

Strategic Improvement Plan 2022-2026

Bexley Public School 7406



School vision and context

School vision statement

At Bexley Public School, we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. We support the development of students with a focus on student wellbeing, student academic growth and social success. Teachers, parents and students will work in partnership to achieve this vision.

School context

Bexley Public School has an enrolment of 267 students and is located in the southern suburbs of Sydney. Students come from a diverse range of cultural backgrounds with 84% of our students coming from 27 different linguistic backgrounds other than English. The school has a family focused atmosphere and a strong sense of community.

The school has enjoyed great academic success and improvement over the last five years through learning programs that are personalised and focussed on student abilities and their diverse learning needs. We have high expectations for our student's literacy and numeracy learning which is reflected through the explicit and systematic teaching programs administered by our skilled teaching staff.

Our school is supported by a strong and vibrant multi-cultural community, and an arabic community language program supports students in maintaining and developing further communicative competence in their community language. 87% of our students have a language background other than English, and 82% require some level of EAL/D (English as an Additional Language or Dialect) support. 1% of students identify as Aboriginal.

Extra-curricular opportunities in sport, science, STEM, and creative and performing arts enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified a need to strengthen our use of data driven practices to ensure all students have access to stage appropriate learning outcomes. The introduction of a data conversation model that incorporates class, whole school and community will inform decisions made in teaching and resource allocation. This will determine the level of support for our student's learning and ensure the right allocation of human resources.

Planning, programming, and assessment are areas of ongoing improvement to ensure consistency across grades and stages in setting high expectations for the planning and delivery of quality teaching and learning programs. Further work will need to occur around how teachers can successfully plan and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Student goals for attendance and behaviour are set with greater parental understanding and support for the individual learning goals. Regular ongoing reviews of the well-being framework and the use of individual learning and support plans and personalised learning pathways (PLPs) for our Aboriginal and Torres Strait Islander students will inform learning and improve well-being.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student outcomes in Reading and Numeracy through explicit teaching and data practices.

Improvement measures

NAPLAN expected growth - Reading

Achieve by year: 2023

Check in Assessment

An increase in the percentage of questions answered correctly in Reading for Years 4, 5 and 6 for 2023 compared to Years 3, 4 and 5 in 2022.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

Check in Assessment

An increase in the percentage of questions answered correctly in Numeracy for Years 4, 5 and 6 for 2023 compared to Years 3, 4 and 5 in 2022.

Individual Growth Targets

Achieve by year: 2026

80% of students achieving individual growth targets as measured through the Literacy and Numeracy Progressions .

Initiatives

Data Informed Practices

Ensure the implementation of effective processes for data analysis and reflection to drive continuous improvement in teaching and learning.

- implementation of the student strategic support model that is informed by student learning data to determine the allocation of human resources
- establishment of additional instructional leader and interventionist positions to provide individual support for teachers to utilise data to monitor and assess student progress and plan further targeted teaching
- development of learning strands in literacy and numeracy mapped to the ACARA literacy and numeracy progressions to streamline data collection
- establish whole school data analysis strategy that tracks and monitors student progress at an individual student level, stage level, whole school and leadership level with reflective feedback to staff and the community

Effective Classroom Assessment

Develop shared clarity of learning through effective moderation of student work samples in literacy and numeracy.

- embedding whole school concept driven scope and sequence in numeracy and literacy mapped to NSW syllabus and numeracy and literacy progressions
- semester stage review of current assessment tasks to ensure the data obtained drives future teaching and learning
- teacher collaboratively designed formative and summative assessments reflecting teachers' increased understanding of effective pedagogy of literacy and numeracy learning
- sharing effective classroom practice in assessment with Community of Schools.

Success criteria for this strategic direction

Data Informed Practices

Learning: The school analyses student progress and achievement data to inform future directions.

Teaching: Student growth is informed by analysis of internal and external student assessment and achievement data.

Leading: Student data will guide the allocation of teaching and non-teaching staff to best meet the needs of the school.

