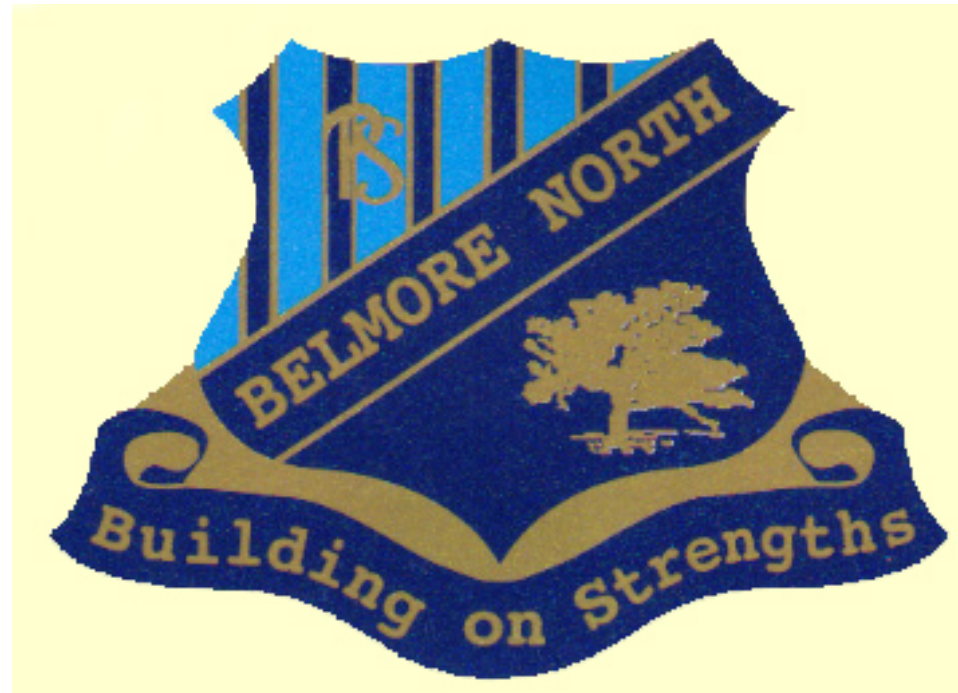


# Strategic Improvement Plan 2022-2026

## Belmore North Public School 1185



# School vision and context

## School vision statement

We are committed to providing excellence in teaching and learning in a safe and positive environment to develop the whole child and enable each to achieve his or her fullest potential in an ethos of continuous improvement. We value respect, excellence, community, opportunity and creativity.

We believe that all students can achieve to their own high standards with the right time, the right support, motivation and encouragement. We support all teachers to teach to high standards by giving them the right support that builds trust and considers staff wellbeing. We have a moral purpose and responsibility to teach to a high standard to facilitate the development of each student's academic skills to his/her potential and to support each student to feel known, valued, cared for and safe.

## School context

Belmore North Public School is located in Belmore, a suburb of Sydney, in the state of New South Wales, Australia. It is located 11 kilometres south-west of the Sydney central business district, in the local government area of the City of Canterbury-Bankstown. Belmore is part of the traditional land of the Badiagal people. The school serves a diverse multicultural community and has a total enrolment of 270 students, 96% of whom speak English as an additional language or dialect. A support unit of 5 classes caters to students with additional learning needs and is an integral part of the school. The school is supported with staffing and funding loadings for socio-economic disadvantage and English language proficiency. The school is also supported with staffing and flexible funding to support students with low levels of disability in mainstream classrooms. There is a strong focus on implementing evidence based teaching practices and an emphasis on developing students' literacy and numeracy skills to achieve school targets. A dedicated staff provides extra-curricular activities for students to enhance their experiences at school. Extra-curricular activities include an environment club, homework club and robotics club. Arabic community language classes provide opportunities for students to maintain and develop literacy skills in their background language. A small but dedicated group of parents work hard to maintain an effective Parents and Citizens' association with whom the school works collaboratively and consultatively.

Staff and parents were surveyed and consulted to determine priority focus areas for the strategic improvement plan. Staff were extensively consulted in the development of the school's shared beliefs and understandings which have been incorporated into the school vision. Parents are fully supportive of the school vision which they have endorsed as expressing their desired outcomes for their children's education.

