

Strategic Improvement Plan 2021-2025

Bella Vista Public School 4663



School vision and context

School vision statement

At Bella Vista Public School, our aim is to create an environment where staff and students collaborate in their learning enabling everyone to reach their potential through an innovative and negotiated curriculum that challenges and supports all members of the school community.

We recognise that we need to create learning and teaching environments where the curriculum and pedagogy reflect today's world. At Bella Vista we are committed to providing learning spaces that are designed to be configured in different ways to suit the learning needs of students. Flexible learning spaces enable us to place student learning at the core of our decision making.

The school's goals are to:

1. Ensure every student is known, valued and cared for.
2. Ensure every student, every teacher and every leader improve every year.
3. Develop a strong foundation in literacy and numeracy and deep content knowledge for every student.
4. Foster individual interests and talents, creative thinking, problem solving, initiative and leadership.
5. Nurture responsible, compassionate citizens who are resilient, life-long learners.

School context

Bella Vista Public School is located in the North West Sydney region. The school opened in January 2019 with 180 students and currently has a population of 985 students. Bella Vista PS has been built with the capacity for 1000 students. The school includes five multi-categorical (MC) support classes for students with a disability.

Bella Vista PS incorporates an innovative and future focused educational model, including open and flexible teaching and learning spaces organised into distinct home bases alongside modern specialist teaching spaces. The school uses Microsoft tools as a platform for teaching and learning. The school has an active P and C Association.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that due to the school being newly built and the COVID-19 pandemic, the external data available is minimal. This plan will build upon the work undertaken in the previous school planning cycle around quality instruction in reading, inquiry-based learning and school culture.

Student Growth and Attainment

When analysis was conducted against the student outcome measures and school baseline data it was evident that our students are meeting expectations but expected growth in both reading and numeracy in the years of 3-6 is an area for explicit focus in the new school plan. Internal data reveals the focus to be; Reading - comprehension, feedback and assessment. Numeracy - quantifying numbers, multiplicative strategies and additive thinking. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy will be underpinned by the evidence base provided in *What Works Best: 2020 update*.

Lead

When conducting the analysis of innovative thinking and learning it was clear from the information received that students needed to have more opportunity to be involved in leading and directing their own learning. A study of the literature / research embedded in *Education For A Changing World* supported this view. Therefore, a whole school focus on the initiatives of 'Leaders of Learning' and 'Inquiry based Learning' will be completed in the new school plan.

Connect

Bella Vista is a growing school. When conducting the analysis of school wellbeing it was found that students, parents and the wider community were satisfied. In this planning phase we will focus on continuing to connect with our students, their parents and the community through two initiatives; *Healthy Minds, Connected and Engaged Learners* and *Restorative Practice*.

Strategic Direction 1: Student growth and attainment

Purpose

Students should be reflective, self-directed learners who are appropriately challenged. Evidence-informed practices will be embedded to ensure students achieve and exceed expected growth, resulting in maximised student literacy and numeracy outcomes.

Improvement measures

Achieve by year: 2025

All K-2 students will achieve at or above expected level of the Understanding Texts sub-element of the Literacy Progressions.

Achieve by year: 2025

All students in Years 3-6 will achieve at or above expected level of the Understanding Texts sub-element of the Literacy Progressions.

Achieve by year: 2025

All K-2 students will achieve at or above expected level of the Quantifying Numbers and Additive Strategies sub-element of the Numeracy Progressions.

Achieve by year: 2025

All students in Years 3-6 will achieve at or above expected level of the Quantifying Numbers and Multiplicative Strategies sub-element of the Numeracy Progressions.

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

Initiatives

Reading

In literacy, we will embed a school-wide approach to maximise student outcomes by:

- Reviewing and adapting practice of explicit and targeted teaching of comprehension.
- Embedding a learning culture of high expectations that enables students to be reflective and self-directed learners.
- Creating a quality learning culture where students perform and achieve high expectations that enables them to be reflective and self-directed learners.
- Linking action research and high impact expert teaching using evidence-based practices in the home base.

This will be completed through:

- Whole school Professional Learning underpinned by the What Works Best and What Works Best in Practice documents to build teacher capabilities and collective pedagogical practice. Areas to explore include: High Expectations (T+S), Explicit Teaching, Effective Feedback, Assessment and Use of data to inform practice.
- School wide focus on effective reading K-2 and 3-6 (NSW DoE) PL.
- Utilising the expertise of school leadership team, EAL/D teachers, speech pathology and LAST to build teacher capacity and ensure consistent collaboration across K-6.
- Creating a continuous improvement culture across the whole school by consistently adopting and adapting scope and sequence, units of work and assessment tasks - linked to syllabus outcomes and literacy progressions.

Numeracy

In numeracy, we will embed a school-wide approach to maximise student outcomes by:

Success criteria for this strategic direction

All teachers consistently co-construct and monitor personalised literacy and numeracy learning goals with students (SEF - Effective Classroom Practice).

All students articulate, understand and achieve their literacy and numeracy goals. Feedback from students on their learning derived from assessments informs further teaching (SEF - Assessment).

