

Strategic Improvement Plan 2021-2025

Beaumont Hills Public School 4630



School vision and context

School vision statement

At Beaumont Hills Public School our vision is to create a culture of continued improvement and attainment, holistic support and self-reflection. Teachers, students and parents work in partnership, inspiring all to strive for excellence.

School context

Beaumont Hills Public School (BHPS) sits in the Hills district in the north-west Sydney region. The current student population is 600, with 50% of students having language backgrounds other than English. Less than 1% of our student population identify as Aboriginal. The Family Occupation and Education Index (FOEI) currently sits at 41 and has been stable. BHPS is part of The Ponds network of schools.

BHPS offers students extra-curricular activities in sport, creative and performing arts and environment. The school is active in its participation in PSSA sport and community performances for band, dance, choir and drama.

Our school is actively supported by the school community, with a small but dedicated P and C association fund raising to support projects within the school. We also have ongoing relationships with local businesses that provide some funds and support with school events.

A rigorous situational analysis was conducted. Evaluation of current school plan (2018-2020), What Works Best (WWB) teacher reflections, surveys and focus groups resoundingly support the following themes as necessary focus in order to improve as a school. These themes are aligned to the Schools Excellence Framework (SEF) and What Works Best 2020 update.

Student growth and attainment

- A school-wide commitment to every student improves every year, evidenced by internal and external performance measures (High expectations, use of data to inform practice)
- Use of data has been identified as a need through School Excellence Framework Self-assessment Survey (SEF S-aS), External Validation (EV) and What Works Best 2020 reflections. Teachers are keen to improve data analysis skills in order to effectively use data to improve student learning and wellbeing outcomes (Use of data to inform practice)
- A K-6 assessment map will be developed in order to track student growth during their time at BHPS. Assessment needs to be more regularly used to guide adjustments to teaching and learning programs (assessment, effective feedback, use of data to inform practice).
- Continuous improvement, research and evidence-based practices (use of data to inform practice)
- Reflections on 'What works best 2020 update' show that effective feedback and student voice are areas that teachers are committed to for improvement (Effective Feedback, explicit teaching)

Wellbeing and parents as partners in learning

- The school has implemented many successful wellbeing programs, but has not visualised these in a whole school approach. The introduction of 'Get Happier Schools

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Project', based on Glasser's Choice theory began in 2020 and will continue to be a focus to support student wellbeing so all students can connect, succeed, thrive and learn (wellbeing, classroom management)

- We will build more effective partnerships with parents to motivate students, commit to pursuit of excellence (high expectations, wellbeing)
- The school is committed to authentic community engagement which sees parents as partners in learning and wellbeing.

High impact professional learning and collaborative practices

- What Works Best 2020 reflections and teacher focus groups stress the need to further develop collaborative practice, coaching and mentoring (Collaboration)
- A professional learning model will be designed and implemented to ensure evidence-based teaching strategies focus on school improvement.
- Instructional leadership will focus on improved teaching strategies, supported by deep curriculum knowledge and professional learning.

Strategic Direction 1: Student growth and attainment

Purpose

Evidence informed, whole school processes for collecting and analysing data will drive teaching practices that are responsive to the learning needs of individual students.

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 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

Excelling in the theme of whole school monitoring of student learning (Schools Excellence Framework - Learning - Assessment). The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

Achieve by year: 2025

Excelling in data use in teaching (Schools Excellence Framework - Teaching - Data skills and use - Data use in teaching). Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - to determine teaching direction. Teachers monitor and assess student progress and achievement, and reflect on effectiveness and impact of teaching.