Through the process of external validation, situational analysis and consultation with students, staff and the community; we have identified a need to develop the capacity of teachers to understand, implement and evaluate best practice in line with What Works Best, underpinned by Explicit Direct Instruction. The High Impact Professional Learning (HIPL) planning cycle will be co-developed with teachers and implemented by the leadership team.

The school self-assessment identified a priority for improved processes relating to; explicit teaching, whole-school and community well-being processes and protocols and the development and implementation of whole-school operating norms and processes.

Explicit Teaching:

- Align teaching practice to the eight elements of What Works Best
- Develop teacher capacity to develop, implement and evaluate teaching and learning programs that reflect departmental reforms to curriculum and syllabus content
- Utilise pedagogical elements of Explicit and Direct Instruction
- Increase student achievement in Literacy and Numeracy based on Check-in Assessment mean scores

# School vision and context

## School vision statement

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## School context

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### Well-being:

- Utilise pedagogical elements of the *Restorative Teaching* model to underpin the Belmore North Public School *Student Well-being Implementation Plan*
- Develop a sense of belonging and partnership for students, staff, families and the local community

### School Processes:

- Develop an Induction Program
- Create systems to manage school finances
- Embed Health and Safety process school-wide
- Implement effective systems that support and track student learning and behaviour
- Clear systems are in place to work towards improvement against the School Excellence Framework

# Strategic Direction 1: Student growth and attainment

## Purpose

We will implement initiatives that both focus on data analysis of student progress and improving classroom strategies that result in improved student growth over time and the attainment of higher levels of achievement in English and mathematics. This strategic direction closely relates to Strategic Direction 3 "Effective Classroom Practice".

## Improvement measures

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-In Assessments mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 2023

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-In Assessments mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 2023

## Initiatives

### Explicit and Direct Instruction

Develop, scope and implement professional learning on **Explicit Direct Instruction** each year as the signature pedagogy for Belmore North Public School.

Teachers will play an integral role in developing the teaching and learning cycle of professional learning based on the High Impact Professional Learning pedagogy. School leaders will use teacher feedback to design, deliver and implement professional learning, developing a strong sense of 'teacher voice' in whole school professional learning planning.

We will:

- Explicitly learn, apply and consolidate professional learning on Explicit Direct Instruction in an endeavor for mastery.
- Apply knowledge of Explicit Direct Instruction to explicitly teach literacy and numeracy outcomes.
- Give explicit feedback on each professional learning session and adjust the High Impact Professional Learning plan as required.
- Develop strong foundational knowledge of the eight themes of *What Works Best* and an implementation plan of how to embed the themes into teaching practice.

### Data driven practices

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

- professional learning in data literacy, data analysis and gap analysis data.
- professional learning in reviewing internal student assessment data and comparing it to results obtained from external assessments such as NAPLAN and Check-in Assessments, to build consistent and comparable judgement of student learning

## Success criteria for this strategic direction

Teachers and leaders:

Engage in professional collaboration that explicitly aims to improve teaching practices and student outcomes.

Give explicit feedback on each professional learning session.

Implement Explicit and Direct Instruction pedagogy when delivering literacy and numeracy programs.

Develop a strong understanding of the eight elements of What Works Best and align it to practice and programs

Contribute to the development and on-going maintenance of the High Impact Professional Learning timeline

## Evaluation plan for this strategic direction

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
- SCOUT - Value added data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student Individual Learning Plans
- Teacher surveys to evaluate professional learning

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.
- End of term evaluation of the collaborative inquiry process.
- Regular professional discussion around the School Excellence Framework elements and themes.

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- review and adapt practices to ensure reliable formative and summative assessment processes and data are used to analyse student progress, evaluate growth over time and report student achievement.
- review student assessment data and compare results from Check-in Assessments and NAPLAN with internal measures

## Evaluation plan for this strategic direction

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- Leadership team and whole staff reflective sessions.
- Use of the Question, Data, Analysis, Implication (QDAI) model to lead whole school planning and robust conversations.

# Strategic Direction 2: Student wellbeing and engagement

## Purpose

Student wellbeing is closely aligned with achievement in learning. We will implement initiatives that focus on improving students' sense of belonging, school attendance and improved learning support systems.

