

Strategic Improvement Plan 2023-2026

Bonnyrigg Public School 4545



School vision and context

School vision statement

At Bonnyrigg Public School we believe all students, teachers, leaders and community will achieve their personal best. Our vision is to create a diverse and vibrant learning environment where students, teachers, leaders and community can flourish. We are working towards excellence by embracing our shared values and focusing on holistic, evidence-based practices that model high expectations.

School context

Bonnyrigg Public School is a school of 264 students K-6 and 40 preschool students who attend a partial program. Bonnyrigg Public School is situated in South Western Sydney, on Dharug land, where the traditional custodians are the Cabrogal people. Bonnyrigg Public School serves a low socioeconomic school community. The Bonnyrigg area is undergoing a major reconstruction with existing housing in the estate being demolished and rebuilt.

The school serves a multicultural community. Aboriginal and Torres Strait Islanders represent 18.5% of the school population. Other cultural backgrounds include Samoan, Thai, Cambodian, Vietnamese (which is the largest group) and Arabic-speaking.

Our school strives to close the gap for all students in an inclusive and comprehensive manner through;

- * strategic class structures, ensuring that each child has the opportunity to be a successful learner,
- * exemplary programs in literacy and numeracy based on current pedagogical understanding,
- * targeted resources that support students and provide them with future focused learning experiences,
- * an English as an Additional Language or Dialect and Vietnamese Community Language programs,
- * strong student wellbeing programs supported by outside agencies,
- * a wide variety of extracurricular activities and opportunities,
- * extensive transition programs providing the best start to Preschool, Kindergarten and High School.
- * a dedicated focus to revitalising Aboriginal language and culture.

As a result of our rigorous situational analysis and community consultation, including our Aboriginal Education Team, we have identified the following high level areas of improvement over the next four years:

- 1- Student Growth and Attainment
- 2- A Culture of Inclusion and High Expectations
- 3- Belonging and Thriving

Strategic Direction 1: Student growth and attainment

Purpose

To ensure ongoing performance improvement through explicit evidence-based teaching and learning practices. Our teachers will evaluate their effectiveness through explicit systems of collaboration, feedback and the use of assessment to reflect on teaching and learning to inform future directions.

Improvement measures

Achieve by year: 2026

80% of K-6 students are achieving grade expectations in Additive Strategies, tracked on PLAN2

SEF Effective Classroom Practice

Achieve by year: 2026

Self-Assessment against the School Excellence Framework shows the school performing at Excelling in Effective Classroom Practice.

SEF Data Skills and Use

Achieve by year: 2026

Self-Assessment against the School Excellence Framework shows the school performing at Excelling in Data Skills and Use.

SEF Learning and Development

Achieve by year: 2026

Self-Assessment against the School Excellence Framework shows the school performing at Excelling in Learning and Development.

Reading growth

Achieve by year: 2023

An increase in Check in Assessment mean scale score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

Initiatives

Highly Effective Teaching and Learning

Improve and strengthen effective classroom practices through a focus of explicit teaching and learning.

- Establish expert knowledge in the development of formative assessment practices to ensure teaching and learning are responsive to students need.
- Embed effective feedback mechanisms that target student learning progress and outcomes.
- Participate in High Impact Professional Learning (HIPL) to build teacher capabilities in the explicit teaching of Literacy and Numeracy, underpinned by evidence informed practices, current research and effective assessment practices.

Building collaborative practices

Consistently challenge and support all staff by working together to achieve common goals through the sharing of evidence based practices.

- Create a collaborative learning environment through the development of communities of practice inclusive of all staff that promotes and values the sharing of ideas.
- Building capacity through distributive leadership.
- Establishing a collaborative approach to analysing data to adjust teaching practice and drive improvement for all students.
- Embed sustainable whole-school data collection and analysis processes for literacy and numeracy, ensuring that whole school data collection processes are consistent and reliable
- Expertly use student assessment data to provide individualised, explicit, differentiated and responsive learning opportunities for all students

Success criteria for this strategic direction

- Assessment and data is used flexibly and responsively as an integral part of daily classroom instruction. (SEF:LD *Assessment* [Formative Assessment])
- Teachers respond to trends in student achievement at individual, group and whole school levels. (SEF:LD *Assessment* [Summative Assessment])
- A whole school, evidence-based approach ensures the most effective teaching strategies are used to optimise learning progress for all students across a range of abilities. (SEF:TD *Effective Classroom Practice* [Explicit Teaching])
- Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students. (SEF:TD *Effective Classroom Practice* [Lesson planning])
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF:LD *Learning Culture* [High Expectations])

Evaluation plan for this strategic direction

Question

What has been the impact of explicit, data-informed collaborative teaching practices on student learning progress?

Data

- NAPLAN data
- Literacy and numeracy PLAN2 data
- What Works Best documents
- School Excellence Framework
- Literacy and Numeracy Check In Assessment
- EAL/D Progressions
- Student Personalised Learning Pathways

Strategic Direction 1: Student growth and attainment

Improvement measures

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

Evaluation plan for this strategic direction

- In-school data collection

Analysis:

- Executive team and whole staff reflection sessions regarding our progress towards school improvement measures, SEF elements and What Works Best themes
- Regular review and triangulation of internal and external data sources to understand the impact and inform where to next

Implications

The findings of the analysis will inform:

- Future actions, budget, resource allocation and next steps
- Annual reporting on school progress measures (published in the ASR each year, in the School Newsletter and on social media platforms)

Strategic Direction 2: A culture of inclusion and high expectations

Purpose

Staff demonstrate personal responsibility for continuously developing their professional practice and knowledge. Planning for learning is informed by sound, holistic information about each students' wellbeing and learning needs in consultation with all stakeholders. The school engages in strong collaborations to support the continuity of learning for all students at transition points so that all students can connect, succeed, thrive and learn.