Initiatives

Assessment and data

Collection and analysis of meaningful data to be used to drive teaching and learning and track student growth

- *Develop a K-6 assessment map to enable the consistent tracking of student data and monitor growth over time.*
- *Student assessment will become part of everyday practice to be used as learning opportunities for students.*
- *Use assessment data to reflect on impact and effectiveness of teaching and learning programs through data talks.*

Visible learning and student voice

- *Feedback - Develop and embed a consistent system of providing feedback to students as part of the teaching and learning cycle. Teachers will reflect and communicate about the learning task, provide detailed and specific feedback for students to achieve growth, encourage self assessment and reflection and ensure students act on feedback.*
- *Student goal setting in literacy and numeracy- Develop a school wide approach to student goal setting where students have guided autonomy on areas to focus on for improvement in literacy and numeracy. Students will learn to be reflective learners to ascertain their success. Students will become self-motivated and have greater responsibility for their own learning. Student learning goals will be visible to parents through reporting.*
- *Learning intentions and success criteria - Review procedures and systems for developing and implementing learning intentions and success criteria.*

Success criteria for this strategic direction

The school uses systematic and reliable assessment information to track learning over time. (Learning - Assessment)

Lesson planning references student information including progress and achievement data, curriculum requirements and provides continuous improvement for all students. (Teaching - Effective classroom practice)

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback and student assessment data. (Learning - Curriculum)

Teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning. (Teaching - Data skills and use)

Effective partnerships with students demonstrate that they are motivated to continually improve. (Learning - Learning culture)

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose? Can we clearly demonstrate impact and improvement of student outcomes in literacy and numeracy?

Data

We will use a combination of data sources, including:

- External assessment - NAPLAN, check in assessments, Value-added data
- Internal assessment - formal assessments in line with assessment schedule, student work samples, assessment spreadsheets including literacy and numeracy progressions
- Student Personalised Learning Pathways and Personalised Learning and Support Plans
- Data talk reviews

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Surveys - parents, teachers, student voice
- Student goal setting and tracking of achievement of these
- Department of Education short assessments

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Data sources will be regularly reviewed. Rigorous self-assessment of School Excellence Framework elements.

Implications

The findings of analysis will inform next steps in school improvement.

Strategic Direction 2: Wellbeing

Purpose

In order to enable every child to connect, succeed, thrive and learn we will develop a whole school, planned and evidence based approach to wellbeing. We will engage parents as partners in learning and wellbeing. *Teachers, students and parents will work together as partners in learning and wellbeing.*

Improvement measures

Achieve by year: 2022

Regularly analyse attendance data to inform planning. Whole school and personalised attendance approaches improve regular attendance rates for all students, including those at risk, allowing system negotiated targets to be met (lower 90.4% and upper 93.66%).

(Sustaining and growing - Schools Excellence Framework - Learning - Learning Culture - Attendance)

Wellbeing

Achieve by year: 2023

Achieve belonging and advocacy rates between the lower (91.4%) and upper (96.4%) bound targets.

Achieve by year: 2025

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. (Excelling in Schools Excellence Framework-Learning- Reporting- Parent Engagement)

Initiatives

Whole school planned approach to wellbeing

Incorporate wellbeing programs into a whole school planned strategy

- *Implementation of choice theory based whole school wellbeing focus program (Get Happier Schools Project) to proactively teach healthy coping strategies, resilience and self-regulation.*
- *Inclusive student leadership through peer support and Student Representative Council focusing on student advocacy and voice. Review whole school reward system .*
- *A pro-active learning and support team will target wellbeing through specific behaviour and mental health support.*

Parents as partners in learning and wellbeing

Engage with parents and carers and encourage them to hold high expectations of their children

- *Develop regular communication strategies to inform parents of student learning goals. and progress towards achievement.*
- *Partner with parents and carers to support children's learning at home - review of homework procedures; improve communication of school policies, procedures and practices.*
- *School communicates frequently with all parents and carers about the importance of regular school attendance.*

Success criteria for this strategic direction

Evidence-based changes to whole school practices result in measurable improvements in wellbeing and engagement to support learning. (Learning - Wellbeing)

Planning for learning is informed by sound holistic information about each child's wellbeing and learning needs in consultation with parents. (Learning - Wellbeing)

Well planned teaching is taking place, with all students engaging in productive learning with minimal disruption. (Teaching - Effective Classroom Practice)

Effective partnerships in learning with parents and students demonstrate students are motivated to deliver their best and continually improve. (Learning - Learning culture).

