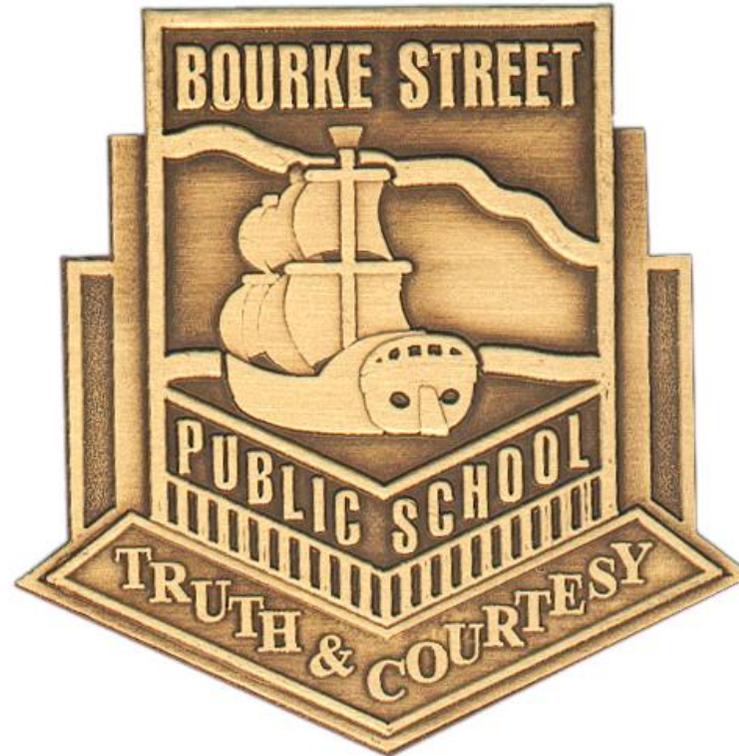


Strategic Improvement Plan 2021-2024

Bourke Street Public School 7408



School vision and context

School vision statement

Bourke Street Public School is a dynamic and inclusive school celebrating learning, leadership and diversity. Every member of the school community is encouraged and supported to reach their potential, to embrace innovation and to pursue excellence in a quality educational environment informed by evolving pedagogical practice.

School context

Bourke Street Public School is an inner city school established in 1880 and located in heritage buildings as well as state-of-the-art, renovated learning spaces. We are a rapidly growing, dynamic school with a secure environment where students show respect, tolerance and understanding of individual differences and where the academic and cultural potential of each student is fostered in a climate of responsibility in the pursuit of excellence.

The school has a proud history of serving a diverse and multicultural local community. Its historic walls and newly designed educational spaces are spacious and very well equipped learning environments, the school takes pride in providing quality education in a caring and supportive atmosphere. Taking advantage of the large classrooms and a wide range of teaching resources, the teachers provide an exciting and challenging academic climate in which students can achieve success and take pride in their learning.

Bourke Street Public School has developed strong foundations in assisting students to acquire competencies in all Key Learning Areas, particularly in literacy. There is a strong emphasis on student welfare, the arts and equity. Our enrolments total approximately 450 students; evenly spread across K-6. The school has several community partnerships with a variety of organisations, as well as, senior students from Sydney Girls' & Sydney Boys' High School who assist in the classrooms on a weekly basis.

Strategic Direction 1: Student growth and attainment

Purpose

Through fostering a culture of high expectations and ensuring teaching is targeted and responsive to the individual needs of our learners all students will achieve growth in their reading and numeracy outcomes, and build strong foundations for academic success in all key learning areas.

Improvement measures

Target year: 2022

72.9% of students Top 2 bands (or above) NAPLAN reading

Target year: 2022

64.7% of students Top 2 bands (or above) NAPLAN numeracy

Target year: 2023

Increase 68.7% of students achieving at or above expected growth in reading

Target year: 2023

Increase 68.1% of students achieving at or above expected growth in numeracy

Initiatives

Differentiated Learning

Build teacher capabilities to ensure learning is differentiated within the classroom and additional supports are provided to support and extend students. This will be achieved through:

- Delivery of teacher upskilling/training in areas of effective literacy and numeracy differentiation
- Developing diagnostic assessments and ensuring consistent K-6 assessment tracking systems to ascertain student growth and ability
- Implementation of Numeracy Intervention, Quicksmart, and continuation of reading intervention, MacqLit, to support literacy and numeracy attainment for students achieving below grade level.
- Development of Numeracy Extension (N.Ext) program providing enrichment to targeted students within grades 4-6.

Culture of High Expectations

Culture of high expectations and attainment is developed through:

- School-wide professional development focus linked to SMART goal setting for students.
- Students develop collaborative learning goals for each term
- School wide professional development focusing on Visible learning and teachers implementing this within their daily teaching practice.
- Introducing Stage 3 three-way parent teacher interviews where student learning goals are made clear to parents and students.
- Introduction of a tailored Grow Your Mind program to establish a culture of high expectations, growth mindset and positive application to learning.

Success criteria for this strategic direction

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Students are aware of - and most are showing - expected growth on internal school progress and achievement data.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Evaluation plan for this strategic direction

Question: Are students achieving growth and attainment?

