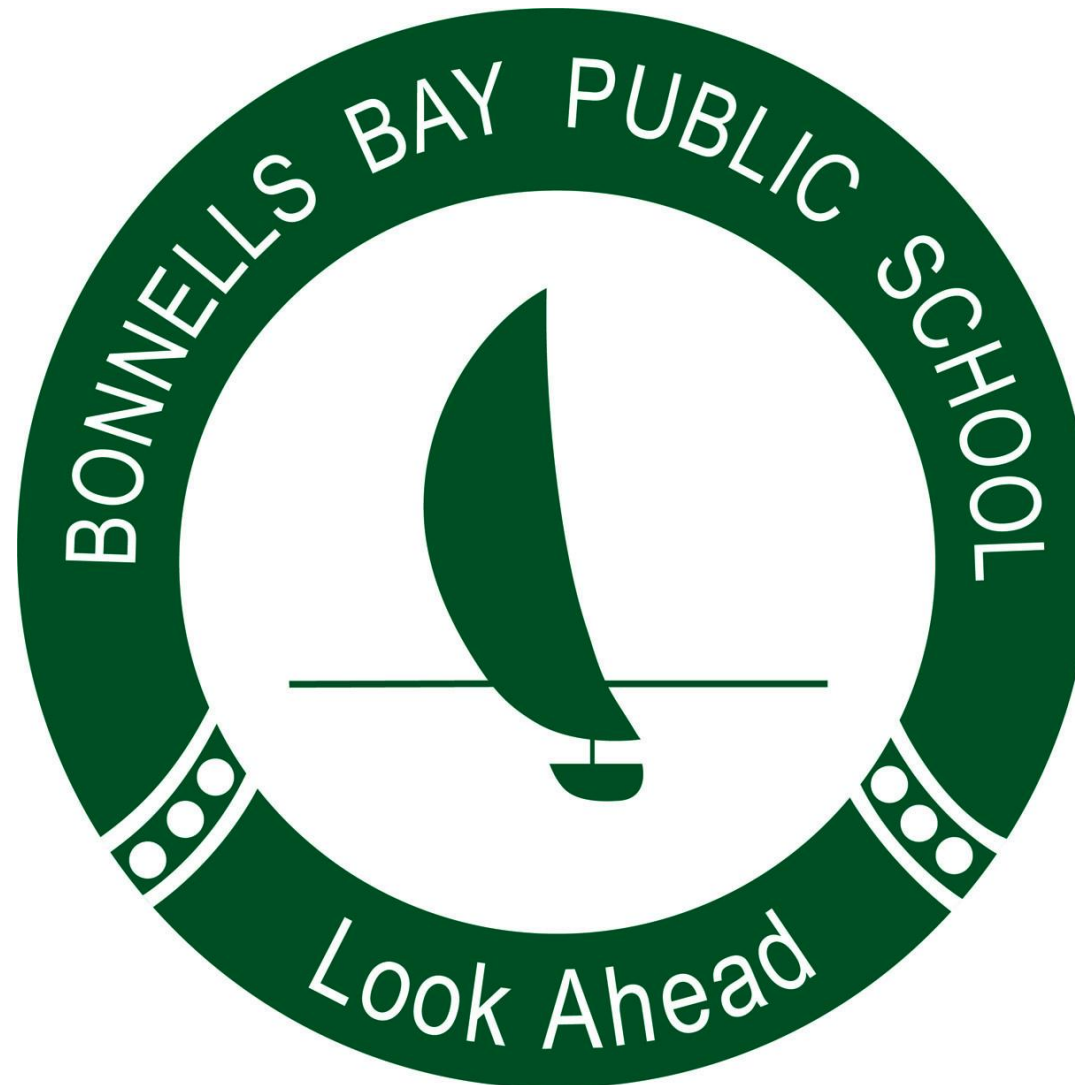


Strategic Improvement Plan 2022-2026

Bonnells Bay Public School 2532



School vision and context

School vision statement

Bonnells Bay Public School is a dynamic learning community, where students strive for their personal best in a safe, engaging and connected environment.

