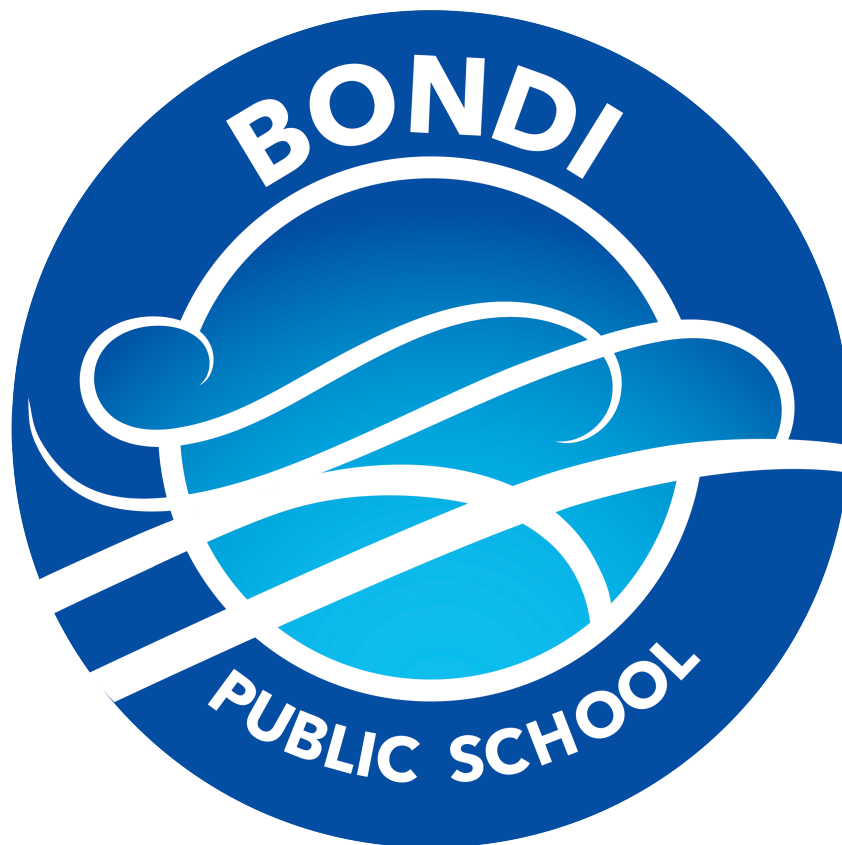


Strategic Improvement Plan 2021-2025

Bondi Public School 7407



School vision and context

School vision statement

Bondi Public School is a strong, connected community committed to a nurturing and holistic approach to inclusive education. There is a shared responsibility in developing kind and collaborative students who are creative and critical thinkers in a culture of high expectations. With extensive and unique student learning opportunities, our school contributes globally in response to a dynamic society.

School context

Set on a spacious and historical site, Bondi Public School students engage with quality and innovative learning programs. 26% of students have a language background other than English and 2% of students identify as Aboriginal or Torres Strait Islander. Our dedicated and enthusiastic staff demonstrate a wide range of expertise, with high expectations underpinning strong academic performance. Achievements in Literacy and Numeracy are supported by specialist-led additional programs including STEAM and Creative Arts. Wellbeing practices are at the forefront and our Learning Support team is highly active - we believe it is of utmost importance to create a happy, positive and inclusive environment where students feel safe and valued.

Our school integrates the Stephanie Alexander Kitchen Garden Program across all curriculum areas and highly values the messages around fresh produce and healthy eating that the program teaches. Philosophy for Children is embedded K-6 and has a dedicated philosophy teacher. The school focuses on embedding quality teaching with a strong focus on literacy, numeracy and Formative Assessment. Students are supported through High Potential and Gifted Education practices as well as intervention programs. Our implementation of the Positive Behaviour for Learning framework ensures students understand their own responsibility in being active and engaged learners, as well as global citizens who positively contribute to a dynamic society.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success. We will implement evidence informed practices and further develop data driven teaching practices that are responsive to the learning needs of all individual students.

