieving the top 2 NAPLAN bands in numeracy by 8.82%

Target year: 2023

- increase the percentage of students achieving expected growth in NAPLAN reading by 8.58% or above from the system negotiated target

Target year: 2023

- increase the % of students achieving expected growth in NAPLAN numeracy by 8.84% or above from the system negotiated target

Target year: 2024

- 90% or more of students attaining at least expected levels of literacy benchmarks K - 6 as evidenced by school-based data

Target year: 2024

- 90% or more of students attaining at least expected levels of numeracy benchmarks K-6 as evidenced by school-based data

Target year: 2024

increase the % of Aboriginal students achieving top 3 bands in reading and numeracy

Initiatives

Data driven practices

Ensure effective strategies and processes for data collection, tracking and analysis are embedded for responsive curriculum delivery K - 6 and effective classroom practice.

* assessment data is regularly used K - 6 to identify student achievement & progress, and programs are adjusted to address individual student needs

* staff are dedicated to the implementation of the most effective explicit teaching methods & evidence-based teaching strategies

Personalised learning

Embed a learning culture which is focused on the continuous improvement of teaching and learning.

* teaching and learning programs are dynamic, reflective and based on feedback on teaching practices

* professional learning models are used and embedded to build teacher capabilities and collective pedagogical practice linking an understanding of curriculum with best practice

Success criteria for this strategic direction

Assessment/PLAN2 data is collected in reading and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction. (*SEF-LD: Educational Leadership, SEF-TE: Data skills and use, Effective classroom practice as excelling*)

Baseline data, comparative data and feedback successfully inform teaching practice and direct learners and learning. (*SEF-TE: Data skills and use, Effective classroom practice, SEF-LE: Curriculum, Assessment, Student performance measures as excelling*)

A collaborative planning approach is used between class teachers and LaST/specialist/EAL/D staff in the designing and implementing of targeted lessons in reading and numeracy. (*SEF-TE: Effective classroom practice, Learning and development as excelling*)

All teachers to implement evidence based, best practice literacy and numeracy programs. (*SEF-TE: Professional Standards, Teaching - Professional learning as excelling*)

Consistent school-wide practices for assessment are used to monitor, plan and report on achievement of student learning outcomes. (*SEF-LE: Curriculum, Assessment, Student performance measures, Reporting as excelling*)

The SIP is at the core of continuous improvement efforts, with the school's vision and strategic directions evident across all activities. (*SEF-LD: Educational Leadership, School planning, implementation and reporting as excelling*)

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?

Data

Evaluation plan for this strategic direction

* System data - On-demand assessment data (Phonics Screening, Short Assessments, Check-in Assessment and IfSR data) and annual assessment data (NAPLAN, ASR, Scout reports, Best Start reports)

* School determined data (pre & post assessments, adjustments to learning tasks, lesson plans, differentiated teaching and learning programs, growth against Literacy, Numeracy and EAL/D Progressions, achievement of Syllabus Outcomes, PLAN2 data, student work samples, review of ILP, PLPs, PLaSP learning goals, school devised assessments, myPL eLearning, Professional learning diaries, exit slips, goal setting, rubrics, teacher professional development plans (PDP), Data talk records, PLC schedules and records, evidence of distributed leadership opportunities

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will review progress annually towards the improvement measures.

Implications:

Detailed analysis will inform:

- * future actions
- * future directions
- * annual reporting on school progress measures

Strategic Direction 2: Professional Practice

Purpose

To continually improve the pedagogy of all staff as leaders of learning to maximise the impact on students.

Improvement measures

Target year: 2024

An increased percentage of school leaders demonstrate exceptional skills as instructional leaders who drive professional dialogue and collaborative practice, supported by research.

Target year: 2024

All staff are actively and expertly engaged members of at least two Professional Learning Communities (PLC) and are driven to impact positively on student learning outcomes through collaboration and deep reflection.

Target year: 2024

Increase in the number of staff engaged in High Impact Professional Learning to strengthen teacher quality to support student progress and achievement underpinned by five key elements.

Target year: 2024

All students confidently state their learning goals and provide multiple examples of evidence of their achievement to inform future learning.

Target year: 2024

An increased percentage of parents engaging in their child's learning through effective, specific, targeted feedback.

Initiatives

Leadership and collaboration

Embed explicit systems to facilitate a learning culture which is focused on continuous reflection of pedagogy.

- Develop a model of distributed instructional leadership with a school-wide culture of effective evidence-based teaching and ongoing improvement.
- Develop and implement high quality collaboration and feedback strategies that focus on facilitating collegial discussion as well as the planning, developing and refining of teaching and learning programs for ongoing school improvement.

Authentic engagement

Embed consistent school-wide assessment practices to monitor, plan and report on student learning.

- Develop effective high-quality feedback practices for all students linked to learning intentions and success criteria with actionable steps for improvement.
- Regular formal and informal opportunities for parents to engage in their child's achievements across all curriculum areas.

