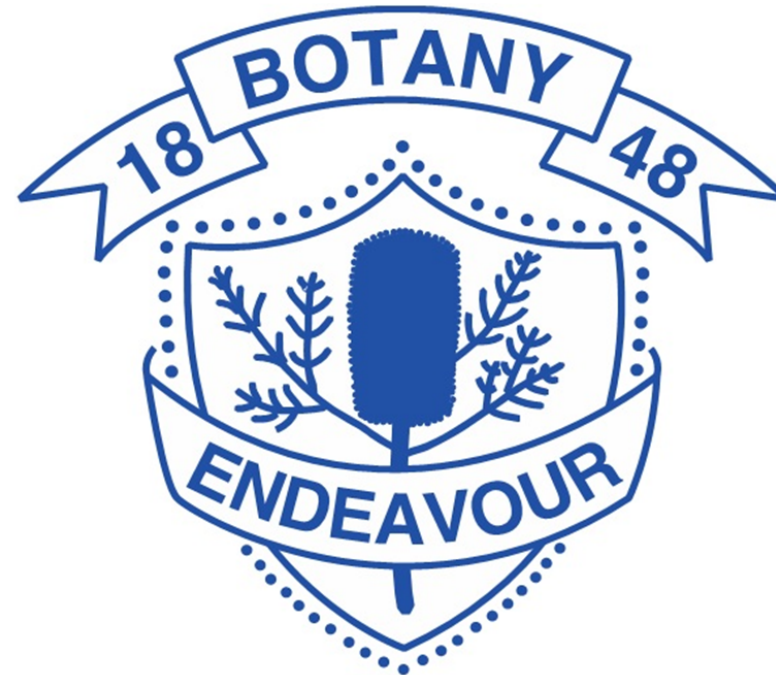


Strategic Improvement Plan 2024-2027

Botany Public School 1323



BOTANY PUBLIC SCHOOL

Caring Creative Connected

School vision and context

School vision statement

At Botany Public School, we celebrate individuality through high expectations for all students and delivery of a broad, creative and innovative curriculum. With an emphasis on effective relationships, Restorative Practices help us to create confident, caring and resilient learners. Our dedicated staff are highly skilled and collaborative professionals who inspire a culture of academic, social and emotional learning for all. We are proud of our community partnerships that are connected, collaborative and inclusive.

School context

Botany Public School, located on the land of the Bidjigal and Gweagal clans in Sydney's Eastern suburbs, has the honour of being the first public school in Sydney and is the oldest existing public school in New South Wales.

Located in south-east Sydney, Botany Public School has a current student enrolment of 250 students. This includes a small number of students who identify as Aboriginal and/or Torres Strait Islander and 48% of students from language backgrounds other than English.

The dedicated and highly skilled staff prepare high-quality teaching and learning programs that effectively cater for the needs of all students. Teachers, students and parents work in partnership to ensure high expectations for all students. Students at Botany Public School have access to a broad and engaging curriculum, supported by specialist teachers and whole school events such as our biennial Art Show and Performing Arts End of Year Concert. On-site extra-curricular activities provide further opportunities for our students and include languages, music, dance, drama and chess.

Botany Public School benefits from a highly engaged school community and a passionate Parent and Citizens Association (P&C) who support the school through fundraising and organisation of local community events such as our Twilight Christmas Markets. The school has extensive grounds, including multiple sports facilities, shaded outdoor learning areas and a Yarning Circle (Nguru Ngara Windjigal).

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in literacy and numeracy by developing systematic processes to track student progress and effectively adapt teaching and learning programs to cater for the learning needs of all students.

Improvement measures

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 Years 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

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 Years 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

Evidence-based classroom practices

- Improve teacher pedagogy and student outcomes through the continued implementation of Spirals of Inquiry.
- Teachers engage in high-impact professional learning to develop a deeper understanding of effective assessment practices.
- Implement instructional leadership to build teacher capacity in explicit teaching techniques to develop flexible and responsive teaching and learning programs that cater for the learning needs of all students.

Systematic school-wide assessment practices

- Develop systematic, school-wide processes for assessing and tracking student progress, including the identification of students with specific learning needs such as HPGE, LST and EALD.
- Embed effective processes that support the collection and analysis of internal and external performance data to inform teaching and learning programs and for formal reporting.

Success criteria for this strategic direction

Teachers use their professional judgment to make adjustments to suit student needs as they arise. Lesson planning is informed by students' prior achievement, curriculum requirements and student feedback and provides continuous improvement for all students, across the full range of abilities. (SEF - Lesson planning)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. (SEF - Formative 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. (SEF - Whole school monitoring of student learning)

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent assessment and data processes to improve student learning outcomes?

Data: NAPLAN, Check-In, Fountas & Pinnell and internal student assessment data

Analysis: Analyse the data to determine the extent to which the purpose has been achieved

Implications: Where do we go from here? Future directions and next steps

Strategic Direction 2: Community partnerships for learning and wellbeing

Purpose

To promote collaboration with families to support the learning and wellbeing of students so that they can successfully connect, succeed, thrive and learn at Botany Public School.

Improvement measures

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 92.6% in 2023 to 93.7% in 2027

Initiatives

Partnerships for learning

- Improve student reports, ensuring they provide parents/carers with specific, personalised information about student progress including learning progress, areas of student strength and further development.
- Enhance communication practices to increase information available to parents about student learning.
- Expand effective parent-teacher partnerships through the evaluation of Learning Conferences

Partnerships for wellbeing

- Develop and embed a planned approach to teaching Social and Emotional Learning (SEL) programs across K-6.
- Update and consistently implement systems for setting and maintaining whole school behaviour expectations.
- Update the whole school focus to improve attendance.

Success criteria for this strategic direction

Strong partnerships with parents/carers support student learning and wellbeing. (SEF - High expectations)

Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school. (SEF - Behaviour)

Evaluation plan for this strategic direction

Question: What has been the impact of enhanced community partnerships on student learning and wellbeing?

Data: Tell Them From Me (TTFM), NAPLAN, Check-In Assessments, community satisfaction surveys

Analysis: Analyse the data to determine the extent to which the purpose has been achieved

Implications: Where do we go from here? Future directions and next steps

Strategic Direction 3: Empowered students and staff

Purpose

To promote ongoing stakeholder engagement in school decision making processes by strengthening student and staff agency across the school.

Initiatives

Student Agency

- Expand and embed opportunities to increase levels of student voice and leadership across K-6.
- Improve student agency in the classroom through the implementation of effective teaching and feedback strategies.

Staff leadership

- Actively support staff at all levels of their career to create a culture of distributive leadership.
- Provide high-impact professional learning opportunities in leadership to build the capacity of aspiring and middle leaders.
- Embed effective whole-school improvement and evaluative practices.

Success criteria for this strategic direction

Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs. (SEF - A planned approach to inclusion and wellbeing)

The school's curriculum provision promotes high expectations for student learning and nurtures student agency. Effective practices are enhanced by incorporating student voice. (SEF - Curriculum provision)

A high performance culture and strong relational trust enable professional growth and a collaborative feedback culture to flourish. Leadership capability is developed by identifying, inspiring and enabling potential leaders. (SEF - Performance management and development)

Evaluation plan for this strategic direction

Question: To what extent has the focus on student agency led to increased levels of student engagement and sense of belonging? What has been the impact of high-impact professional learning in leadership on staff capability?

Data: Internal school surveys, Tell Them From Me surveys

Analysis: Analyse the data to determine the extent to which the purpose has been achieved

Implications: Where do we go from here? Future directions and next steps