Data: NAPLAN Data, SMART Learning Goal Data Analysis, Student work samples, whole school assessment tracking data, Student Personal Learning Plans and Individual Education Plans, Student focus groups

Analysis: Analysis of the above data sources will involve:

- Regular reviews 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.

Implications: The evaluation plan and process will allow us to tailor and amend our processes as we move toward achieving this strategic direction.

Strategic Direction 2: Excellence in Teaching

Purpose

To ensure that teachers are equipped with the skills to implement explicit data-driven teaching practices, to develop high quality assessments and to engage in comprehensive feedback processes to maximise student learning outcomes.

Improvement measures

Target year: 2024

- All staff are excelling in implementing the Visible Learning pedagogy and are committed to improving their knowledge and understanding in this area.

Target year: 2024

- Staff use data effectively to inform their programs, supporting students to achieve their learning goals. Overall the school is rated as 'Excelling' in the School Excellence Framework element - Data Skills and Use.

Target year: 2024

- Parents/carers and students report high level satisfaction towards; feedback of, and reporting about student learning.

Initiatives

Feedback and reporting practices

Ensure effective strategies and processes are in place for quality feedback and reporting across the school. This will be achieved through:

- School wide professional development focus on Visible learning and teacher implementation of Learning Intentions and Success Criteria within daily teaching practices.
- Conducting whole school parent teacher interviews, including Stage 3 three-way parent teacher interviews, to collaboratively discuss student results and support them in achieving their learning goals.
- Implementing quality peer-teaching observations for teachers to collaboratively assess and refine their pedagogy to implement quality feedback and reporting practices.
- Ensuring parents/carers are provided with accurate, academic student reports to detail student achievement and learning goals.

Data skills and use

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- * School wide professional development focus in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- * Establish a data team to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- * Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Success criteria for this strategic direction

Teachers are equipped with quality strategies and processes for data analysis and reflection, as well as the skills to implement effective feedback and reporting practices to students and parents.

Visible learning practices are evident in all classrooms.

Students are provided with quality feedback, derived from analysis, to allow them to reflect on their learning and put practices in place so they can achieve their learning goals.

Parents are informed with data driven reports related to their child's learning achievement and goals.

Reporting is clear, timely and accurate and provides information that supports further progress and achievement for all student learning across the curriculum.

Evaluation plan for this strategic direction

Question: Have teacher skills and confidence improved in data literacy?

Data: Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

- Parent surveys
- Peer-teaching observations feedback
- NAPLAN and SMART Learning data
- Student work samples and focus groups
- Literacy and numeracy data
- Teaching/Learning programs

Analysis: Analysis of the surveys and feedback to ascertain confidence and skills by staff.

Implications: The findings of the analysis will inform future actions.

Strategic Direction 3: Positive Learning Community

Purpose

To establish a positive learning environment through a strategic and planned whole-school approach to wellbeing and through deliberate engagement and collaboration with learning partners.

Improvement measures

Target year: 2024

- Proportion of students reporting 'Expectations for Success, Advocacy, and Sense of Belonging at School' as reported at 87.5% from the 'Tell Them From Me' survey.

Target year: 2022

- 90.7% of students attend school 90% of the time or more (which equates to more than 9 days per fortnight)

Target year: 2024

- Recognised at External Validation as 'Excellent and Responsive' by the community for embedding a culture of high expectations and utilising positive partnerships which effectively caters for the range of complex needs across the school.

Initiatives

Whole school approach to Wellbeing

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

This will be achieved through:

- Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.
- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies whilst undertaking a lesson study approach used to adjust and improve practice.
- Implementing and continuing wellbeing programs which focus on emotional intelligence, regulation, resilience and character strengths.
- Teachers taking part in observation rounds related to their Performance and Development Plans

Community Partnerships

Build and sustain a culture of strong collaborative partnerships with the wider school community.

This will be achieved through:

- Engagement with the local Indigenous community and maintain strong partnerships
- Maintaining high levels of student attendance rates.
- Opportunities to work in partnerships with parents/carers with 3-way interviews and various community workshops.
- Implementation and Professional Learning on student-led Personalised Learning Plans (PLP).

Success criteria for this strategic direction

Students, staff, parents and the broader school community are provided opportunities through the 'Tell Them From Me' survey to provide feedback on school performance.

Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools values, character strengths and expectations.

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

Ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.

Students and parents/carers provided opportunities to engage in high quality wellbeing programs and workshops to meet individual social/emotional/learning needs.

Evaluation plan for this strategic direction

Question: How can the school determine that its systems and processes for enhancing student wellbeing, engagement and community partnerships have been successful?

Data:

- Wellbeing Framework Self assessment pre and post data.
- Performance and Development Plans
- Personal Attendance Plans
- Student welfare behaviour reports
- Extra Curricular Groups feedback and reflections
- Teacher feedback and observations
- Parent and community involvement in school activities
- Tell Them From Me Surveys

Evaluation plan for this strategic direction

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: What are the implications for our work? Future directions and next steps.