School context

Bonnells Bay Public School is located on Awabakal land on the western edge of Lake Macquarie NSW and has a student enrolment of 403. Of these students, 20% identify as Aboriginal and/or Torres Strait Islanders and 5% are from language backgrounds other than English. The school has 16 mainstream classes and three support classes and is dedicated to maximising student outcomes through quality teaching and learning. The school culture is that of inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence. The Western Shores Learning Alliance (WSLA) provides opportunities for students and staff to collaborate in a variety of activities beyond the school community. The school has an active P&C who support students and the school through a variety of fundraising activities. Extra-curricular opportunities in sport, technology, and creative arts, enable our students to excel through a range of different experiences.

In 2021, the school participated in the external validation process, and these results, along with self-evaluative practices at the end of the 2022, led to an update of the 2021-2024 plan. Through our situational analysis we have identified a need for a focus on belonging and positive wellbeing strategies, for professional development in best pedagogical practices and data driven practices, as well as ensuring that staff remain current with curriculum.

The whole school community, involving students, staff, parents, and the local Itji-Marru Aboriginal Education Consultative Group, have been consulted with and contributed to, the formation of the school plan.

Strategic Direction 1: Student growth and attainment

Purpose

To create a stimulating and engaging learning environment that caters for the holistic needs of all students to ensure that they are aspirational, successful and provided with the opportunities to achieve their full potential.

Improvement measures

Achieve by year: 2026

School self assessment of the School Excellence Framework (SEF), element 'Data Skills and Use' indicates Excelling.

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Years 3 and 5 for 2023 compared with Years 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Initiatives

Quality Teaching K-6

A quality teaching culture will ensure effective evidence based teaching methods and optimise learning progress K-6.

- Establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of all students' reading and numeracy skills.
- Develop a comprehensive and ongoing staff professional learning strategy to continually build teacher knowledge and capacity to implement effective pedagogical practices within their classroom.
- Embed explicit systems for teacher collaboration, observation and feedback to sustain quality teaching practices K-6.

Data Informed Practice

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

Whole School Structures:

- Engage in high impact professional learning in data literacy, data analysis and data use in teaching.
- Establish and embed an instructional leadership strategy K-6 where mentors support teachers in using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Build, refine and embed a whole school data system for the tracking of student achievement in reading and numeracy.

Classroom practices:

- Embed formative assessment practices as an integral part of daily instruction in every classroom.
- Provide students with detailed and specific feedback

Success criteria for this strategic direction

Teachers use evidence based practice in their daily teaching where teacher and student feedback informs student learning.

The leadership team drives distributed instructional leadership to sustain a culture of effective evidence based teaching and ongoing improvement.

All teachers will have a thorough understanding of student assessment and data use to inform planning and teaching practice.

An assessment schedule is devised and adhered to for K-6 in literacy and numeracy.

Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy.

Teachers refer to data when reflecting on the effectiveness of their teaching, to inform future teaching and learning that leads to measurable improvement in student learning.

Develop and implement a BBPS whole school consistent teaching guide.

Teachers actively using formative assessment strategies on a daily basis.

Students will provide feedback on their learning to inform further teaching.

Students are able to articulate what they are learning by responding to the four Quality Teaching Questions:

- what do you want the students to learn?
- why does that learning matter?
- what are you going to get the students to do (or to produce)?
- how well do you expect them to do it?

Strategic Direction 1: Student growth and attainment

Initiatives

about what they need to do to achieve growth as a learner.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

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:

- PAT
- NAPLAN
- Check in data
- Scout
- PLAN 2
- Internal assessments
- Student work samples
- SEF S-aS

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

Data for Aboriginal and Torres Strait Islander students to be analysed each year looking for areas of and for improvement.

Implications:

This analysis will guide the school's future directions and be reported through the Annual Report. Programs will be adjusted accordingly and results reported to the P&C and

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

to Itji-Marru Aboriginal Education Consultative Group.

