

Strategic Improvement Plan 2024-2027

Bringelly Public School 1360



School vision and context

School vision statement

At Bringelly Public School we are committed to every student and every teacher being challenged to continue to learn every year. This is possible in an environment of high expectations with a positive, inclusive culture that promotes well being, achievement and success for all.

School context

Bringelly Public School is a semi-rural school in Southwest Sydney and proud of its 146-year history. Our school motto is "Together We Grow." Set on five hectares of school grounds the school has a small food services area with a canteen, library, a large sports field, multi-purpose court and playground. The school is active in encouraging environmental education with a large outdoor learning environment. The school woodland and wetland area are protected under the Environment and Heritage Act. The renovated original classroom, built in 1897, as well as the original schoolhouse provide a real link to the school heritage which is highly valued by the school and the wider community. Bringelly Public School is part of the Macarthur School Network.

Our school community welcomes a diverse range of students and enjoys a harmonious and inclusive learning environment. The population of the school has 33% of children with a language background other than English and 10.47% of students come from an Aboriginal and Torres Strait Islander background.

Bringelly Public School has a strong strategic approach at increasing students' outcomes in literacy and numeracy using data informed intervention and on-going monitoring of student progress.

Our authentic situational analysis was created in consultation with parents and community, staff, students, AECG and university partners. This analysis identified the need for our school staff to further differentiate curriculum delivery to meet the needs of students at various levels of achievement, including adjustments to support learning or increase challenge. This was most notable in numeracy.

The school has developed strong community links and is a Bronze Award member of Eco-Schools International. We work with Sydney Royal Botanic Gardens, Australian Botanic Gardens Mt Annan, Liverpool Council and local Aboriginal and Torres Strait Islander groups; all who support the protection of our unique environment and sustainability education.

The school's commitment to improving mental health and well being is supported by the link with University of New England's Faculty of Social Work and Bringelly P&C Association who financially help to employ a school chaplain.

Our students have a proud history of success in public speaking, debating, and involvement in the Public Schools Sporting Association. Cultural events include NAIDOC and Harmony Days and well attended community commemorations such as ANZAC and Remembrance Days. The school also offers opportunities in creative arts, particularly dance and choir performances. Camps and excursions linked to curriculum studies have been regular events in the school calendar, all supported by the Bringelly community.

Strategic Direction 1: Student growth and attainment

Purpose

The school seeks to create a strategic and planned approach to support and develop the academic needs of all students so that they may be empowered to connect, succeed, thrive and learn.

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

All students demonstrate growth and achievement in reading using a variety of internal and external data sources.

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

All students demonstrate growth and achievement in numeracy using a variety of internal and external data sources.

Initiatives

Growth and Attainment in Reading

Staff will develop a clear understanding of how to plan for, assess and teach reading across K-6 to a diverse range of learners.

- Staff will participate in learning to update knowledge and practice targeted to the whole school improvement in reading. This includes all classroom teachers trained in Initial-Lit, explicit instruction and explicit teaching strategies.
- Staff will design and implement teaching programs using knowledge of curriculum, assessment and reporting requirements by organising content into well sequenced lessons.
- Staff will design and implement explicit teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds based on research underpinning the Simple View of Reading, the five areas of reading and Effective Instruction in Reading (2023).

Growth and Attainment in Numeracy

Through the use of evidence based practices and building collective efficacy in teachers, a culture of high expectations will advance students' achievement and ensure differentiation, including the extension of high performing students.

- Establish whole school data processes and systems for collection, analysis and reporting of numeracy progress for individual students and the school as a whole to ensure continued improvement for every student.
- Develop and implement whole school professional learning opportunities and support for teachers, in order to advance evidence-based practice and explicit teaching of numeracy programs to improve targeted student assessment results and achieve growth for all students.
- Embedding evidence based teaching approaches in classroom practice through classroom feedback

Success criteria for this strategic direction

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. (*Curriculum Provision*).

The school promotes and demonstrates professional learning in data concepts, analysis and use of student learning data. Teachers use data effectively to evaluate student understanding of lesson content. (*Data Literacy*)

Teachers collaborate across the school to share curriculum knowledge, data, feedback and other information about student progress and achievement. This is used to inform the development of evidence-informed inclusive programs and lessons that meet the needs of all students. (*Lesson Planning*)

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. (*Differentiation*)

Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. Parents/carers are provided with information about the approach to teaching. (*Explicit Teaching*)

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. (*Learning & Development*)

Evaluation plan for this strategic direction

Question:

Strategic Direction 1: Student growth and attainment

Initiatives

sessions, team teaching opportunities, demonstration lessons and peer feedback.