Improvement measures

Assessment Against the SEF Professional Standards

Achieve by year: 2026

Self-Assessment against the School Excellence Framework shows the school currently performing at Excelling in the element Professional Standards.

Individualised Learning

Achieve by year: 2026

100% of staff demonstrate capacity and commitment towards Inclusive practices and implementing, monitoring and reviewing individualised programs

Initiatives

A Culture of Inclusion

- Collaboratively developed individualised strategies to support the social, emotional and learning needs of students
- Targeted support for different phases of student development
- Guide and support students to meeting high expectations of themselves as learners

A shared view of high expectations

- Work in partnership with colleagues to achieve professional and collaboration goals
- Students and teachers reflect on and communicate on learning with a focus on high expectations and challenge
- Collaborate with parents/carers, teachers and students to encourage them to hold high expectations to support planning for learning

Success criteria for this strategic direction

The school has identified what growth is expected for each student and students have a shared view of high achievement. (SEF - LE: Student Performance Measures [*Student Growth*])

Collaborative partnerships are built with the wider community to support the continuity of learning for all students. (SEF - LE: Learning Culture [*High Expectations*])

Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. (SEF - LE: Curriculum [*Differentiation*])

The school identifies expertise within its staff and draws on this to further develop its professional learning community. (SEF - TE: Learning and Development [*Expertise and innovation*])

Teachers collaborate across the school to share curriculum knowledge, data, feedback and other student information to inform the development of evidence-based programs and lessons that meet the needs of all students. (SEF - TE: Effective classroom practice [*Lesson Planning*])

Establish and maintain a professional learning community that is focused on continuous improvement of teaching and learning. (SEF - LD: Educational Leadership [*High expectations culture*]) The school engages in strong collaborations between parents, students and the community to inform and support the continuity of learning for all students in a transition process (SEF - LE: Learning Culture [*Transitions and continuity of Learning*])

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate a culture of collaboration to ensure continuous improvement for all students and staff?

Strategic Direction 2: A culture of inclusion and high expectations

Evaluation plan for this strategic direction

Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measure of the strategic direction. This analysis will guide the school's future directions:

- * NAPLAN data
- * Literacy and Numeracy PLAN2 data
- * Survey/Parent goal sheets
- * Selective High School and OC applications
- * Learning conversations/student voice
- * Classroom observations
- * Student Work Samples
- * Staff PDPs
- * Interviews/parent meetings recorded on Sentral
- * Student Personalised Learning and Support Plans, Personalised Learning Pathways, Behaviour Plans.
- * National Consistent Collection of Data on School Students with a Disability
- * EAL/D survey

Analysis:

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

- * Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures

Strategic Direction 2: A culture of inclusion and high expectations

Evaluation plan for this strategic direction

- * Regular professional discussion around the School Excellence Framework elements and themes
- * Executive team and whole staff reflection sessions
- * Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data and corroborate conclusions.

Implications:

The findings of the analysis will inform:

- * Future actions
- * Future directions
- * Annual reporting on school progress measures

Strategic Direction 3: Belonging and Thriving

Purpose

A whole school approach to wellbeing focuses on learning, using the most effective strategies to support a culture of engagement and improvement, inclusive of the entire school community.

Improvement measures

Wellbeing

Achieve by year: 2023

Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to 89%

Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending >90% of the time to 77%.

Initiatives

A whole school approach to wellbeing

Use collaborative strategies and share with staff and community across the school P- 6 to support the wellbeing of students. This will be achieved through:

- Using a broad range of practices and strategies used by teachers to build quality relationships with their students and foster a safe and positive learning environment.
- Building positive learning environments characterised by supportive relationships and regular contact with each student.
- Developing strategies to proactively teach coping strategies, resilience and self regulation.

Strengthening Community Engagement

Creating relationships within the wider school community to foster a sense of belonging to engage students and parents in the learning process. This will be achieved through:

- Use collaborative strategies and share with all stakeholders across the school to support the wellbeing of students.
- Amplify partnerships with the wider school community to utilise expertise and support to enhance student wellbeing needs.

Success criteria for this strategic direction

The school adopts consistent predictable routines to ensure each student has regular opportunities to meet with an identified staff member who can provide advice, support and assistance (SEF - LE: Wellbeing [Caring for Students])

Teachers , parents and community establishing positive partnerships and systems to improve student attendance and performance. (SEF - LE: Learning Culture [Attendance])

All classrooms are well managed with a consistent, school-wide approach to class management, where all students can engage at their level and teachers model shared exemplary practice (SEF - TE: Effective Classroom Practice [Classroom Management])

The school is recognised as excellent and responsive by it's community as it caters for the range of equity issues within the school. (SEF - LD: Educational Leadership [Community Engagement])

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate a culture of engagement and positive partnerships with our school community to support progress?

Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measure of the strategic direction. This analysis will guide the school's future directions:

* Scout -attendance and wellbeing data

* Surveys ie. TTFM

Strategic Direction 3: Belonging and Thriving

Evaluation plan for this strategic direction

- * Observations
- * Collaborative Conversations Data analysis
- * Focus Groups
- * Student voice
- * Interviews
- * Learning conversations
- * Document Analysis

Analysis:

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- * 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
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Implications:

The findings of the analysis will inform:

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- * Future directions
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