Strategic Direction 2: Connect, succeed and thrive

Purpose

Excellence in Wellbeing Practices to enable all students to connect, succeed and thrive by ensuring that every student is known, valued and cared for.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending 90% of the time at or above 74.6%

Wellbeing

Achieve by year: 2023

Increase the percentage of students reporting positive wellbeing (expectations of success, advocacy and belonging) at or above 87.9%

Achieve by year: 2026

School self assessment of the School Excellence Framework (SEF), element 'Wellbeing' indicates Excelling.

Initiatives

Positive Wellbeing

A whole school approach to student wellbeing processes, will support all students to connect, succeed, thrive and learn.

- Develop and embed differentiated and targeted tiered support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed and implemented.
- Embed the Inclusive Education Reform into school culture through high impact professional learning in effective wellbeing strategies to improve practice.
- Engage in regular review of wellbeing data and refine practices to optimise conditions for student learning.

Attendance

Embed a school culture focused on learning through sustained improvement in attendance.

- School wide structures to be refined and strengthened to ensure all stakeholders understand attendance processes.
- Rigorous whole-school tracking, monitoring and analysis of attendance data to facilitate improvement in attendance.
- Develop, action and monitor individual attendance plans in consultation with families using a holistic approach to wellbeing, to support improved attendance.

Success criteria for this strategic direction

Students demonstrate the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.

Students voice a sense of belonging and connectedness that respects diversity and identity.

Parents and the broader school community actively participate in supporting and reinforcing student learning.

Respectful relationships are evident and widespread among students and staff, which optimises student learning across the whole school.

Teachers, parents and the community work together to support consistent and systematic processes to improve regular attendance for all students, including those at risk.

Staff participate in Connecting to Country professional learning.

Aboriginal and Torres Strait Islander students participate in cultural activities.

Aboriginal and Torres Strait Islander histories and cultures are embedded across all curriculum for all students.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in wellbeing and attendance?

Data:

The school will use the following data sources to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

-Attendance data

Evaluation plan for this strategic direction

-Attendance data for Aboriginal and Torres Strait Islander students

-Personal Attendance Plans

-Internal well-being data

-Scout data

-TTFM survey data

-TTFM responses to Aboriginal and Torres Strait Islander questions.

-SEF S-aS

- Attendance in cultural activities

- PLPs

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

Implications:

This analysis will guide the school's future directions and be reported through the Annual Report. Adjustments will be made to programs as indicated by the data.

Strategic Direction 3: Curriculum

Purpose

To successfully implement new curriculum to develop students' skills in literacy and numeracy.

Improvement measures

Achieve by year: 2026

School self assessment of the School Excellence Framework (SEF), element 'Curriculum' indicates at Excelling.

Achieve by year: 2026

School self assessment of the School Excellence Framework (SEF), theme 'High Expectations' indicates at Excelling.

Initiatives

Quality Curriculum Implementation

The school's curriculum supports high expectations for student learning.

- Develop a deeper understanding and practical application of explicit teaching methods to embed a culture which engages all students whilst adapting to curriculum changes.
 - Deliver high impact professional learning to build teacher capabilities and collective pedagogical practice.
 - Build strong foundations in literacy and numeracy through targeted professional learning of new English and mathematics syllabuses to focus on deep learning opportunities.
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Success criteria for this strategic direction

Explicit teaching pedagogies are embedded into classroom practice and teaching programs.

Planned high impact professional learning to prepare staff for roll out of new syllabus documents.

All teaching programs and student reports will reflect the new curriculum outcomes and expectations.

Quality Teaching Rounds (QTR) used twice per year and use the QTR model to provide peer observation opportunities for all staff.

New syllabus documents are used in accordance with planned roll out, to prepare for and implement successful teaching and learning cycles.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes through curriculum innovation and visible learning?

Data:

The school will use the following data sources to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

-Scout data

-TTFM data

-Internal data

-SEF S-aS

Analysis:

Evaluation plan for this strategic direction

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

Implications:

This analysis will guide the school's future directions and be reported through the Annual Report.