

Strategic Improvement Plan 2021-2024

Balmain Public School 7404



School vision and context

School vision statement

Balmain Public School is embracing contemporary education within our future-focused vision. We aim to provide opportunities for rich, engaging and active learning, through a combination of:

- explicit teaching
- integrated curriculum delivery
- a mix of teacher-directed and student-driven experiences
- project-based learning
- critical thinking and problem-solving skills
- innovative and creative thinking
- social interactions and relationship building

School context

Positioned in the heart of the Balmain Peninsula, Balmain Public School is a dynamic and innovative inner-city school, known locally as the 'school in the park'. Gladstone Park is our school's 'backyard' and is an extension of our teaching and learning spaces. The school is at capacity, currently with 14 classes, including two Opportunity Classes (OC). Approximately 1% of students identify as Aboriginal or of Torres Strait Islander descent, whilst 35% of students come from an English as an Additional Language/Dialect (EAL/D) background.

The school is staffed by dedicated, enthusiastic and supportive teachers, who deliver effective high-quality teaching and learning programs, underpinned by the school's targets and vision. In order to meet the needs of our future-focused learners, Balmain Public School is ensuring all teaching and learning programs implement creativity, critical thinking, collaborative learning environments and build on effective communication skills.

The school values effective partnerships with parents, carers and the highly-involved community, who are committed to providing opportunities for all students to develop their full potential. Balmain Public School is represented at regular Balmain Peninsula Public Schools meetings, to discuss relevant and current educational practices and professional learning.

Through our Situational Analysis, we have identified a need to use data-driven practices and explicit teaching to improve student growth in literacy and numeracy, as per the system-negotiated targets for reading and numeracy identified from NAPLAN analysis. Both executive and teaching staff will need to continue developing their professional learning and experience in the areas of data literacy and analysis. To facilitate an improvement in student growth, teachers will be supported in enhancing their delivery of high-quality explicit teaching, ensuring a variety of learning opportunities which are relevant to the varying learning strengths and gaps of students. Teachers will also be supported in using a range of assessment strategies in order to inform their planning, teaching and reporting processes.

The school is committed to the ongoing implementation of the 'Positive Behaviour for Learning' (or PB4L) framework, with the identified need to continue the journey of collecting, analysing and communicating wellbeing data over a period of time. The school will continue to develop, refine and maintain the necessary procedures and structures of PB4L, to ensure this wellbeing approach is relevant, meaningful and sustainable within the culture of our school.

Our Situational Analysis also identified a difficulty in maintaining consistency and expertise within the school's staffing context, due to a large number of staffing changes over the last few years. Moving forward, we now have a greater percentage of on-duty teachers being in permanent positions. Therefore, our aim is to ensure that we instill and uphold rigorous and consistent high expectations for both students and staff, across all areas of school life.

Student voice is highly valued at Balmain Public School and our K-6 students will continue to be offered opportunities to build their individual leadership capacity.

Strategic Direction 1: Student growth and attainment

Purpose

Balmain PS will further develop and refine our data-driven teaching practices and respond to the individual learning needs of students, to promote consistent and school-wide improvement in student learning outcomes in reading and numeracy.

Improvement Measures

- Reading - a minimum of 82.3% of Year 3 and 5 students achieve in the top 2 bands in NAPLAN reading
- Numeracy - a minimum of 77.8% of Year 3 and 5 students achieve in the top 2 bands in NAPLAN numeracy
- Reading - a minimum of 76.8% of students achieve expected growth in NAPLAN reading (lower bound system-negotiated target)
- Numeracy - a minimum of 83.4% of students achieve expected growth in NAPLAN numeracy (lower bound system-negotiated target)
- Learning sprints are sustained as embedded practice across the school with teachers applying a range of assessment strategies, informing teaching and learning
- Aboriginal Student Achievement - Increase the percentage of Aboriginal students achieving top 3 to top 2 NAPLAN bands in reading and numeracy

Initiatives

- Professional learning (PL) on use of literacy and numeracy progressions and the High Potential and Gifted Education policy, to personalise learning and understanding through embedding sprint practices to target identified learning needs
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities
- Embed and use PL models to build teacher capabilities and collective pedagogical practice
- PL in data literacy, data analysis and data use in teaching for all staff
- Executive team to work with classroom teachers to use, monitor and assess student data and progress, to inform the future teaching and learning practices on a whole-class, group and individual level
- Review and adapt teaching practices, to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth overtime and report student achievement
- Embed data-informed formative assessment practices, as an integral part of daily instruction in every classroom

Success criteria

- Teachers apply a combination of formative and summative assessment data on a regular and planned basis, to inform teaching and learning that leads to measurable improvement.
- Valid and reliable assessment data is regularly collected, monitored and analysed across the school
- Teachers have a sound understanding of student assessment and data concepts and actively use this data to inform planning, identify interventions and modify teaching practice
- Data and feedback inform teaching practice and direct learners and learning
- All students articulate, understand and achieve their literacy and numeracy learning goals
- Learning and Support (LaST) and executive teams are collaborative, build the capabilities of all teachers and are an integral component of whole-school approaches to literacy and numeracy programs

Evaluation plan

Strategic Direction 2: Promoting and strengthening wellbeing practices

Purpose

Balmain PS will further develop and refine our wellbeing and Positive Behaviour for Learning practices, to promote school-wide and consistent expectations of being safe, respectful and responsible learners.

