

# Strategic Improvement Plan 2021-2025

## Balmain Public School 7404



# School vision and context

## School vision statement

At Balmain Public School, we believe that all students should be individually challenged to learn and continually improve, in a trusting, respectful and inclusive learning environment.

Our vision is to work collaboratively with all stakeholders involved, to support the wellbeing, success and empowerment of all students in becoming confident, resilient, solution-focused learners. As a school community, we aim to provide future-focused learning opportunities to foster the development of 21st-century skills in all students.

## 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 13 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, supportive 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, as 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, that 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 instil and uphold rigorous and consistently high expectations for both students and staff, across all areas of school life.

Students 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 both reading and numeracy.

## Improvement measures

### Reading growth

Achieve by year: 2023

Uplift in percentage of correct questions in Check-In data in Reading from Years 3 to 5.

### Numeracy growth

Achieve by year: 2023

Uplift in percentage of correct questions in Check-In data in Numeracy from Years 3 to 5.

Achieve by year: 2025

- Learning sprints are sustained as embedded practice across the school with teachers applying a range of assessment strategies, informing teaching and learning

## Initiatives

### Personalised Learning

- High-Impact Professional learning (HIPL) 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 HIPL models to build teacher capabilities and collective pedagogical practice

### Data-Driven Practices

- 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 for this strategic direction

- Teachers routinely use a combination of reliable formative and summative assessment data strategies, to analyse student progress and achievement to inform teaching and learning
- 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 respond to trends in student achievement at individual, group and whole-school levels.
- Data and feedback inform teaching practice and direct learners and learning
- All students demonstrate aspirational expectations of learning progress and achievement by articulating, understanding and achieving their literacy and numeracy learning goals
- Learning and Support (LaST) and the executive team are collaborative and demonstrate a commitment to excellence and the progress of student learning, build the capabilities of all teachers and are an integral component of whole-school approaches to literacy and numeracy programs

## Evaluation plan for this strategic direction

**What types of data can be collected in order to effectively measure and determine ongoing student growth in literacy and numeracy?**

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Check-In Assessment data
- Scout - Value added data
- Learning sprint data analysis
- Student work samples

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Literacy and numeracy PLAN2 data
- Student PLSPs
- SEF SaS
- PAT data

### The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework elements and themes
- Executive team and whole staff reflective sessions

## 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

#### Attendance (>90%)

Achieve by year: 2023

- A minimum of 92.6% in regular whole-school attendance

#### Wellbeing

Achieve by year: 2023

- A minimum of 78% of students reporting a positive sense of belonging at school (TTFM data)

Achieve by year: 2023

- A minimum of 96% of students reporting positive behaviour at school (TTFM data)

Achieve by year: 2025

- A minimum of 39.4% of students demonstrating 'very highly developed', in the domain of 'positive feelings and behaviours' (PAT data)

Achieve by year: 2025

- A minimum of 19.5% of students demonstrating 'very highly developed', in the domain of 'internal strengths' (PAT data)

### Initiatives

#### Professional Learning

- 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
- Communicating the outcome data collection to students, staff, parents/carers

#### Data-Driven 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 for this strategic direction

- 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 take responsibility for the monitoring and refining of a whole-school approach to wellbeing and engagement, to improve student learning
- Positive trends and deficits are identified and addressed
- Planning for learning and the implementation of wellbeing teaching practices is informed by sound holistic information received from wellbeing data sources
- Teachers, parents and the community work together to support consistent and systematic processes to improve student attendance rates

### Evaluation plan for this strategic direction

#### How will we know if effective wellbeing practices are in place to ensure greater student learning success?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- TTFM survey
- PAT social-emotional wellbeing survey
- Attendance data

#### The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the ongoing implementation of the PB4L framework
- Executive team, Learning and Support team, and whole-staff reflective sessions to review and

## Strategic Direction 2: Promoting and strengthening wellbeing practices

### Evaluation plan for this strategic direction

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evaluate school-wide practices and, where necessary, modify

## 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

Achieve by year: 2022

- A minimum of 55% of Year 6 students pursuing leadership opportunities

Achieve by year: 2023

- A minimum of 87% of students reporting positive relationships at school (TTFM data)

Achieve by year: 2025

- A minimum of 30% of students expressing 'strongly agree' in the area of feeling school pride (TTFM data)

### Initiatives

#### Building leadership capacity in students

- 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

#### Building Leadership Capacity in Staff

- Build capacity in staff by facilitating leadership opportunities across the school
- Establishing an additional school-funded Assistant

### Success criteria for this strategic direction

- 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
- Pre- and post-reflective feedback from students regarding pros and cons of 'buddies' throughout the school
- Student behaviour data is collected and reviewed on a regular and planned basis, to identify positive changes to classroom and playground incidents, as a result of increased leadership, peer support and mentoring opportunities
- A professional learning community that is focused on continuous improvement of teaching and learning is evident, and feedback is received from staff, regarding access to Professional Learning opportunities, leadership initiatives and the implementation of mentoring/support systems

### Evaluation plan for this strategic direction

#### What systems will we have in place to ensure we are on track to develop life-long learners and leaders?

The school will collect the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Student leadership data
- TTFM survey
- MyPL record
- School-based TPL record

## Strategic Direction 3: Developing life-long learners and leaders

### Initiatives

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- 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, 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
  - High-Impact Professional Learning (HIPL) 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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### Evaluation plan for this strategic direction

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- PDP documents
- Lesson observation feedback forms

#### The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the ongoing collection of leadership data, to ensure that implemented leadership initiatives are relevant and meaningful to students and staff
- Executive team and whole-staff reflective sessions to review and evaluate school-wide practices