All students are committed to maximising their learning and continually improve through a strong partnership between parents, students, teachers and the community (SEF - Learning Culture).

Professional learning is differentiated across the school to ensure impact on student learning is evident. School collaborates with other schools to share and embed quality practice (SEF - Learning and Development).

School leadership team models instructional leadership and supports a culture of high expectations, resulting in whole school improvement in literacy and numeracy (SEF - Educational Leadership).

Frequent and reliable curriculum review linking to five-weekly data checks to ensure programs are effective, consistent and reliable (SEF - Assessment)..

Consistent, systematic and reliable school-wide assessment practices are embedded where teachers understand, develop and apply a full range of assessment strategies, leading to measurable improvement (SEF - Data Skills and Use).

Teachers work with colleagues to evaluate the effectiveness of assessment measures to ensure valid, reliable, objective and inclusive assessment methods (SEF - Assessment).

Evaluation plan for this strategic direction

Question

Strategic Direction 1: Student growth and attainment

Improvement measures

Year 3 and 5 in 2022.

Initiatives

- Reviewing and adapting practice of explicit and targeted teaching of quantifying numbers, additive strategies and multiplicative strategies.
- Embedding a learning culture of high expectations that enables students to be reflective and self-directed learners.
- Creating a quality learning culture where students perform and achieve high expectations that enables them to be reflective and self-directed learners.
- Linking action research and high impact expert teaching using evidence-based practices in the home base.

This will be completed through:

- Whole school Professional Learning underpinned by the What Works Best and What Works Best in Practice documents to build teacher capabilities and collective pedagogical practice. Areas to explore include: High Expectations (T+S), Explicit Teaching, Effective Feedback, Assessment and Use of data to inform practice.
- School wide focus on working mathematically outcomes of the syllabus. Specifically, building students comprehension to understand word problems.
- Utilising the expertise of school leadership team, EAL/D teachers and LAST to build teacher capacity and ensure consistent collaboration across K-6.
- Creating a continuous improvement culture across the whole school by consistently adopting and adapting scope and sequence, units of work and assessment tasks - linked to syllabus outcomes and numeracy progressions.

Evaluation plan for this strategic direction

1. How effective is the 5-weekly model of curriculum reviews and has this model been a proactive way of ensuring programs are effective, consistent and reliable?
2. Is there evidence that students are challenged and achieving higher than expected growth in reading and numeracy?
3. Does evidence show the progress measures have been realised?

Data

The school will collect the following data:

- NAPLAN data
- Check-In Assessment 2-6
- Reach Years 2-6 assessment.
- Kindergarten Best Start assessment
- Kindergarten Phonological Awareness Assessments
- Scout - Value added data
- Mathematical Reasoning Assessment
- Literacy and numeracy progressions and PLAN2 data
- Student IEPs / PLPs
- Student work samples
- Student voice
- Anecdotal notes
- Observations
- Tell them from me survey.

Analysis

Analysis of this data will inform whole school progress and future directions. We will complete:

- Regular reviews of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Regular professional discussions around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term reviews and triangulation of data sources including quantitative and qualitative and internal and external data to corroborate conclusions.

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: Lead

Purpose

The world is changing at a rapid pace. Providing children with challenging, innovative and student-centred learning experiences will foster deep engagement and inspire curiosity. Students will become lifelong learners.

Improvement measures

Achieve by year: 2022

All teachers evaluate student engagement and learning outcomes. Teachers co-reflect and analyse the effectiveness of personal teaching practice and continue to co-plan for all teaching and learning programs.

Achieve by year: 2025

A minimum of 95% of staff implement and facilitate effective teaching practices for students to identify personalised learning goals and the processes that lead to improvement.

Achieve by year: 2025

The design thinking process is embedded into all K-6 Science and Technology programs.

Achieve by year: 2025

IBL is embedded into History, Geography and PDHPE teaching and learning programs.

Initiatives

Leaders of Learning

At Bella Vista Public School, we will embed a school-wide approach to place students at the centre and in the lead of their learning by:

- Reviewing, monitoring and adapting teachers' impact on learning.
- Creating a learning culture of high expectations, self-reflection and continual growth to enable students to be leaders of their learning.
- Establishing quality learning environments linked to action research and evidence-based practices to support and enable students to take the lead (student ownership).

This will be completed through:

- Whole school Professional Learning underpinned by the What Works Best and What Works Best in Practice documents and Learning and Teaching in Innovative Learning Environment course (Online) to develop evidence-based understanding of pedagogies in innovative learning environments (ILEs) and to inform, guide and innovate teaching practice. Areas to explore include: Effective Feedback, High Expectations and Collaboration.
- Creating a continuous improvement culture across the whole school by consistently adopting and adapting scope and sequence, units of work and assessment tasks - linked to syllabus outcomes and progressions.

