

Strategic Improvement Plan 2021-2025

Bardwell Park Infants School 5148



School vision and context

School vision statement

Bardwell Park Infants School caters specifically for the needs of students from Kindergarten to Year 2. Every student is cared for, known and valued, fostering a strong sense of belonging and inclusion. Our students are engaged and challenged to learn through differentiated literacy and numeracy programs. Our teachers provide quality learning environments and future focused learning strategies to inspire confident, creative and self-regulatory learners. We believe our students will 'Grow in Knowledge' together with the wider school community.

School context

Small school context

Bardwell Park Infants School is a small Infants school near Sydney airport. The school caters for the individualised needs of students from Kindergarten to Year 2, with a strong focus on differentiated literacy and numeracy programs. It is well resourced and set in an attractive and well-maintained environment. There are currently 28 families with an enrolment of 35 students at the beginning of 2023. There are two classes; a Kindergarten and a Stage One class of students in Years 1 and 2. Students come from a wide range of cultural backgrounds with 40% from a Language Background Other Than English (LBOTE). The school's Family Occupation and Education Index (FOEI) is 51%. There are currently no students who identify as Aboriginal within our school community.

Consultation with the community, students and staff has informed the situational analysis and in turn shaped the school's Strategic Improvement Plan 2021-2024. Through our situational analysis, we identified the need to enhance our data driven practices in literacy and numeracy, to maximise the individual growth of each and every student. A whole school approach to the regular collection and analysis of data informs evidence-based practices and responsive curriculum programming and delivery.

The engagement and wellbeing of our students and learning community remains a priority to promote a sense of belonging to, and connecting with our school. There is a whole school approach to ensure all members of our learning community have a sense of belonging and connectedness.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the individual growth of each and every student in reading and numeracy. We will do this through a whole school approach in evidence-based, data driven practices, responsive to the individual needs of all students.

Improvement measures

Improved numeracy outcomes

Numeracy growth

Achieve by year: 2024

There is a whole school focus for students to demonstrate personal growth in numeracy using Numeracy progressions.

Improved reading outcomes

Reading growth

Achieve by year: 2024

There is a whole school focus for students to demonstrate personal growth in reading using Literacy progressions.

Initiatives

Data driven practices

Ensure effective strategies and processes for the collection and analysis of data are embedded for responsive curriculum programming and delivery.

Build teacher capabilities to ensure data analysis informs teaching practices and a differentiated curriculum, to provide specific feedback to students to promote self-directed learning and student engagement to maximise learning outcomes and individualised student growth.

Individualised personal growth

Embed a learning culture that focuses students in setting personalised learning goals, receiving specific feedback and achieving personal growth.

Success criteria for this strategic direction

Assessment data is collected and analysed in a regular and systematic manner, specifically in the areas of reading, phonics and the additive strategies of numeracy.

All teaching and learning programs are responsive to the individual needs of all learners. Programs show evidence of revisions based upon assessment and continuous tracking.

Teachers provide explicit, specific and timely formative feedback to students to attain their personal growth.

All students understand and can articulate their learning goals.

Evaluation plan for this strategic direction

The school will evaluate the extent to which we have achieved the purpose of SD1: to maximise the individual growth of each and every student. A number of data sources will be used each term to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of Strategic Direction 1. The mobility of students in the small school context must be noted and will have implications on data.

The evaluation plan will inform the extent to which curriculum programming is driven by, and responsive to, data and if a culture of self-directed learners achieving personal growth is evident. Data sources to inform analysis include:

- student data in reading, phonics, expected growth and additive strategies
- Phonics Screener, PLAN2 data and individual expected growth in reading to achieve their personal growth
- teaching/learning programs have evidence of data informing classroom practice with ongoing adjustments
- evidence of personalised learning goals in learning spaces

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- students understand and can articulate their personalised learning goals and achieve their personal growth

The analysis and evaluation will guide the school's future directions and a determination will be made as to 'where to next' as a result.

Strategic Direction 2: Engaging our learning community

Purpose

To ensure all members of our learning community have an increased sense of belonging and connectedness. We will do this through a whole school approach to increase community engagement and wellbeing.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 92.4% in 2023 to 93.5% by 2027.

Initiatives

Belonging

A school-wide approach to support students, staff and community to engage with the school to enhance a sense of belonging.

Connecting

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility to connect student learning to success.

Success criteria for this strategic direction

Teachers, parents and the community work together to ensure student absences do not impact on student learning.

Through strong Learning and Support Team processes the school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students.

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

Evaluation plan for this strategic direction

The school will evaluate the extent to which we have achieved the purpose of SD2: the community has an increased sense of belonging and connectedness. A range of data sources will be utilised each term to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of Strategic Direction 2.

The evaluation plan will inform the extent to which our learning community have an increased sense of belonging and connectedness. Data sources to inform analysis include:

- Attendance data School Bytes
- SCOUT data
- Scattergrams
- Online data collection attendance
- LST minutes
- Focus groups
- Parent/carer collaboration PLaSPs, BMPs
- TTFM Parents Partners in Learning
- TFFM Teacher survey

This analysis and evaluation will guide the school's future directions and a determination will be made as to 'where

Strategic Direction 2: Engaging our learning community

Evaluation plan for this strategic direction

to next', as a result.