

# Strategic Improvement Plan 2022-2026

## Belmore South Public School 1186



# School vision and context

## School vision statement

Belmore South Public School community shares a learning journey that empowers, curious, compassionate and active citizens who contribute positively to the world as Leaders of Learning and Change.

## School context

Belmore South Public School is situated on Badiagal Land and is a vibrant and dynamic school in the socio-economically changing inner south western suburb of Belmore. Our school prides itself on providing a welcoming and supportive environment, built upon high expectations for all. Our school celebrates and values our diverse community with over 83% of our families coming from a language background other than English, with refugees and new arrivals numbering among these.

The school has a strong team of professional, dedicated teaching and non-teaching staff who are at various stages of their careers. They actively engage in high quality professional learning to deepen pedagogical knowledge and understanding to support student learning and engagement.

Belmore South Public School continues to enrich learning opportunities by building productive partnerships within and beyond the school including Sydney Universities, local community agencies and community of school learning networks to support continuous improvement.

Our extended community, whilst diverse, is extremely harmonious and cohesive in its support for the school. Our parents, teachers and community work together to provide great educational opportunities for all students.

The school has updated its situational analysis as a result of external validation, and it is important to note that the areas of focus for the schools next Strategic Improvement Plan builds upon the work undertaken in the previous school planning cycle. The strong threads through the previous school plans focused on continual whole school improvement and the school learning community working collaboratively to support the learning, wellbeing and inclusion of all.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. By using improved data driven practices and high impact teaching strategies, we aim to provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. We will also further refine our reporting practices to provide greater opportunities for students and parents to receive feedback on learning.

As a school we will continue to develop further a culture of collaboration where high expectations, feedback and reflective practice allow teachers to successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted.

The wellbeing, inclusion and engagement of our students remains a priority. We have identified the need to review our processes to maximise student learning by continuing to implement explicit wellbeing practices and foster partnerships that raise expectations and promote lifelong learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes and to build strong foundations for academic success in reading and numeracy, we will further develop and refine data driven teaching practices and reporting structures.

## Improvement measures

### Reading growth

Achieve by year: 2023

#### Check In Assessment Year 5 Reading

An increase in the percentage of questions answered correctly by Year 5 students compared to the Year 4 2022 data.

### Numeracy growth

Achieve by year: 2023

#### Check In Assessment Year 5 Numeracy

An increase in the percentage of questions answered correctly by Year 5 students compared to the Year 4 2022 data.

### School internal measure - Reading

Achieve by year: 2026

Increased percentage of students achieving school based targets in Reading from 2025

### School internal measure - Numeracy

Achieve by year: 2026

Increased percentage of students achieving school based targets in Numeracy from 2025.

### Reporting internal measure

Achieve by year: 2026

All staff directly and regularly report to parents on student growth and attainment to improve understanding of student learning and to strengthen student outcomes.

## Initiatives

### Data Driven Practices

Review and adapt systems and structures in Reading and Numeracy, which are used to assess, analyse and track student progress and evaluate growth over time.

### Enhanced Reporting System

Refine and update approaches to reporting on student progress that provide opportunities for students and parents to receive feedback on learning and strengthen understanding of student growth and attainment.

## Success criteria for this strategic direction

- Teachers use formative and summative assessment to evaluate, measure and document the growth and attainment of student outcomes.
- All teachers employ effective classroom practice by using evidence based strategies to optimise learning progress and monitor student growth.
- All staff use valid and reliable assessment data flexibly and responsively where it is regularly collected, monitored and deeply analysed in Reading and Numeracy.
- All staff participate in capacity development programs and implement principles of evaluative thinking and continually monitor through intentional data driven conversations.
- The whole school community demonstrates aspirational expectations by directly and regularly engaging with parents to present clear information on learning progress and achievement.
- All student reports are personalised and comprehensive, inclusive of student learning, growth and next steps.
- All staff are aware of expected growth for students and students are achieving higher than expected growth on internal school progress and achievement data.

## Evaluation plan for this strategic direction

To what extent have we maximised student growth and attainment through data driven practices in Reading and Numeracy?

Do our reporting structures demonstrate clear, timely and accurate information that supports further progress and achievement?

Do all teachers directly and regularly engage with parents to improve understanding of student learning?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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purpose and improvement measures and guide the school's future directions.

- Student work samples
- Student, parent and staff focus groups
- Formative and summative assessments
- Teacher reflections
- Internal assessments
- Reporting templates and structures
- NAPLAN and Check-in Assessments
- Leading Collaboration for School Improvement

Data will be regularly analysed and triangulated by teachers, stage teams and the leadership team to determine the extent to which the purpose and improvement measures have been achieved.

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement ensuring students grow in their learning. Next steps and future directions will be determined from the analysis of the data.

## Strategic Direction 2: Sustainable Learning Culture

### Purpose

Create a collaborative and supportive culture that maximises student learning.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

An uplift of 3.6% from the system-negotiated baseline target of students reporting Expectations for Success, Advocacy and a Sense of Belonging in the Tell Them From Me (TTFM) survey that meets or exceeds the lower bound system-negotiated target.