Evaluation plan for this strategic direction

What has been the impact of using consistent, explicit evidence-based teaching practices and processes on student performance?

Data:

- External student performance measures (NAPLAN, Check-In, Dibbles)
- Internal student performance measures (Literacy and Numeracy Progressions)
- Teacher reflection to support observations
- Teaching programs
- Classroom observations
- Student work samples

Analysis:

Analyse the data to determine the extent to which the purpose has been achieved.

Implications:

Findings from analysis will determine future directions of collaborative practices and learning and development to improve student outcomes.

Strategic Direction 2: Well-being, Connect and Engage

Purpose

To build active and positive partnerships between the school and the wider community, providing strong support for students' growth and development to create opportunities for students to thrive academically and socially in an inclusive environment.

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

The attendance rate for the school is increased from 85.03% in 2023 to 86.04% by 2027.

Initiatives

Improvement In Engagement

Attendance

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are developed to improve regular attendance rates for all students, including those at risk. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

- Encouraging regular attendance is a core school responsibility, including providing clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. A strategic approach when looking at school attendance data, investigating the root causes and taking cost-effective action to address the issues we have found.
- Liaising with the Home School Liaison Officer (HSLO) to create the connection between students, parents, school and agencies so that students have the best possible opportunity to engage with their learning.
- Whole school attendance modelled on a tiered framework of support and intervention and tailored to the school community, creates a positive environment for engagement and learning.

Community Engagement

Community engagement is essential to develop and maintain partnerships with a shared understanding of the importance attendance and improvement in educational outcomes. When schools, families and the broader community work together to develop positive connections, students thrive.

- Parents/carers and community members have the opportunity to engage in a range of school related activities which help build the school as a cohesive educational community and enhance a sense of belonging.

Success criteria for this strategic direction

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (*Attendance*)
- There is an ongoing commitment within the school community that all students make learning progress and are supported in their well-being. Partnerships with parents/carers and students supports a clear focus to guide integrated planning for learning and well-being. (*High expectations*)
- The leadership team analyses responses to community satisfaction and feedback and shares findings with students, staff and community. (*Community Satisfaction*)
- Well-developed and evidence-based approaches, programs and assessment processes are used to identify, regularly monitor, and review individual student learning needs. Student learning and well-being needs are addressed in partnership with all students and their parents/carers. (*Individual Learning Needs*)

Evaluation plan for this strategic direction

Question:

- Has the school successfully gained an increase in student attendance; community engagement and well-being?
- How can we effectively measure our impact and use this data for further improvement?

Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives.

- Schoolbytes Data
- Sign on sheets for parent workshops/ school events
- Scout

Strategic Direction 2: Well-being, Connect and Engage

Initiatives

- The school regularly solicits feedback on school performance that is addressed from students, staff, parents/carers, and the broader school community.

Wellbeing

Implement evidence-based change to whole school practices, resulting in measurable improvements in attendance, well-being, and engagement to support and improve learning.

- The development of a whole school behaviour system whereby expectations are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.
 - The school plans, implements and monitors an inclusive whole school approach to student and staff wellbeing and engagement. Staff engage in relevant professional learning that responds to wellbeing data and evaluation of whole school practices.
 - A review of school-wide approaches to effective and positive classroom management will be established. Support to be provided to teachers and students where needed, ensuring optimum learning.
 - Whole school student learning and support systems are refined and wellbeing needs are addressed in partnership with all students and their parents/carers.
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Evaluation plan for this strategic direction

- TTFM surveys (Web portal and Scout reports)
- Wellbeing data (LST Minutes)
- Meetings
- Community, staff & student surveys.

Analysis:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended success criteria.

Overall progress of initiatives will be reviewed annually by whole staff evaluation sessions. Evidence to be collected to support progress.

Implications:

Findings will inform future actions and be reported on in the Annual School Report.

Reflections to include discussion of the School Excellence Framework.

Strategic Direction 3:

Purpose

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction
