

# Strategic Improvement Plan 2023-2026

## Bonnyrigg Heights Public School 4594



# School vision and context

## School vision statement

---

At Bonnyrigg Heights Primary School students are the centre of all decisions. Reflective teachers engage students and our community to promote a positive learning environment where all students feel known, valued and cared for every day. We have a relentless focus on school improvement, setting high expectations and encouraging student voice through quality teaching and learning practices, catering for individual differences. The school is committed to developing confident, resilient learners who connect, succeed and thrive at school and beyond.

## School context

---

Bonnyrigg Heights Primary School is an Ambassador school, located in South Western Sydney on Dharug land and has a student enrolment of 885. The school culture is one that promotes diversity in learning, inclusiveness and a strong sense of belonging with students, staff, parents and the wider community working together in partnership.

The school community is culturally diverse with 93% requiring some level of English as an Additional Language/Dialect (EaL/D) support. Our students come from a wide range of socio-economic backgrounds. First Nations students represent 1.2% of the school population. The school has a vibrant community language program with our largest groups being Vietnamese, Arabic and Serbian. There is a strong emphasis on inclusion with five support unit classes catering for students with severe to moderate intellectual and physical needs.

Extracurricular opportunities and experiences in creative and performing arts, sport, public speaking, debating and technology enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified the need to further develop and refine data-driven practices to maximise the achievement of learning outcomes for all students in literacy and numeracy. High Impact Professional Learning is pivotal to the continual refinement of quality evidence-based teaching, learning and wellbeing practices. There is a strong school partnership and understanding of effective practices and strategies to support wellbeing.

Continual analysis and reflection of student data will determine areas for success and need at an individual, class and school level. The involvement of the whole community in this process is essential as we strive for excellence.

# Strategic Direction 1: Student growth and attainment

## Purpose

To further develop data driven practices and provide high impact professional learning to strengthen teachers' capabilities, in order to maximise achievement of student learning outcomes in literacy and numeracy.

## Improvement measures

### Numeracy growth

Achieve by year: 2023

Increase % of Year 6 accuracy in numeracy in Term 3, 2023 Check-in Assessment to be above 53.2% (base data - Year 5, 2022).

### Reading growth

Achieve by year: 2023

Increase % of Year 6 accuracy in reading in Term 3, 2023 Check-in Assessment to be above 49.6% (base data - Year 5, 2022).

Achieve by year: 2026

90% or more of students attaining at least expected levels of literacy benchmarks K-6 as evidenced by school-based data.

Achieve by year: 2026

90% or more of students attaining at least expected levels of numeracy benchmarks K-6 as evidenced by school-based data.

Achieve by year: 2026

90% or more of Aboriginal students show growth in reading and numeracy, as evidenced by system and school based data.

### 2023 Progress measure

Achieve by year: 2026

Class teachers are actively engaged in understanding the impact of professional learning on their teaching practice with 90% or more developing excellence in explicit literacy

## Initiatives

### Capability building

Cultivating learning environments through targeted HIPL which is focused on the continuous improvement of teaching and learning in literacy and numeracy.

- Develop and deliver whole school targeted professional learning on evidence-based literacy and numeracy pedagogy to successfully implement quality teaching practices across the school.
- Identify individual teacher professional learning needs and implement authentic opportunities to develop explicit teaching practices through the many forms of professional learning - shoulder to shoulder, demonstrations, planning and programming, data to inform practice, evidence-based teaching methods.

### Evaluative thinking

Ensure effective strategies and processes for data collection, tracking and analysis are embedded for responsive literacy and numeracy curriculum delivery K - 6 and effective classroom practice.

- Utilise the APCIs to work closely with teams to develop and implement effective assessment structures and routines for data collection.
- Increase teacher capability in data literacy, data analysis and data use in the teaching and learning cycle, collaboratively led by the APCIs.
- Support teachers to develop a culture of high expectations, by providing students with quality examples of responses and learning tasks, and supporting students to self-reflect and self-assess.