Improvement Measures

- A minimum of 92.6% in regular whole-school attendance
- A minimum of 78% of students reporting a positive sense of belonging at school (TTFM data)
- A minimum of 96% of students reporting positive behaviour at school (TTFM data)
- A minimum of 39.4% of students demonstrating 'very highly developed', in the domain of 'positive feelings and behaviours' (PAT data)
- A minimum of 19.5% of students demonstrating 'very highly developed', in the domain of 'internal strengths' (PAT data)

Initiatives

- Professional learning (PL) on the Positive Behaviour for Learning (PB4L) framework, to ensure that the evidence-based structures and procedures are meaningful and relevant to the school's context
- PL on wellbeing programs, to assist teachers to collectively and effectively embed positive psychology and mindfulness resources into their daily teaching and learning practices
- Establish a wellbeing and PB4L committee, to research and implement evidence-based practices across the school, focusing on the collective and holistic wellbeing of students, staff and parent/carer community
- Review and respond to student wellbeing data, collected from the PAT social-emotional wellbeing survey, which will be administered twice a year
- Review and respond to student, staff and parent/carer wellbeing data, collected from the TTFM survey throughout the year
- Review and respond to student attendance data, to monitor individual student trends and inform planning

Success criteria

- Wellbeing data is collected and reviewed on a regular and planned basis, across K-6
- All staff are involved in the review and reflection of the wellbeing data, in order to collectively identify areas of success and areas that require improvement
- Feedback received from the wellbeing data sources informs the subsequent implementation of wellbeing teaching practices
- Improved student attendance rates

Evaluation plan

Strategic Direction 3: Developing life-long learners and leaders

Purpose

Balmain PS will further develop and refine our student and staff leadership structures and procedures, to develop life-long learners and leaders.

Improvement Measures

- A minimum of 55% of Year 6 students pursuing leadership opportunities
- A minimum of 87% of students reporting positive relationships at school (TTFM data)
- A minimum of 30% of students expressing 'strongly agree' in the area of feeling school pride (TTFM data)

Initiatives

- Develop and implement methods of data tracking, to identify and monitor the number of students pursuing leadership opportunities, across K-6
 - 'Class Buddy Up' program - Coaching and mentoring students, in guiding and supporting their assigned classroom buddies in a variety of planned learning experiences and activities
 - 'Year 6 and Kindy Buddies' program - Coaching and mentoring Year 6 students, in guiding and supporting their assigned Kindergarten buddy in a variety of planned learning experiences and activities
 - Ministry team - Providing a platform for Year 6 students to develop leadership qualities, as they plan, facilitate and implement whole-school activities, fundraisers and improvements, as elected representatives of their school
 - Identifying and developing the skills of emerging student leaders, as senators, throughout the school as classroom representatives.
 - Sport House Captains (Year 6) and Sport Vice Captains (Years 5 and 6) - Providing student leadership opportunities within a sporting environment
 - 'Playground Pals' - Enabling early-level leadership development for Year 2 students, by giving them the opportunity to support and assist Kindergarten students in navigating the challenges of the playground environment
 - 'Sport Equipment Monitors' program - Sport leadership initiative offered to Year 5 students, in which students are given the responsibility to set up, organise and pack away sporting equipment for peers during break time
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- Build capacity in staff by facilitating leadership opportunities across the school
 - Establishing an additional school-funded Assistant Principal (AP) role, to further strengthen the leadership team, as well as to enable each stage team to be effectively supported
 - Continued implementation of Stage Coordinator roles,

Success criteria

- Student leadership data is collected and reviewed on a regular and planned basis, across K-6
- All staff to be involved in the review and reflection of the student leadership data, in order to collectively identify areas of success and areas that require improvement
- Feedback received from students (e.g. during class and ministry meetings) regarding the implementation of student leadership, peer support and mentoring opportunities
- Student behaviour data is collected and reviewed on a regular and planned basis, identifying if there are reduced classroom and playground incidents, as a result of increased leadership, peer support and mentoring opportunities

Evaluation plan

Strategic Direction 3: Developing life-long learners and leaders

to promote additional leadership opportunities

- Support beginning teachers through mentorship and the accreditation process
 - Instill high expectations for all teachers, to contribute to school-based committees, allowing teachers to share expertise and experience working across K-6
 - Professional Learning (PL) available for staff, which are aligned with the school's Strategic Directions. Staff to also have the opportunities to share attended PL during staff meetings
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