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. (Learning - Reporting)

The school uses best practice to embed a culture of high expectations and effectively cater for all students. (Leading - Community engagement)

Evaluation plan for this strategic direction

Question

Have we measurably achieved our purpose and demonstrated measurable student wellbeing outcomes?

Data

- Survey results - Tell Them From Me - student and parent surveys
- Focus group analysis
- Student voice - surveys Tell Them From Me and school based survey improvement through comparison to base line data
- Sentral wellbeing data
- Student behaviour support plans

Evaluation plan for this strategic direction

- Attendance data
- Scout data
- Parents and Citizens meeting minutes
- Student Representative Council minutes - initiatives and tracking of implementation

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 and annual reporting on school progress measures.

Strategic Direction 3: Collaborative high impact professional learning

Purpose

In order to maximise school-wide improvement in teaching practice we will use identified student need to drive professional learning with a focus on instructional leadership and collaborative practice.

Improvement measures

Achieve by year: 2025

Achieving at excelling in High Impact Professional Learning self-assessment in element 5, teachers and school leaders are responsible for the impact of professional learning on student progress and achievement.

Achieve by year: 2025

Achieving at excelling in High Impact Professional Learning self assessment in element 2. The leadership team maximises growth for all teaching staff through evidence-based research that supports high impact approaches to share expertise ensuring individual and collective development as evidenced by growth against the Australian Professional Standards for Teachers.

Achieve by year: 2025

Achieving at excelling in High Impact Professional Learning self assessment tool in element 3, collaborative and applied professional learning strengthens teaching practice. Professional learning is considered as important collective work of all teachers, with deep collaboration enabling authentic peer review and feedback. Teachers share problems of practice and are supported to identify effective strategies in response to identified areas for development, both for themselves and their colleagues.

Initiatives

Collaborative practices

Develop explicit professional learning systems that drive school-wide improvement in teaching practice.

- *Professional learning model*
- *Authentic and purposeful Performance and Development (PDP) processes.*

Teachers evaluate their own and others' teaching practice, give, receive and act on feedback.

- *Lesson observations and feedback*
- *Using student data to inform teaching practice*
- *Participate in professional learning communities to share professional learning.*

Teaching strategies

Professional learning is continuous and coherent, driven by student need

- *Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice (instructional leadership).*
- *The selection of evidence-based teaching strategies that address student learning needs.*
- *Professional learning is supported through strategic resourcing.*
- *The impact of professional learning and the strategies implemented is measured.*
- *Differentiated learning - high potential and gifted learners; learning and support; adjustments for disability; English as Additional Language or Dialect learners.*
- *Teachers gain deep curriculum knowledge which forms the base of all teaching and learning programs.*

Success criteria for this strategic direction

Staff evaluate professional learning activities to identify and systematically promote and implement the most effective teaching strategies to improve teaching and learning. (Teaching - Learning and development)

Evidence of embedded and explicit systems that facilitate collaboration, classroom observation and the modelling of effective practice. School-wide improvement in teaching practice and student results is evident. (Teaching - Learning and development)

There is a focus on distributed instructional leadership. A culture of effective, evidence based teaching and ongoing improvement is evident and every student makes measurable improvement. (Leading - Educational leadership)

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. (Leading - Educational leadership)

Evaluation plan for this strategic direction

Question

Are professional learning requirements informed by ongoing formative and summative assessment data?

Data

- Student performance data - internal and external
- Staff evaluations and surveys - Tell Them From Me, focus groups, surveys, comparison to baseline data
- School wide systems and processes
- Professional Development Plans - Professional Development Plan journals; teacher goals aligned to teaching standards; annual pre-assessment data; evidence of goal achievement
- Peer observations
- Principal and DP role statements - links to Professional Development Plans, evidence,

Evaluation plan for this strategic direction

evaluations

- High Impact Professional Learning self assessment tool

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 and annual reporting on school progress measures.