

Strategic Improvement Plan 2021-2024

Bexley Public School 7406



School vision and context

School vision statement

At Bexley Public School, we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. We support the development of students with a focus on student wellbeing, student academic growth and social success. Teachers, parents and students will work in partnership to achieve this vision.

School context

Bexley Public School has an enrolment of 267 students and is located in the southern suburbs of Sydney. Students come from a diverse range of cultural backgrounds with 84% of our students coming from 27 different linguistic backgrounds other than English. The school has a family focused atmosphere and a strong sense of community.

The school has enjoyed great academic success and improvement over the last five years through learning programs that are personalised and focussed on student abilities and their diverse learning needs. We have high expectations for our student's literacy and numeracy learning which is reflected through the explicit and systematic teaching programs administered by our skilled teaching staff.

Our school is supported by a strong and vibrant multi-cultural community, and an arabic community language program supports students in maintaining and developing further communicative competence in their community language. 87% of our students have a language background other than English, and 82% require some level of EAL/D (English as an Additional Language or Dialect) support. 1% of students identify as Aboriginal.

Extra-curricular opportunities in sport, science, STEM, and creative and performing arts enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified a need to strengthen our use of data driven practices to ensure all students have access to stage appropriate learning outcomes. The introduction of a data conversation model that incorporates class, whole school and community will inform decisions made in teaching and resource allocation. This will determine the level of support for our student's learning and ensure the right allocation of human resources.

Planning, programming, and assessment are areas of ongoing improvement to ensure consistency across grades and stages in setting high expectations for the planning and delivery of quality teaching and learning programs. Further work will need to occur around how teachers can successfully plan and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Student goals for attendance and behaviour are set with greater parental understanding and support for the individual learning goals. Regular ongoing reviews of the well-being framework and the use of individual learning and support plans and personalised learning pathways (PLPs) for our Aboriginal and Torres Strait Islander students will inform learning and improve well-being.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student outcomes in Reading and Numeracy through explicit teaching and data practices.

Improvement measures

Target year: 2022

Uplift of 8.2% of students achieving in the top 2 bands in NAPLAN Reading.

Target year: 2022

Uplift of 7.9% of students achieving in the top 2 bands in NAPLAN Numeracy.

Target year: 2023

Uplift of 2.5% of students achieving their expected growth in NAPLAN numeracy.

Target year: 2023

Uplift of 5.7% of students achieving their expected growth in NAPLAN Reading.

Target year: 2024

Internal measures indicate an increase percentage of students achieving individual growth targets.

Initiatives

Explicit Teaching

Build teacher capacity to enhance explicit teaching practices to improve student learning.

- establish consistent whole school teaching practices for vocabulary development to improve reading comprehension
- establish consistent whole school teaching practices for number sense
- consistency in programming to reflect student needs identified
- establishment of additional combined instructional leader/ interventionist positions to provide individual support for teachers implement evidence based teaching practises

Data Informed Practices

Ensure the implementation of effective processes for data analysis and reflection to drive continuous improvement in teaching and learning.

- implementation of the student strategic support model that is informed by student learning data to determine the allocation of human resources
- establishment of additional instructional leader and interventionist positions to provide individual support for teachers to utilise data to monitor and assess student progress and plan further targeted teaching
- development of learning strands in literacy and numeracy mapped to the ACARA literacy and numeracy progressions to streamline data collection
- establish whole school data analysis strategy that tracks and monitors student progress at an individual student level, stage level, whole school and leadership level with reflective feedback to staff and the community

Success criteria for this strategic direction

Explicit teaching

Learning: Explicit teaching and learning programs across the school will show evidence that they are adjusted to address individual student needs.

Teaching: A whole school approach will ensure the most effective evidence-based teaching methods will optimise learning progress for all students.

Leading: The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required

Data Informed Practices

Learning: The school analyses student progress and achievement data to inform future directions

Teaching: student growth are informed by analysis of internal and external student assessment and achievement data.

Leading: The leadership team will use student data to deploy teaching and non-teaching staff to make best use of available expertise to meet the needs of students.

Evaluation plan for this strategic direction

Question

To what extent have we improved student outcomes in reading and numeracy through explicit teaching and data practices?