#### Attendance (>90%)

Achieve by year: 2023

An uplift of 6.5% from the system-negotiated baseline target of students attending 90% of the time or more to meet or exceed the lower bound system-negotiated target.

#### School internal measure - Wellbeing

Achieve by year: 2024

An increased percentage from 2023 of students reporting a positive sense of wellbeing.

#### School internal measure - Wellbeing

Achieve by year: 2026

A positive trend in the percentage of students reporting a sense of belonging from the baseline data in 2022.

#### Responsive Curriculum Internal Measure

Achieve by year: 2026

All teaching and learning programs are responsive and show evidence of quality teaching and adjustments to address individual student needs.

### Initiatives

#### Responsive Curriculum

Review and adapt evidence based teaching strategies as an integrated and responsive whole school approach to meet the needs of all students.

#### Wellbeing and Inclusion

Create a strategic and planned approach to whole school wellbeing practices that support the wellbeing, inclusion and engagement of all students.

### Success criteria for this strategic direction

- All programs across the school, show evidence of adjustments to address student needs, ensuring that all students are challenged.
- All staff use effective teaching methods from the What Works Best In Practice Document, that have been identified, promoted and modelled.
- Teachers, parents and the community, work together to support consistent and systematic attendance processes.
- All staff implement evidence-based change to whole school practices to support the wellbeing, inclusion and engagement of all students.

### Evaluation plan for this strategic direction

To what extent have staff implemented evidence-based practices to support student learning outcomes?

To what extent have we implemented whole-school wellbeing practices to support student wellbeing, inclusion and engagement?

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:

- External assessment, e.g. Tell Them From Me (TTFM)
- Work samples
- Student and teacher surveys and focus groups
- Teaching programs e.g. Teacher evaluation of programs,
- Bounce Back surveys
- SCOUT Data
- Achieving School Excellence in Wellbeing and Inclusion

## Strategic Direction 2: Sustainable Learning Culture

### Evaluation plan for this strategic direction

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- Leading Collaboration for School Improvement
- What Works Best Toolkit

Data will be regularly analysed and triangulated by Teachers, Stage Teams and the Leadership Team to determine the extent to which the purpose and improvement measures have been achieved.

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement ensuring students grow in their learning. Next steps and future directions will be determined from the analysis of the data.

## Strategic Direction 3: Effective Partnerships

### Purpose

Build strong partnerships between staff, parents, students and the community to foster a shared responsibility for school improvement

### Improvement measures

#### Learning Network - Internal measure

Achieve by year: 2024

An increased percentage of staff from 2023 report improved knowledge and expertise resulting from collaborative partnerships.

#### Learning Partnerships - External measure

Achieve by year: 2024

An increased average in the 2023 parent responses to the theme 'Parents are Informed' in the Tell Them From Me (TTFM) Survey.

#### Learning Partnerships - Internal measure

Achieve by year: 2026

Collaborative partnerships are embedded with students, staff, families, communities and other organisations to support and develop students and school communities.

#### Learning Partnerships - External Measure

Achieve by year: 2026

An average of 6.2 (mean) of parent responses to the theme 'Parents are Informed' in the Tell Them From Me (TTFM) Survey.

#### Learning Network - Internal Measure

Achieve by year: 2026

90% of staff report improved knowledge and expertise resulting from the engagement in learning networks in and beyond the school.

### Initiatives

#### Learning Partnerships

Meaningful partnerships are strengthened with students, staff, parents and community to optimise student learning, engagement and wellbeing.

#### Learning Networks

Embed professional collaboration between teachers in and beyond the school to strengthen a culture of openness and learning.

### Success criteria for this strategic direction

- The school engages in strong collaboration between parents, students and the broader school community to actively support and reinforce student learning, wellbeing and engagement.
- The school provides regular communication through various sources to strengthen and engage parent-school relationships.
- Teachers collaborate with staff in other schools to support student learning and collective efficacy.
- Teachers and school leaders deliver high impact professional learning that is targeted, continuous and sustained to drive school improvement.
- The school strategically utilises school resources to support student learning.

### Evaluation plan for this strategic direction

Have partnerships between parents, community, staff and students been strengthened?

To what extent do teachers engage in collaborative practice to extend professional understanding?

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:

- External assessment, e.g. Tell Them From Me (TTFM)
- Staff/parent surveys and focus groups
- Seesaw/Compass data
- High Impact Professional Learning (HIPL)
- Leading Collaboration for School Improvement
- Teacher reflections

Data will be regularly analysed and triangulated by

## Strategic Direction 3: Effective Partnerships

### Evaluation plan for this strategic direction

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Teachers, Stage Teams and the Leadership Team to determine the extent to which the purpose and improvement measures have been achieved.

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement ensuring students grow in their learning. Next steps and future directions will be determined from the analysis of the data.