Improvement measures

Reading growth

Achieve by year: 2023

All students in Years 1- 6 demonstrate reading comprehension growth and achievement from Term 2 to Term 4, using PAT-reading as a data source.

Achieve by year: 2025

Increase in the percentage of teachers reporting they feel supported by leadership in developing effective teaching practices and receiving constructive feedback, to achieve continuous improvement (TTFM).

Numeracy growth

Achieve by year: 2023

All students in Years 1-6 demonstrate numeracy growth and achievement from Term 1 to Term 4, using Essential Assessment as a key data point.

Initiatives

Evidence-Informed Programs and Practices

Implementation of evidence informed whole school practices in literacy and numeracy.

Skill based acquisition and application of the What Works Best documentations including practical application guides, with focuses on Explicit Teaching and Feedback in literacy and numeracy.

Implementation of the High Impact Professional Learning framework with a focus on Mathematics and ongoing, sustained professional learning to build teacher capacity, leading to improved student outcomes.

Collaborative, Data Driven Practices

Teacher Professional Learning and coaching around effective data literacy and use, including; inferring, analysing and interpreting data to inform differentiated teaching and learning.

Ongoing differentiation of programs in response to student needs as guided by data.

Regular expectation that data is analysed and discussed with colleagues with collective and collaborative responses in moving forward.

High expectations and personalised learning for all students

A learning culture is created, where students value the process of working to create and achieve their learning goals.

A continued focus on high impact Formative Assessment strategies.

Success criteria for this strategic direction

Success at our school is measured, evaluated and monitored in reference to the domains of the School Excellence Framework (SEF):

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning (SEF Leading Domain, Educational Leadership).

Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage (SEF Teaching Domain, Professional Standards).

Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension (SEF Teaching Domain, Data Skills & Use).

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students (SEF Learning Domain, Assessment)

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement (SEF Learning Domain, Curriculum).

Evaluation plan for this strategic direction

The school will use a variety of quantitative and qualitative instruments as required. Data sources will be used as improvement measures to regularly evaluate the effectiveness of initiatives in achieving the Strategic Direction's purpose and to adjust the future directions and activities accordingly. Evaluation will be undertaken by

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

executive staff, literacy and numeracy teams and classroom teachers regularly, to triangulate these internal and external performance measures:

- NAPLAN data
- Scout - Value add data
- Check in data
- Student work samples
- Literacy and numeracy student tracking data
- Student PLSPs
- Student focus groups
- Stage meeting minutes

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.

Strategic Direction 2: Wellbeing, Inclusion & Engagement

Purpose

To ensure that all students are able to connect, succeed, thrive and learn, with a planned approach to developing whole school processes that support high levels of wellbeing, inclusion and engagement.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase percentage of students attending school 90% of the time from 84.1% towards 90%.

Wellbeing

Achieve by year: 2023

Increase percentage of students reporting positive wellbeing from 85.2% towards 89.7%.

Achieve by year: 2025

Increase in students reporting sense of belonging from 75%, towards above NSW Govt norm of 81% (TTFM + internal K-3 equivalent survey).

Achieve by year: 2025

Increase students reporting an interest and motivation to learn from 60% towards equal NSW Govt norm of 78% (TTFM + internal K-3 equivalent survey).

Achieve by year: 2025

Reduction in negative incident logs and low level, repeated incident logs on Sentral (PBL/Sentral data).

Achieve by year: 2025

Increasing positive results as measured by the People Matter Employee Survey in the domains of: Employee Engagement, Job Satisfaction, Wellbeing health and safety and Senior Leaders.

Initiatives

A Whole School, Planned Approach to Wellbeing

The Positive Behaviour for Learning framework is strengthened and embedded across the school.

A school-wide, consistent approach to classroom management is implemented, sitting alongside PBL.

A framework that applies evidence informed research around social and emotional health, wellbeing and growth mindsets is developed and applied across the school for students and staff.