## Improvement measures

### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- Achieve an increase of 1.5% in the attendance rate, from 85.4% in 2023 to 86.9% in 2027

## Initiatives

### Student Wellbeing and Engagement

Embed a whole-school approach to student wellbeing and engagement and a consistent response to supporting and managing student behaviour through:

- Implementation of Restorative Teaching and Restorative Conversations practice
- Developing a whole-school, consistent approach to collecting, collating and analysing student wellbeing data
- Implementation of 'student voice' in the development of Individual Learning Plans
- Increase student attendance

### Teacher and Community Engagement

Teachers and parents work in collaboration to develop and implement whole school wellbeing practices aligned to behaviour support, school celebrations, personalised learning and student health care needs.

- Teachers lead information seminars aimed at parents. Seminars will focus on behaviour support, learning support and wellbeing needs of students
- Parent and community events are scheduled each year on the Sentral calendar
- Restorative Circle and Restorative Teaching pedagogy learning in available to parents through work shops and seminars.

## Success criteria for this strategic direction

Learning and Support Team meetings occur weekly with a focus on student progress data, learning interventions, student behaviour and attendance plans.

Schedule time once a term in teachers' timetables for students to check-in with their nominated trusted teacher.

Teachers develop and implement effective Individual Learning Plans (ILP) for identified students

Teachers lead 'Restorative Circles' conversations.

Student engage and co-lead 'Restorative Circle' conversations

Teachers explicitly teach emotional literacy through robust discussions of quality texts

## Evaluation plan for this strategic direction

We will evaluate the success of our initiatives as follows:

Use the student Tell Them From Me and Belmore North Student Wellbeing Survey to monitor progress.

The Learning Support Team will collect data on the number of student behaviour referrals.

Monitor student attendance data rates at the end of each term.

Annually measure progress towards achievement of improvement measures.

Compare school practices with those outlined in the School Excellence Framework.

Teachers and students give feedback on Restorative Circle practice.

# Strategic Direction 3: Systems and Processes

## Purpose

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Systems, processes and operating norms will be established; streamlining work-flow school wide.

## Improvement measures

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### Systems and Processes

Achieve by year: 2026

- The SEF self-assessment for management practices and processes *improves from delivering to sustaining and growing*
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## Initiatives

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### School Operating Norms

All affiliated staff will contribute to the research, design, implementation and feedback of developing operating norms for the following:

- Learning and Support Team referral and monitoring
  - Teacher Induction packs
  - Health and Safety best practice
  - Professional Learning scope and development
  - Budget allocation and resource management
  - Staff roles and responsibilities
  - Development of a positive school culture of learning and wellbeing
  - Implementing best teaching practice - What Works Best
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## Success criteria for this strategic direction

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Digital Learning and Support referrals use consistent language aligned to National Consistent Collection of Data. Learning and Support flow charts display clearly ways referrals are triaged.

Newly appointed and early career teachers are formally inducted to Belmore North Public School. Teacher and leadership mentors are provided to support staff to thrive in their role.

All staff and students are responsible for the upkeep of Health and Safety best practice. This is explicitly delivered to staff and students periodically throughout the year and embedded in communication team meetings, leadership team meetings, stage team meetings, student assemblies and Parent and Citizens committee meetings.

All teachers are contributing stakeholders in developing and implementing professional learning throughout the year. The High Impact Professional Learning model is consistently used to scope professional learning.

School leaders and teachers scope and evaluate budget expenditure aligned to the School Improvement Plan through the implementation of consistent budget tracking resources school wide.

All staff understand their roles and responsibilities and that of their colleagues.

*School Culture* professional learning is scoped each term. All staff are invited to give explicit feedback on whole school operating norms through surveys. The School Excellence Framework underpins success criteria.

All staff engage in professional learning scoping the eight elements of What Works Best and align it to their teaching, learning and wellbeing management.

## Evaluation plan for this strategic direction

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The leadership team will use the QDAI to analyse and evaluate whole school feedback on operating norms. The

# Strategic Direction 3: Systems and Processes

## Evaluation plan for this strategic direction

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School Excellence Framework sets clear learning goals for students, staff and the community of Belmore North Public School.

Feedback data will be collected in the following ways

- Staff surveys pertaining to efficiency of Learning and Support Team protocols
- Sentral data harvest
- Formal feedback on induction programs
- Audit of health and safety incidents, hazard control and risk mitigation
- Exit Slips used to gauge teacher feedback on Professional Learning sessions
- Real-time robust collaborative conversations with teachers when developing a scope for professional learning
- Budget reporting and alignment to the School Improvement Plan
- What Works Best pedagogy evident in teaching programs and peer observations
- Check-in Assessment data harvest
- Boost in staff moral / school culture / school climate