Inquiry Based Learning

At Bella Vista Public School, we will embed a school-wide approach to inquiry-based learning that promotes student engagement by:

- Ensuring that thinking skills are explicitly taught and developed with a focus on the Design Thinking protocol (empathise, define, ideate, prototype, test) that enable the delivery of the Science and

Success criteria for this strategic direction

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence (SEF - Learning Culture).
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve (SEF - Learning Culture).
- 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).
- Teachers involve students and parents in planning to support learning, and share expected outcomes (SEF - Curriculum).
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers (SEF - Assessment).
- All teachers operate within Co-teacher cycle to collaboratively design teaching and learning programs that are coherent, to accommodate and meet student needs (SEF - Effective Classroom Practice).
- Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities (SEF - Effective Classroom Practice).
- 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 - Effective Classroom Practice).
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve (SEF - Effective Classroom Practice).
- Teachers provide elicited student feedback that informs future teaching (SEF - Effective Classroom Practice).

Initiatives

Technology syllabus.

- Providing students and teachers with a framework for delivering quality and effective learning experiences that enable students to actively engage in learning that is meaningful and reflective to real-world issues.

This will be completed through:

- Whole school Professional Learning underpinned by the What Works Best, What Works Best in Practice and Education: Future Frontiers documents. Areas to explore include: high expectations, explicit teaching, effective feedback and inquiry mindset.
 - Creating a continuous improvement culture across the whole school by consistently adopting and adapting scope and sequence, units of work and assessment tasks - linked to syllabus outcomes.
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Success criteria for this strategic direction

- Professional learning is differentiated across the school to ensure impact on student learning is evident. School collaborates with other schools to share and embed quality practice (SEF - Learning and Development).
- The leadership team provides and sustains a culture of effective, evidence-based teaching and ongoing improvement through delivering professional learning (SEF - Educational Leadership).
- Technology that supports learning is available and expertly integrated into lessons by teachers (SEF - School Resources).

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate that Bella Vista Public School fosters deep engagement and inspires curiosity so that our students become lifelong learners?

Data will be collected:

- TTFM Survey
- Student voice evidenced in goal setting, knowledge and understanding of LISC.
- Parent Feedback
- Focus Groups
- Observations
- Student work samples
- Anecdotal notes
- Regular professional discussion around School Excellence Framework domains and themes
- Executive team and whole staff reflective sessions.
- Semester reviews

Analysis:

Evaluation plan for this strategic direction

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).

Strategic Direction 3: Connect

Purpose

The school environment and the world in which our students grow, continues to change. In a climate of care, we will nurture students, parents and teachers to connect, succeed and thrive. Students will be actively engaged, empowered and motivated global citizens.

Improvement measures

Achieve by year: 2025

Increased proportion of students reporting a sense of belonging, expectations for success and engagement in learning.

Achieve by year: 2025

All homebases to deliver a student-centred, systematic approach to the Restorative Practice Framework.

Attendance >90%

Achieve by year: 2023

80% of students attend school more than 95% of the time.

Initiatives

Healthy Minds, Connected and Engaged Learners

At Bella Vista Public School, we will integrate a whole-school approach to maximise community wellbeing by:

- Building individual and collective wellbeing through a climate of care and positivity.
- Connecting and communicating with our whole school community.
- Knowing our students and parents as valued individuals.

This will be completed by:

- Establishing a 'Wellbeing Action Team' with a clearly articulated vision and purpose through an 'Annual Plan'.
- Implementing K-6 'Play Hubs' during recess and lunch to enable students to thrive and succeed in building positive relationships through shared interests.
- Educating our teachers on how to effectively communicate with parents in different settings (phone, face to face)
- Introducing clear systems and processes to transition students with socio-emotional and learning needs from one year to the next.

Restorative Practice Framework

At Bella Vista Public School, we will build on and enhance a whole school approach to a Restorative Practice Framework by:

- Building the capacity for students to use a shared common language in managing challenging situations in learning and in relationships, in and out of the homebase.
- Ensuring staff are committed to and recognise the importance of restorative practices towards student wellbeing.

Success criteria for this strategic direction

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. (SEF- Wellbeing)

Students are self-aware and regulate their own emotions and behaviours. (SEF- Wellbeing)

Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour (SEF-Wellbeing)

Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities. (SEF- Wellbeing)

Parents and the broader school community actively participate in supporting and reinforcing student learning. (SEF- Wellbeing)

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate that Bella Vista Public School nurtures, enables and empowers all to be active, motivated, resilient and self aware members of the school community?

Data:

- Tell Them From Me Survey
- Internal Data- Sentral Posts
- Playground Observations
- Student Voice
- Focus groups
- Feedback

Analysis:

Initiatives

This will be completed by:

- Ensuring restorative strategies are visible in all homebases.
 - Restorative Practice Professional Learning for all new staff.
 - Restorative Practice Information Evening for parents to ensure they are aware of how the framework is embedded in the school and how the framework can be utilised outside of the school.
 - Complying with the 'Wellbeing Action Team' Annual Plan
 - Providing teachers with the opportunity to plan restorative questions for their stage in alignment with the Department of Education's Socio-emotional Learning 'Five Broad Skills.'
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Evaluation plan for this strategic direction

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).