Assessment in Practice

Learning: Assessment is used flexibly and responsively as an integral part of daily classroom instruction.

Teaching: Teachers will have enhanced their capacity to develop and apply the full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement.

Leading: Whole school assessment processes will support teachers' consistent, evidence based judgement and moderation of assessments to inform teaching and learning.

Evaluation plan for this strategic direction

Questions

What has been the impact of purposeful systematic data collection in reading and numeracy?

Are there structures and systems in place to individually analyse and engage in collaborative data discussions that drive decision making?

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

Evaluation plan for this strategic direction

Data

We will use a combination of data sources such as:

- Internal Assessment, eg PLAN2, whole school reading tracking data, tracking of learning progressions in Literacy and Numeracy.
- External assessment, eg NAPLAN, Check-In Assessments
- Pre and post numeracy and literacy assessment tasks
- Anecdotal evidence
- Student, staff and community , eg focus groups, surveys, TTFM
- Document analysis, eg teaching and learning programs, guided reading lesson records, IEPs
- Resource allocation analysis, eg SLSO support, EAL/D, LaST, interventionist

Analysis

- Each term the school will review progress toward the improvement measures. and the findings of the analysis will inform future directions.
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the school website throughout the year).
- Five weekly data meetings to moderate student results and measure progress to allocate resources

Implications

The findings of the analysis will inform:

- Future directions.
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Strategic Direction 2: High Expectations

Purpose

All teaching staff consistently teaching literacy and numeracy following BPS guidelines.

Improvement measures

Explicit Teaching Practices

Achieve by year: 2026

Explicit teaching practices are evident in literacy and numeracy with student progress monitored through the Literacy and Numeracy Progressions .

High Impact Professional Learning

Achieve by year: 2026

Revised whole school high impact professional learning model successfully targets school priorities, the needs of our students, and authentically builds on staff PDP goals.

put text here

Achieve by year: 2026

2025 Improvement measure

Increased teacher confidence to implement effective teaching practices modelled and shared through effective professional learning.

Explicit Teaching Practices

Achieve by year: 2026

Initiatives

Explicit Teaching Practice

Build teacher capacity to enhance explicit teaching practices to improve student learning.

- establish consistent whole school teaching practices for vocabulary development to improve reading comprehension
- establish consistent whole school teaching practices for number sense
- consistency in programming to reflect student needs identified
- establishment of additional combined Assistant Principal Instructional leaders/ interventionist positions to provide individual support for teachers implement evidence based teaching practices

High Impact Professional Learning

Teachers are involved in high impact professional learning to enhance student learning.

- high impact professional learning (PL) on the use of literacy and numeracy progressions to inform further teaching
 - PL on the use of evidence based strategies for children with challenging behaviour and learning difficulties
 - expertly use student assessment data to reflect on teaching effectiveness to provide individualised targeted professional learning opportunities
 - target PL for teachers reflective of Performance Development Plan needs
-
-

Success criteria for this strategic direction

Explicit teaching

Learning: Explicit teaching and learning programs across the school will show evidence that they are adjusted to address individual student needs.

Teaching: A whole school approach will ensure the most effective evidence-based teaching methods will optimise learning progress for all students.

Leading: 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

High Impact Professional Learning

Learning: The school achieves excellent value-added results for students achieved through targeted high impact professional learning.

Teaching: Whole school and inter-school professional learning communities will provide mentoring and coaching support to ensure the ongoing teacher development and improvement.

Leading: The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Evaluation plan for this strategic direction

Question

How successful were we in embedding professional learning into practice and measuring its impact on student learning?

Data

We will use a combination of data sources such as:

- Refined Professional Development Plan process

Strategic Direction 2: High Expectations

Evaluation plan for this strategic direction

- Teaching and Learning Programs- Annotated (Program Feedback)
- Professional Learning, Exit Slips
- Teacher observation and feedback
- High Impact Professional Learning Self-Assessment Tool
- TTFM. Analysis Analyse the data to determine the extent we are meeting our purpose.