## Success criteria for this strategic direction

All staff participate in ongoing HIPL, which is student focused, evidence-based and easily transferred into practice to refine processes and systems in English and mathematics. (*SEF Leading Domain: Educational Leadership, Teaching Domain: Learning and Development*) (HIPL: 1.1, 1.2, 1.3)

All class teachers participate in fortnightly APCI-led team-based HIPL to facilitate collaboration in developing quality evidence-based teaching programs in English and mathematics. (*SEF Leading Domain: Educational Leadership, Teaching Domain: Learning and Development*) (HIPL: 3.1, 3.2, 3.3, 5.2)

All professional learning is informed by an understanding of both student learning needs and teacher professional learning needs. (*SEF Teaching Domain: Learning and Development, Effective Classroom Practice, Data Skills and Use*) (HIPL: 1.1, 1.2, 1.3, 3.3)

All staff consistently and expertly collect formative assessment data in reading and numeracy from all stages of the teaching and learning cycle. (*SEF Learning Domain: Assessment, Teaching Domain: Data skills and use*) (WWB: 2020 Update: Use of data to inform practice, Assessment)

Assessment/PLAN2 data is collected by all staff in reading and numeracy on a regular and planned basis. (*SEF-Leading Domain: Educational Leadership, Teaching Domain: Data skills and use, Effective classroom practice*) (WWB: 2020 Update: Use of data to inform practice, Assessment)

All staff engage in regular moderation of assessments and analysis of data with APCIs and colleagues to successfully evaluate student learning over time, implement changes in teaching and differentiate for student need. (*SEF-Teaching Domain: Data skills and use, Effective classroom practice Learning Domain: Curriculum, Assessment*) (WWB: 2020 Update: Use of data to inform practice, Assessment)

Students are motivated to achieve their best and continually improve their learning through a culture of high

# Strategic Direction 1: Student growth and attainment

## Improvement measures

---

and numeracy teaching.

### 2023 Progress measure

Achieve by year: 2026

Class teachers analyse, interpret and collaboratively use data from a range of high quality assessments, to inform planning, identify interventions and modify teaching practice at the level of excelling in Data Skills and Use (SEF).

---

## Success criteria for this strategic direction

---

expectations and quality learning experiences that engage and challenge all students in English and mathematics. (*SEF- Learning Domain: Learning Culture*) (*WWB: 2020 Update: High Expectations, Assessment*).

## Evaluation plan for this strategic direction

---

### Question:

*Activity:* To what extent have high impact professional learning and data driven practices strengthened teachers' capabilities and improved student academic outcomes in literacy and numeracy?

*Process Quality:* What impact have high impact professional learning and data driven practices had on teacher practice and student academic outcomes in literacy and numeracy?

### Data

\* System data and on-demand assessment data including: Phonics Diagnostic Assessment, Year 1 Phonics Screening, Check-in Assessment, IfSR, Scout reports, Best Start reports, Tell Them From Me.

\* School determined data: teacher, student and parent focus groups and surveys, lesson plans, differentiated teaching and learning programs, growth against Literacy, Numeracy and EAL/D Progressions, PLAN2 data, student work samples, review of ILP, PLPs, PLaSP learning goals, school devised assessments, semester reports against syllabus outcomes, Learning Intentions and Success Criteria (LISC), myPL eLearning, Professional learning diaries, exit slips, rubrics, teacher professional development plans (PDP), APCI Time team meeting agendas, CRC schedules and records, diary entries from school visits, podcasts, resource allocation analysis, document analysis of Professional Learning presentations, NESAC accreditation and maintenance cycle.

### Analysis:

## Evaluation plan for this strategic direction

---

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

### **Implications:**

Detailed analysis will inform:

- \* future actions
- \* future directions
- \* annual reporting on school progress measures

# Strategic Direction 2: Leading Learning

## Purpose

To continually improve the pedagogy of all staff as leaders of learning to maximise the impact on students.

## Improvement measures

Achieve by year: 2026

All staff are actively and expertly engaged members of at least two Professional Learning Communities (PLC) and are driven to impact positively on student learning outcomes through collaboration, self evaluation and deep reflection.

Achieve by year: 2026

All school leaders demonstrate exceptional skills as instructional leaders who drive professional dialogue and collaborative practices, supported by research.

Achieve by year: 2026

All staff are actively engaged in and consistently applying High Impact Professional Learning (HIPL) to strengthen teacher quality and impact on student progress and achievement underpinned by the five key elements.

Achieve by year: 2026

Consistently implement quality opportunities for every student to maximise agency for improved learning outcomes and to ensure they are engaged and challenged.

## Initiatives

### Enhancing teacher quality

Embed an integrated school-wide approach where staff and students are motivated to deliver their best and continually improve.

- Embed a whole school approach to quality teaching and curriculum planning and delivery through HIPL across all key learning areas.
- Create successful student learning opportunities to ensure every student has a voice, is engaged and challenged.

