

# Strategic Improvement Plan 2022-2026

## Busby West Public School 4396



# School vision and context

## School vision statement

Busby West Public School is a school committed to creating engaging, purposeful and challenging learning programs and environments that develop the skills needed for all students to become independent life-long learners in a complex global world.

## School context

Current enrolment is 425 students which includes 80 preschool students (40 FTE), 50 students across 7 support unit classes, and 12 mainstream classes. Enrolments have declined slightly over the last 5 years. Only 25% of preschool students are local enrolments and feed into Kindergarten. The school staffing entitlement is 44.336 (FTE) with a total of 60 staff working across the school.

Our current FOEI is 153, there are no changes from last year. There are 262 (76%) K-6 EAL/D students. There are 34 (8%) P-6 ASTI students. Busby West is a complex school and receives substantial funding due to socio-economic background.

Families have identified up to 30 different language backgrounds with the three main languages being Arabic, Samoan and Vietnamese.

In Reading and Numeracy, students are achieving results below students in Statistically Similar School Groups, and substantially below state results. Progress has been seen over recent years in students moving into higher bands in NAPLAN on a consistent basis.

The school receives significant flexible funding to support student wellbeing, engagement and achievement. These resources are allocated according to the Strategic Improvement Plan and ongoing school initiatives. The school expends funds provided each year.

Attendance continues to be an ongoing concern across the school. This includes chronic lateness and high absenteeism by a small number of students. The school continues to work with families and students to raise awareness of the importance of regular school attendance.

Overall student wellbeing data indicates students feel safe and supported at school. The school has in place specific measures to support student welfare to ensure all students can connect, succeed, thrive and learn. This is supported through the school's expectation for all students to be safe, be respectful and be an active learner.

The school is recognised by the community for its high quality facilities and maintenance of grounds and classrooms.

# Strategic Direction 1: Student growth and attainment

## Purpose

To develop and embed an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of all students.

## Improvement measures

### NAPLAN top 2 bands - Reading

Achieve by year: 2022

Achievement of 2022 system-negotiated targets:

- An uplift of 5.3% of students in the top 2 bands for Reading in NAPLAN

### NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

Achievement of 2022 system-negotiated targets:

- An uplift of 4.6% of students in the top 2 bands for Numeracy in NAPLAN

### NAPLAN expected growth - Reading

Achieve by year: 2023

Achievement of 2023 system-negotiated targets:

- Increase (uplift) of 9.5% of students achieving expected growth in Reading NAPLAN

### NAPLAN expected growth - Numeracy

Achieve by year: 2023

Achievement of 2023 system-negotiated targets:

- Increase (uplift) of 8.5% of students achieving expected growth in Numeracy NAPLAN

### SEF

Achieve by year: 2024

Improvement as measured by the School Excellence

## Initiatives

### Reading

Teachers will use data to check and understand where their students are in their learning and plan what to do next. Effective use of data will help teachers understand which students are progressing at an appropriate level in response to teaching approaches in their classroom, and how they could best adjust their practice to drive improvement for all students in their class. (*WWB in Practice - Use of data informed practice strategy*)

### Numeracy

Teachers will use data to check and understand where their students are in their learning and plan what to do next. Effective use of data will help teachers understand which students are progressing at an appropriate level in response to teaching approaches in their classroom, and how they could best adjust their practice to drive improvement for all students in their class. (*WWB in Practice - Use of data informed practice strategy*)

### Differentiation

Teachers will differentiate instruction and provide individualised feedback, in order to promote high expectations, challenge their students and encourage continuous improvement. (*WWB in Practice - High Expectations strategy*). These practices will be informed by the High Potential and Gifted Education Policy, Aboriginal Education Policy and Multicultural Education Policy.

## Success criteria for this strategic direction

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. (*SEF Curriculum - Curriculum Provision*)

Teaching and learning programs across the school show evidence that they are adjusted to address individual students 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. (*SEF Curriculum - Differentiation*)

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. (*SEF Assessment - Summative Assessment*)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments. (*SEF Assessment - Whole School Monitoring of Student Learning*)

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

A whole school approach ensure the most effective evidenced-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (*SEF Effective Classroom Practice - Explicit Teaching*)

## Evaluation plan for this strategic direction

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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Framework:

### LEARNING

- Curriculum (Curriculum provision and Differentiation) - Excelling
- Assessment (Summative assessment and Whole school monitoring of student learning) - Excelling
- Student Performance Measures (Value-add, NAPLAN, Student growth, Internal and external measures against syllabus standards) - Sustaining and Growing

### TEACHING

- Effective Classroom Practice (Explicit teaching) - Excelling

## Evaluation plan for this strategic direction

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### QUESTION

To what extent have we achieved our purpose and can demonstrate teacher impact and improvement of student outcomes in Reading, Numeracy and differentiation?

### DATA

A combination of data sources will be used to evaluate the effectiveness of initiatives. These may include:

- Internal assessment (PLAN2, student work samples)
- External assessment (NAPLAN)
- Surveys
- Observation
- Teacher Voice, Student Voice and Parent Voice opportunities
- Teaching sprints data analysis
- Student Personalised Learning Plans across curriculum areas

### ANALYSIS

- Regular review of these data sources 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

### IMPLICATION

After analysing available data, adjustments may be made to planned initiatives in order to better achieve the direction's purpose and improvement measures.