Analysis

- Accountability structures are inbuilt within professional learning to facilitate evaluative thinking through the use of the Question, Data, Analysis and Implications (QDAI) approach.

Implications

- Is the success criteria achievable? * Where to next?

Strategic Direction 3: Strong and purposeful partnerships

Purpose

To improve learning and wellbeing outcomes for all students and their families through developing strong and purposeful partnerships.

To improve learning and wellbeing outcomes for all students and their families through developing strong and purposeful partnerships.

Improvement measures

Wellbeing

Achieve by year: 2023

A positive trend in the percentage of students reporting expectations for success, advocacy, and sense of belonging at school from 2022 baseline data

Attendance (>90%)

Achieve by year: 2023

84.8% of students to attend school at or greater than 90% of the time.

Initiatives

Planned approach to wellbeing

Embed a school wide culture that is strongly focused on well-being and self regulation in supporting learning.

- building resources to increase a sense of self efficacy with staff and students to support regulation practices for promoting self care.
- Reviewing current wellbeing processes and how they align to the Wellbeing Framework for Schools in order to develop areas of focus
- Embedding and integrating the Wellbeing Framework for Schools into whole school culture, through ongoing high impact professional learning, enhancing initiatives and
- Adjusting and improving our current whole school approaches to wellbeing in order to support cognitive, social, emotional, physical wellbeing of all students
- teachers, parents and the community will work together to support student learning outcomes to increase their sense of belonging to the school.

Improvement in Student Attendance

Bexley PS focuses on building a collective approach to wellbeing through meaningful and productive partnerships.

- Students and parents actively participate with the school to develop positive connections and foster high expectations of student attendance.
- The school is focused on building individual and collective wellbeing through a climate of care and positivity.
- Current practices are reviewed and whole school attendance incentives are in place.

Belonging to School

Success criteria for this strategic direction

Learning: Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning

Teaching: There is a strong focus on restorative practices to build, maintain and restore positive relationships through student voice and accountability

There is a school wide system where teachers monitor and address student absences in a timely manner, leading to improved and sustained attendance rates.

Leading: There is a collective partnership with the school and community to ensure students attendance is consistent, supporting and reinforcing continuity of learning.

Evaluation plan for this strategic direction

Question

How have we demonstrated and determined that our systems for enhancing student wellbeing and attendance have been successful?

Data

- attendance data Sentral
- student feedback and surveys
- parent feedback and surveys
- PLSPs
- TTFM Student & Parent
- suspension data
- PBL behaviour referral data.
- PBL incident reports
- Exit slips from parents and community members

Analysis

- Analysis will be embedded into each initiative

Strategic Direction 3: Strong and purposeful partnerships

Initiatives

Belonging to School We will initiate strategies to build a positive learning environment in the classroom characterised by supportive relationships and regular contact with each student. We will select and develop strategies to proactively teach healthy coping strategies, resilience and self-regulation. We will achieve this through:

- Embedding practices across the school that focus on building relationships with peers and teachers
- Implement whole school programs that explicitly teach social and emotional learning, neuroscience, mental health and positive psychology.

Purposeful Partnerships with the Community

Establishing and maintaining constructive internal and external partnerships that are responsive to student needs will be achieved through:

- reviewing current internal and external partnerships
- building effective communication and collaborative relationships with parents to enhance student outcomes
- strengthen bonds with local high schools
- harnessing and building respectful, positive and responsive relationships with external provider sand the wider community

Evaluation plan for this strategic direction

through progress and implementation monitoring.

- Each term the school will review progress towards the improvement measures.
- The impact of the initiatives in meeting the desired outcomes will be the focus of evaluations.
- Regular data review, professional dialogue and triangulation of data sources.

Implications

The findings of this analysis will inform future directions. Annual reporting on school progress measures (Published in the annual report and on the school website at the end of Term 1 each year).