### Leadership and collaboration for school improvement

Embed explicit systems to facilitate a learning culture which is focused on continuous reflection of pedagogy.

- Review and enhance the school's model of distributed instructional leadership with a culture of effective evidence-based teaching and ongoing improvement.
- Develop and implement high quality collaboration and feedback strategies that focus on facilitating collegial discussions to plan, develop, refine and improve teaching and learning programs and enhance student learning outcomes.

## Success criteria for this strategic direction

Professional Learning Communities are embedded in the school learning culture to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice, the sharing of successes and the provision of specific and timely feedback between teachers. (SEF - **Teaching Domain** : Learning and Development - Collaborative Practice and feedback, **Teaching Domain** Effective classroom practice - Feedback, **Learning Domain**: Assessment - Student engagement, **Leading Domain**: Educational leadership - Instructional leadership) (WWB: 2020 Update: Effective Feedback and Collaboration) (HIPL Framework - 1.3, 2.2, 3.1, 3.2)

All staff elicit feedback from students and use this to inform their teaching. All students are provided with opportunities to have a voice, feel challenged and engaged. (SEF - **Teaching Domain** Professional Standards, **Learning Domain** Curriculum) (WWB: 2020 Update: Effective Feedback and High Expectations)

The school has high performing teaching staff who are highly reflective and strive for continual improvement through the engagement in High Impact Professional Learning. (SEF - **Teaching Domain** Effective Classroom Practice, **Teaching Domain**: Learning and Development) (HIPL Framework - 1.1, 1.3, 2.2, 2.3, 5.2)

All staff are engaged in professional learning and are willing to reflect on and share their teaching expertise and knowledge and can effectively apply this in classroom practice (HIPL Framework - 1.1, 1.3, 2.2, 2.3,5.2) (WWB: 2020 Update: Use of data to inform practice)

Aspiring and current leaders continually develop their skills and knowledge on identified focus areas and standard descriptors at Highly Accomplished and Lead levels. (SEF - **Teaching Domain**: Professional Standards - Accreditation, **Leading Domain**: Educational Leadership - Performance management and development)

Teachers regularly engage with parents and students to improve their understanding of student learning and strengthen student outcomes. (SEF - **Learning Domain**: Reporting - Student reports, **Teaching Domain**: Effective

## Strategic Direction 2: Leading Learning

### Success criteria for this strategic direction

---

*classroom practices - Feedback)*

Reports include students' personal reflections on their learning goals. (SEF - **Learning Domain: Reporting - Student reports, Learning Domain : Assessment - Student engagement**) (WWB: 2020 Update: *Effective Feedback*)

A culture of high expectations exists whereby student voice is used to reflect on the achievement of learning goals, provide feedback to teachers, and strive for personal improvement in partnership with teachers and parents. (SEF - **Teaching Domain: Learning culture - High expectations, Leading Domain: Educational leadership - Instructional leadership**) (WWB: 2020 Update: *Effective Feedback*)

### Evaluation plan for this strategic direction

---

#### Question :

*Activity:* What strategies have been implemented to focus on an improvement in distributed leadership, collaboration, collegial discussion and effective feedback strategies?

*Process Quality:* To what extent have we achieved our purpose and demonstrated impact on improvement in distributed leadership, collaboration, collegial discussion and effective feedback strategies?

**Data :** Performance and Development Plans, TTFM teacher, staff, parent and student survey data, students individual reflection on semester two reports, QTR lesson observation sheets, QTR lesson feedback sheets, student voice and goal setting on semester one reports, pre and post staff surveys, student feedback on learning programs/lessons, High Impact Professional Learning (HIPL) School self-assessment framework, Wellbeing self-assessment tool for schools, utilising What Works Best in Practice - focus on high expectations, collaboration, effective feedback and the use of data to inform practice

### Evaluation plan for this strategic direction

---

**Analysis** : Analysis will be embedded with the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

**Implications:**

Detailed analysis will inform:

- future actions
- future directions
- annual reporting on school progress measures



# Strategic Direction 3: Partners in Learning

## Purpose

To foster and nurture strong, collaborative partnerships and engagement between students, staff, parents/carers and the wider community by continually developing and implementing whole school and targeted, integrated wellbeing practices to allow students to have a high sense of belonging and connectedness.

