

# Strategic Improvement Plan 2024-2027

## Beecroft Public School 1166



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# School vision and context

## School vision statement

Beecroft Public School is committed to continual educational excellence in an environment where every student, every staff member, and every member of the community is valued and cared for. We are partners in high quality learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners.

There is a collective ambition among students, staff and the wider community to maintain high expectations through the purposeful and explicit learning opportunities that stimulate and challenge all. Students recognise, achieve and celebrate their personal best in a positive environment founded upon kindness, belonging, dignity and respect.

## School context

Beecroft Public School is located in the Metropolitan North Operational Directorate with a student population of 835, including 75% who have English as an additional language or dialect. The high socioeconomic context of the school contributes to its academic success and proud record of high academic achievement. There are 2 Opportunity Classes (OC) at Beecroft Public School. Parents and the community, including a dynamic P&C, are actively involved in our students' education, support school programs and are proud of the school's achievements.

High quality curriculum provision, differentiation in literacy and numeracy underpinned by formative assessment practices remain key drivers of school growth. High impact professional learning is driven by a deeply embedded collaborative inquiry model that clearly links teacher learning to student learning.

Ensuring the school delivers an evidenced-informed approach to enhancing student, staff and community wellbeing remains a priority. The school continues to deliver a balanced education with opportunities in performing and creative arts, debating and sport, including PSSA.

Through ongoing evaluation, as part of the School Excellence Cycle, including the Situational Analysis, the school has identified two key initiatives for the 2024-2027 Strategic Improvement Plan.

### 1. Student Growth & Attainment

Beecroft Public School students achieve high levels of reading and numeracy attainment. Teachers will use the established Collaborative Inquiry professional learning model to identify areas of uplift in reading and numeracy. The aim of this initiative is to enhance a school-wide approach to curriculum planning, implementation and assessment through a focus on:

- curriculum provision
- formative assessment
- explicit teaching
- differentiation.

### 2. Student Wellbeing

Supporting student wellbeing remains a key priority at Beecroft Public School. Overall student sense of belonging and engagement are focus areas identified through ongoing evaluation. The aim of this initiative is to develop school-wide, evidence-informed wellbeing practices and data systems through a focus on:

- evidence-informed wellbeing practice
- data use in wellbeing

# School vision and context

## School vision statement

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## School context

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- data use for attendance
- connection, inclusion and engagement.

# Strategic Direction 1: Student growth and attainment

## Purpose

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To enhance a school-wide approach to curriculum planning, implementation and assessment that promotes student growth and attainment in reading and numeracy and fosters staff and student agency.

## Improvement measures

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### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

- An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2022.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

- An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2022.

## Initiatives

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### High Impact Teaching & Learning

Strategic Direction 1 strives to improve student reading and numeracy outcomes, using Collaborative Inquiry, a high impact professional learning model, through the following focus areas:

### Curriculum Provision

- Deepen teacher knowledge of curriculum to enable informed and deliberate decision-making in all phases of the teaching and learning cycle.
- Refine school-wide systems to ensure effective curriculum planning, implementation and assessment.

### Formative Assessment

- Improve teacher capacity to identify and select formative assessment opportunities that elicit relevant student data, including student voice, to inform teacher judgement and explicit instruction.

### Explicit Teaching

- Strengthen teachers' understanding of, and ability to identify and implement effective explicit teaching strategies that optimise student learning in reading and numeracy.
- Activate student voice and agency through the intentional inclusion of explicit teaching techniques.

### Differentiation

- Empower teachers to use their professional judgement through the use of effective assessment practices and analysis of data to flexibly and responsively adjust programming, teaching and learning, ensuring all students are challenged.

## Success criteria for this strategic direction

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### Evaluation and Feedback

- The school's curriculum provision promotes high expectations and challenge for student learning and nurtures student agency. (C - Curriculum provision)
- Formative assessment is used flexibly and responsively as an integral part of daily classroom instruction. (A - Formative assessment)
- Teachers expertly implement formative assessment, incorporating student voice and agency. (A - Formative assessment)
- Effective explicit teaching methods are identified, promoted and modelled. (ECP - Explicit teaching)
- Teachers adjust teaching and learning programs to address individual student needs and learning goals so that all students are challenged. (C - Differentiation)

## Evaluation plan for this strategic direction

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### Evaluation Questions

- What impact does teacher inquiry into the effective teaching of reading have on student growth and attainment?
- What impact does teacher inquiry into the effective teaching of numeracy have on student growth and attainment?

### Embedded Evaluative Practice using the QDAI Process

(Question, Data, Analysis and Implications)

Each term, the QDAI process will be used to triangulate data and identify the evidence of activity, process quality and impact. The next steps will be identified and outlined.

# Strategic Direction 2: Wellbeing, Engagement & Inclusion

## Purpose

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To embed and refine whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

## Improvement measures

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### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 94.34% in 2023 to 95.4% in 2027.

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## Initiatives

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### Wellbeing, Engagement and Inclusion

Strategic Direction 2 strives to improve student engagement and wellbeing outcomes through the following focus areas:

#### Evidence-informed Wellbeing Practice

- Embed school-wide evidence-informed wellbeing programs, such as The Resilience Project, with the aim of strengthening student wellbeing, voice and agency.

#### Data Use - Wellbeing

- Consolidate school-wide data systems that promote student voice and agency and enhance explicit and sustainable wellbeing practices.

#### Data Use - Attendance

- Use data-driven practices to identify and target student attendance focus areas and refine whole school systems and processes.

#### Connection, Inclusion and Engagement

- Enhance teacher capacity to flexibly and authentically address key priorities, including Aboriginal Education and High Potential and Gifted Education (HPGE) in teaching and learning programs.

## Success criteria for this strategic direction

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### Evaluation and Feedback

- There is a planned approach for collecting and analysing whole-school wellbeing data. (W - A planned approach to inclusion and wellbeing)
- Student voice and agency is used to inform wellbeing practices and initiatives. (W - A planned approach to inclusion and wellbeing)
- Student attendance data is used to identify strategic areas of focus that drives improvement in school-wide attendance systems and processes. (LC - Attendance)
- Student voice is sought to address student specific attendance concerns. (W - A planned approach to inclusion and wellbeing)
- Student voice is used as a tool to improve school-wide systems and processes. (W - A planned approach to inclusion and wellbeing)

## Evaluation plan for this strategic direction

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### Evaluation Questions

- What impact does a systematic focus on wellbeing, engagement and inclusion have on students' overall sense of belonging and wellbeing (TTFM)?
- What impact does a systematic focus on wellbeing, connection and inclusion have on the attendance rates of students?

### Embedded Evaluative Practice using the QDAI Process

(Question, Data, Analysis and Implications)

Each term, the QDAI process will be used to triangulate data and identify the evidence of activity, process quality and impact. The next steps will be identified and outlined.

# Strategic Direction 3:

**Purpose**

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**Initiatives**

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**Success criteria for this strategic direction**

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**Evaluation plan for this strategic direction**

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