Data

- NAPLAN
- PLAN 2
- Check-Assessment

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Student work samples
- Student ILP's
- Short Assessments
- PAT M & Vocab
- Internal reading and numeracy assessment
- explicit and systematic programs for vocabulary and numeracy

Analysis and implications

- 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.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: High expectations

Purpose

To achieve high Impact Professional Learning and consistency in programming and assessing.

Improvement measures

Target year: 2024

90% of teachers implementing effective practices from high impact professional learning based on student needs.

Target year: 2024

Increased accuracy in student data informs individual, class and whole school learning directions through the implementation of an effective whole school assessment framework.

Target year: 2024

Increased teacher confidence to implement effective teaching practices modelled and shared through effective professional learning.

Initiatives

High Impact Professional Learning

Teachers are involved in high impact professional learning to enhance student learning.

- high impact professional learning on the use of literacy and numeracy progressions to inform further teaching
- professional learning (PL) on the use of evidence based strategies for children with challenging behaviour and learning difficulties
- expertly use student assessment data to reflect on teaching effectiveness to provide individualised targeted professional learning opportunities
- target PL for teachers reflective of Performance Development Plan needs

Assessment in Practice

Develop shared clarity of learning through effective moderation of student work samples in literacy and numeracy.

- embedding whole school concept driven scope and sequence in numeracy mapped to NSW syllabus and numeracy progressions
- scheduled termly stage review of current assessment tasks to ensure the data obtained drives future teaching and learning
- teacher collaboratively designed formative and summative assessments reflecting teacher's increased understanding of effective pedagogy of literacy and numeracy learning

Success criteria for this strategic direction

High Impact Professional Learning

Learning: The school achieves excellent value-added results for students achieved through targeted high impact professional learning.

Teaching: Whole school and inter-school professional learning communities will provide mentoring and coaching support to ensure the ongoing teacher development and improvement.

Leading: The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Assessment in Practice

Learning: Assessment is used flexibly and responsively as an integral part of daily classroom instruction.

Teaching: Teachers will have enhanced their capacity to develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement.

Leading: The schools assessment processes will support teachers' consistent, evidence based judgement and moderation of assessments to inform teaching and learning.

Evaluation plan for this strategic direction

Question

To what extent have we achieved high impact professional learning and consistency in programming and assessment.

Data

- Teacher programs

Strategic Direction 2: High expectations

Evaluation plan for this strategic direction

- Professional learning evaluation surveys
- Consistent assessment frameworks k-6
- High Impact Professional Learning Self Assessment
- Program review and feedback schedule
- Teacher Performance Development Plans

Analysis and Implications

Regular data review, professional dialogue and triangulation of data sources.

Strategic Direction 3: Strong and purposeful partnerships

Purpose

To improve learning and wellbeing outcomes for all students and their families through developing strong and purposeful partnerships.

Improvement measures

Target year: 2022

Uplift of 3.2% in student attendance from the 2021.

Target year: 2022

Uplift of 2.7% in the proportion of students reporting expectations for success, advocacy, and sense of belonging at school.

Target year: 2024

Internal measures indicate an increase in positive behaviour of students throughout the school.

Initiatives

Development of personal resilience and self regulation

Embed a school wide culture that is strongly focused on well-being and self regulation in supporting learning.

- building resources to increase a sense of self efficacy with staff and students (embedding the smiling minds mindfulness application to support regulation practices for promoting self care)
- capacity building for teachers to support students with challenging behaviours
- school funded additional LaST days to support students learning needs
- teachers, parents and the community will work together to support consistent and systematic processes that ensure absences do not impact on learning outcomes
- embedding of differentiated and system-negotiated targeted support for well-being and engagement into practice (teaching programs, behaviour systems, attendance, intervention and adjustment) ensuring strategies are regularly reviewed.

Success criteria for this strategic direction

Learning: Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning

Teaching: Teachers demonstrate an increased expertise in teaching students with complex trauma and/or behaviour difficulties.

Leading: Planning and provision for learning is informed by holistic information about each student's well-being and learning needs in consultation with families. Teachers, parents and the community will work together to support consistent and systematic processes that ensure absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Question

To what extent have we improved learning and well-being outcomes for students and families through developing strong and purposeful partnerships

Data

- attendance data Sentral
- student feedback and surveys
- parent feedback and surveys
- PLSPs
- TTFM
- suspension data
- PBL behaviour referral data.
- PBL incident reports

Analysis and Impact

Regular data review, professional dialogue and triangulation of data sources.