Learning Support processes and programs strengthened to ensure all students' needs are being supported.

Success criteria for this strategic direction

Success at our school is measured, evaluated and monitored in reference to the domains of the School Excellence Framework (SEF):

Through the Positive Behaviour for Learning Framework, expectations of behaviour are co- developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school (SEF Learning Domain - Wellbeing)

A school wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning and improved student outcomes.

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. (SEF Learning Domain - Wellbeing).

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF Learning Domain - Wellbeing)

Evaluation plan for this strategic direction

The school will use a variety of data sources as improvement measures to regularly evaluate the effectiveness of initiatives in achieving the Strategic Direction's purpose and to adjust the future directions and activities accordingly. Evaluation will be undertaken by executive staff, wellbeing teams and the LST regularly, to triangulate these internal and external performance measures:

- Student attendance data
- People Matter survey
- Tell Them From Me survey

Strategic Direction 2: Wellbeing, Inclusion & Engagement

Evaluation plan for this strategic direction

- TTFM K-3 equivalent internal survey
- PBL (Sentral) incident data
- PAT Social-Emotional Wellbeing survey
- Learning Support programs tracking data
- Student PLSPs, PLPs and Learning Adjustments
- LST referral and follow-up data from meeting minutes

Strategic Direction 3: Positive Partnerships in Leading Learning

Purpose

To build a collaborative and reflective culture, with all stakeholders taking responsibility and ownership of learning, growing and striving for ongoing excellence across the school. Students and staff alike will be leaders of their own learning and strong partnerships will be forged between staff, students and the community to achieve positive outcomes and personalised learning goals.

Improvement measures

Achieve by year: 2025

Increase in the percentage of parents reporting they feel welcome at school to equal or surpass NSW Govt norm (TTFM).

Achieve by year: 2025

Increase the number of students reporting they value schooling outcomes from 86%, to meet the NSW Govt norm of 96% (TTFM).

Achieve by year: 2025

Increase in positive work habits and achievement as indicated on school reports.

Achieve by year: 2025

Upward attendance trend at student/parent/teacher Goal Setting meetings and Student Led Conferences by 2024.

Achieve by year: 2025

Increased percentage of staff reporting improved skill acquisition and deeper conceptual understanding in relation to professional learning that supports SD1-3

Achieve by year: 2025

Increased number of PLSP reviews due to goal achievements.

Initiatives

Positive School-Home Partnerships

Student voice becomes a part of every day practice in the evaluation of teaching and learning programs and catering to the needs of all students.

Goal setting meetings and student led conferences forge strong partnerships between school and home.

Culture of Collaboration and Trust

Enriching a school environment where doors are open and staff mutually support colleagues' classrooms without judgement.

Feedback becomes part of everyday practice to improve teaching practices leading to positive student outcomes

Autonomy in Learning

Goal setting becomes embedded in everyday practices for both students and staff.

Students become activators of their own learning and seek out educational opportunities.

Success criteria for this strategic direction

Success at our school is measured, evaluated and monitored in reference to the domains of the School Excellence Framework (SEF).

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning (SEF Learning Domain - Learning Culture).

Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents (SEF Learning Domain - Reporting)

Students are aware of - and most are showing - expected growth on internal school progress and achievement data (SEF Learning Domain - Student Performance Measures).

Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement (SEF Leading Domain - Educational Leadership).

Evaluation plan for this strategic direction

The school will use a variety of data sources as improvement measures to regularly evaluate the effectiveness of initiatives in achieving the Strategic Direction's purpose and to adjust the future directions and activities accordingly. Evaluation will be undertaken by executive staff, staff focus groups, student focus groups and the LST regularly, to triangulate these internal and external performance measures:

- Tell Them From Me survey
- TTFM K-3 equivalent internal survey
- Internal community attendance data

Strategic Direction 3: Positive Partnerships in Leading Learning

Evaluation plan for this strategic direction

- LST minutes
- Sentral PLSP review tracking