## Strategic Direction 2: Building strong connections

### Purpose

To ensure there is a strategic and collective approach to enhance whole school wellbeing processes that support the wellbeing of all students so that they can connect, succeed, thrive and learn.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

Achievement of the 2022 system negotiated target:

- Improvement in attendance rates by an uplift of 4.8%

#### Wellbeing

Achieve by year: 2023

Achievement of the 2022 system negotiated target:

- Improvement in students identifying they have a positive sense of wellbeing by an uplift of 3.6%

#### SEF

Achieve by year: 2026

Improvement as measured by the School Excellence Framework:

#### LEARNING

- Learning Culture (Attendance) - Excelling
- Wellbeing (Caring for students, A planned approach to wellbeing, Individual learning needs and Behaviour) - Excelling

### Initiatives

#### Attendance

The school will support students' wellbeing through practices that promote social, emotional, behavioural and intellectual engagement, and foster positive relationships across the school community. (*WWB in Practice Wellbeing Strategy*)

The school will support student attendance through a process of checking, connecting and caring.

#### Student Wellbeing

The school will support students' wellbeing through practices that promote social, emotional, behavioural and intellectual engagement, and foster positive relationships across the school community. (*WWB in Practice Wellbeing Strategy*)

The school will support student wellbeing through the Implementation of the Student Behaviour Strategy, Berry Street Educational Model and High Potential and Gifted Education Policy.

### Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on student learning. (*SEF Learning Culture - Attendance*)

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (*SEF Wellbeing - Caring for students*)

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (*SEF Wellbeing - A planned approach to 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 parent/carers. (*SEF Wellbeing - Individual learning needs*)

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (*SEF Wellbeing - Behaviour*)

### Evaluation plan for this strategic direction

#### QUESTION

To what extent have we achieved our purpose and can demonstrate an improvement in student attendance and overall sense of wellbeing?

#### DATA

A combination of data sources will be used to evaluate the effectiveness of initiatives. These may include:

- Sentral attendance data

## Strategic Direction 2: Building strong connections

### Evaluation plan for this strategic direction

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- Tell Them From Me Student Surveys
- Student Voice, Parent Voice and Teacher Voice opportunities
- Negative playground/classroom incidents
- Attendance at Reward Days and Principal's Morning Tea

### ANALYSIS

- Regular review of these data sources 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.

### IMPLICATION

After analysing available data, adjustments may be made to planned initiatives in order to better achieve the direction's purpose and improvement measures.

## Strategic Direction 3: Collaborative practice

### Purpose

To develop and embed instructional leadership skills within the school leadership team and explicit systems for staff collaboration and feedback to improve teaching practice.

### Improvement measures

Achieve by year: 2026

Staff employed in 2026 feel connected to their team/s and supported to actively engage and implement their roles.

End of 2026 - 10% uplift of staff feeling confident and connected within their teams and current roles.

Achieve by year: 2022

By the end of 2022, all executive understand their roles and how these interact to support staff at a whole-school level.

### Initiatives

#### Teacher Collaborative Practice

Teachers will work together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. The school culture will be one that promotes and values the sharing of ideas and advice in non-threatening, encouraging ways. Staff will recognise their own expertise and feel comfortable in offering it, while also being open to accepting the advice and feedback. (*WWB in Practice Collaboration Strategy*)

The school will support this initiative within the context of curriculum delivery.

#### Executive Collaborative Practice

Executives will work together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. The school culture will be one that promotes and values the sharing of ideas and advice in non-threatening, encouraging ways. Executive will recognise their own expertise and feel comfortable in offering it, while also being open to accepting the advice and feedback. (*WWB in Practice Collaboration Strategy*).

The school will support this initiative within the context of leading curriculum delivery.

### Success criteria for this strategic direction

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (*SEF Professional Standards - Improvement of practice*)

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. (*SEF Learning and Development - Collaborative practice and feedback*)

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teacher, by expert teachers. (*SEF Learning and Development - Coaching and mentoring*)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every students makes measureable learning progress and gaps in student achievement decrease. (*SEF Educational Leadership - Instructional leadership*)

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (*SEF Educational Leadership - High expectations culture*)

### Evaluation plan for this strategic direction

#### QUESTION

To what extent have we achieved our purpose and can demonstrate an improvement in the quality of teacher dialogue, the use of research evidence and engagement

## Strategic Direction 3: Collaborative practice

### Evaluation plan for this strategic direction

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with deliberate and intentional practice?

#### DATA

A combination of data sources will be used to evaluate the effectiveness of initiatives. These may include:

- Tell Them From Me Teacher Surveys
- People Matter Surveys
- Teacher Voice opportunities
- Teaching Sprints data
- Staff Professional Performance Plans
- Lesson observations/studies

#### ANALYSIS

- Regular review of these data sources 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.

#### IMPLICATION

After analysing available data, adjustments may be made to planned initiatives in order to better achieve the direction's purpose and improvement measures.