Success criteria for this strategic direction

Professional Learning Communities are embedded in the school learning culture to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice, the sharing of successes and the provision of specific and timely feedback between teachers. (SEF - TE: Learning and Development, TE: Effective classroom practice - Feedback, LE: Assessment - Student engagement, LD: Educational leadership - Instructional leadership as excelling)

The school has high performing teaching staff who are highly reflective and strive for continual improvement through the engagement in High Impact Professional Learning. (SEF - TE: Professional Standards, TE: Learning and development as excelling)

Aspiring and current leaders developing their skills and knowledge on identified focus areas and standard descriptors at Highly Accomplished and Lead levels. (SEF - TE: Professional Standards - Accreditation, LD: Educational Leadership - Performance management and development as excelling)

Teachers regularly engage with parents and students to improve their understanding of student learning and strengthen student outcomes. (SEF - LE: Reporting - Student reports, TE: Effective classroom practices - Feedback as excelling)

Personalised student reports include student personal reflection. (SEF - LE: Reporting - Student reports, LE: Assessment - Student engagement as excelling)

A culture of high expectations exists whereby student voice is used to reflect on the achievement of learning goals, provide feedback to teachers regarding their teaching and strive for personal improvement in partnership with teachers and parents. (SEF - LE: Learning culture - High expectations, LD: Educational leadership - Instructional leadership as excelling)

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 and improvement in distributed leadership, collaboration and effective feedback strategies?

Data:

Performance and Development Plans, TTFM survey data, People Matter reports in SCOUT, What Works Best school staff survey, successes are shared regularly, regular reflection using formative assessment strategies to modify teaching and learning, feed forward discussions - formal and informal, collaborative planning sheets, lesson observation sheets, professional development progress reports from eTams, assessment rubrics (used in planning teaching and learning, Consistent Teacher Judgement as well as student reflection on learning/identifying goals, student voice in class programs and goal setting, student individual reflection on semester reports, parent feedback on student learning, professional learning planning rubric

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

Detailed analysis will inform:

- future actions
- future directions
- annual reporting on school progress measures

Strategic Direction 3: Partners in Learning

Purpose

To foster and nurture effective partnerships between students, staff, families and the wider community by continually developing and implementing whole school and targeted integrated wellbeing practices.

Improvement measures

Target year: 2022

An increased percentage of students attending more than 90% of the time by at least 8.4% to achieve the system negotiated target.

Target year: 2022

Increase the proportion of students reporting expectations of success, advocacy and a sense of belonging at school by at least 7.7%.

Target year: 2024

An increased percentage of authentic parent school partnerships are evident through regular, two way initiated informal and formal communication, learning activities and initiatives.

Target year: 2024

An increased number of students work collaboratively with staff and parents to identify and achieve learning, wellbeing and attendance goals included in their PLaSP.

Initiatives

Learning culture

Embed a learning culture that promotes whole school wellbeing and a relentless focus on improved student learning.

- Create a series of programs to support parents and carers develop high expectations of their children to strengthen student wellbeing and lead to the improved learning outcomes.
- Embed respectful relationships and build a positive, supportive and encouraging learning environment to ensure students connect, succeed and thrive.

Wellbeing

Embed effective strategies and processes for whole school improvement in wellbeing to support student learning.

- Develop, implement and monitor learning and wellbeing programs to support the cognitive, emotional, social, physical and spiritual wellbeing of students.
- Develop and implement targeted support for different phases of student development to ensure every student is known, valued and cared for.

Success criteria for this strategic direction

Consistent and systematic processes ensure that student absence does not impact on learning outcomes. (*SEF-LE: Learning Culture - Attendance as excelling*)

Students are motivated to deliver their best and continually improve. (*SEF-LE: Learning Culture - High Expectations as excelling*)

Students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help fulfil their potential. (*SEF-LE: Wellbeing - Caring for Students as excelling*)

Positive respectful relationships are evident among students and staff and promote student wellbeing across the school. (*SEF-LE: Wellbeing - Behaviour as excelling*)

Evidence based wellbeing programs and practices are in place across the school to support student learning. (*SEF-LE: Wellbeing as excelling*)

School practices and strategies support families to develop and value a shared understanding of learning and build on each families' capacity to support learning (*Family-School Partnerships Framework (FSPF), Key Dimension: Connect learning at home and at school, Sustaining*)

Teachers and families participate in regular discussions and learning events about how school programs or activities link to student learning. (*FSPF, Key Dimension: Communicate, Sustaining*)

School policies, practices, learning activities and community building initiatives, support a welcoming culture of inclusion and belonging within the school community. (*FSPF, Key Dimension: Build Community and Identity, Sustaining*)

A school wide collective responsibility for student learning and success is evident. Planning for learning is informed by sound holistic information about student wellbeing and learning needs in consultation with parents and carers. (*SEF-LE: Wellbeing - Individual Learning Needs as excelling*)

Success criteria for this strategic direction

Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.

Evaluation plan for this strategic direction

Question:

To what extent have we reached our purpose and can demonstrate impact and improvement in student attendance and wellbeing (student expectations of success, advocacy and sense of belonging at school)?

Data:

TTFM Teacher, Student and Parent surveys, teacher, student and parent focus groups, student voice in PLaSPs and teaching and learning programs, achievement of PLaSP goals, school transition and enrolment surveys, student behaviour data as recorded on Sentral, student attendance data recorded on Sentral, student attendance and positive behaviour awards, Wellbeing room data, LST referral data, classroom observations, parent communication and attendance data, teaching and learning programs incorporating SEL and Zones of Regulation, teacher attendance at targeted professional learning, parent attendance at school workshops and showcases, evidence of implementation of High Potential Gifted Education Policy

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

Detailed analysis will inform:

- future actions

Evaluation plan for this strategic direction

- future directions
- annual reporting on school progress measures