## Improvement measures

### Attendance >90%

Achieve by year: 2023

An increased percentage of students attending more than 90% of the time by at least 8.4% to work towards the system negotiated target.

### Wellbeing

Achieve by year: 2023

Increase the proportion of students reporting expectations of success, advocacy and a sense of belonging at school by at least 7.7%.

Achieve by year: 2026

An increased number of strong, authentic parent partnerships across the school community, committed to improving student wellbeing and inclusion using the Family-school partnerships framework, focusing on communication, connection, collaboration and participation.

Achieve by year: 2026

Class teachers are able to develop effective personalised student plans to drive and monitor achievement of SMARTER goals, allowing students to succeed and thrive in an enabling learning environment with evidence of impact tracked on the Wellbeing Self-Assessment Tool for Schools.

## Initiatives

### Learning Culture

Embed a learning culture promoting whole school wellbeing with a relentless focus on improved student learning to ensure all students aspire to, and achieve, personal excellence.

- Develop, implement and monitor effective individualised learning and wellbeing school practices to support the cognitive, emotional, social, physical and spiritual wellbeing of students.
- Enhance authentic partnerships with parents and carers (including parent voice) to strengthen student wellbeing and improve student learning outcomes through building a climate of care and positivity.

### Wellbeing

Embed effective strategies and processes for whole school improvement in wellbeing to help students (both individually and collectively) reach their full potential in a safe, respectful and supportive environment.

- Develop successful student wellbeing opportunities to ensure every student has a voice, is engaged and challenged.
- Embed respectful relationships and build positive, supportive and encouraging learning environments to ensure students connect, succeed and thrive.

## Success criteria for this strategic direction

Consistent and systematic processes ensure that student absence does not impact on learning outcomes. (*SEF-Learning Domain: Learning Culture - Attendance*)

Students are motivated to deliver their best and continually improve. (*SEF-Learning Domain: Learning Culture - High Expectations*) (WWB: 2020 Update: High expectations)

Positive respectful relationships are evident among students and staff and promote student wellbeing and optimum conditions for learning across the school. (*SEF-Learning Domain: Wellbeing - Behaviour*) (WWB: 2020 Update: Classroom management)

Evidence based wellbeing programs and practices are in place across the school to support student learning. (*SEF-Learning Domain: Wellbeing*) (WWB: 2020 Update: Wellbeing)

School practices and strategies support each family to develop and value a shared understanding of learning through regular discussion and capacity building, supporting a culture of inclusion and belonging (*Family-School Partnerships Framework*)

A school wide collective responsibility for student learning and success is evident. Planning for learning is informed by sound holistic information about student wellbeing and learning needs in consultation with parents and carers. (*SEF-Learning Domain: Wellbeing - Individual Learning Needs*) (WWB: 2020 Update: Wellbeing and High expectations)

All classrooms and other learning environments are well managed within a consistent, school-wide approach, so all students can engage in productive learning, with minimal disruption. (*SEF-Teaching Domain: Effective classroom practice - Classroom management*) (WWB: 2020 Update: Classroom management)

The school is recognised as excellent and responsive by the community as it uses best practice and embeds a culture of high engagement. (*SEF-Leading Domain: Educational Leadership - Community engagement*)

## Evaluation plan for this strategic direction

---

### Question:

*Activity:* What strategies have been implemented to focus on an improvement in student attendance, individualised learning, collaborative partnerships and wellbeing?

*Process quality:* To what extent have we reached our purpose and can demonstrate impact and improvement in student attendance, effective individualised learning, authentic partnerships and wellbeing (student expectations of success, advocacy and sense of belonging at school)?

### Data:

TTFM surveys, focus groups, student voice in PLaSPs and teaching and learning programs, achievement of PLaSP goals, student leadership programs (effectiveness and participation), internal student surveys, quality plans which are individualised, monitored and reviewed, school transition programs, student behaviour data as recorded on Sentral, student attendance data, Wellbeing room data, LST referral data, parent communication data, Berry Street Education Model lessons, parent attendance at school workshops and showcases - evidence of community engagement, NCCD, Wellbeing self-assessment tool for schools, evidence of implementation of High Potential Gifted Education Policy, utilising What Works Best in Practice - focus on high expectations, classroom management and wellbeing, School Assessment Tool (Family-school partnerships).

### Analysis:

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

### Implications:

Detailed analysis will inform:

- future actions
- future directions

## Evaluation plan for this strategic direction

---

- annual reporting on school progress measures