

# Strategic Improvement Plan 2024-2027

## Bella Vista Public School 4663



# School vision and context

## School vision statement

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At Bella Vista Public School, our aim is to create an environment where staff and students **collaborate in their learning**, enabling everyone to reach their potential through an **innovative and negotiated curriculum** that challenges and supports all members of the school community.

We recognise the need to create learning and teaching environments where the curriculum and pedagogy reflect today's world. At Bella Vista Public School we are committed to providing learning spaces that are designed to be configured in different ways to suit the learning needs of students. Flexible learning spaces enable us to place student learning at the core of our decision making.

**Together we will** deliver outstanding leadership, teaching and learning.

**With actions that** provide effective teaching practices including explicit teaching and effective feedback underpinned by high expectations.

**So** every student achieves ambitious learning goals.

**And we'll measure success by** improving literacy and numeracy outcomes for all students.

## School context

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Bella Vista Public School opened in 2019 and is located in the Northwest Sydney region. Current enrolment is 1076 students, including 5 Aboriginal or Torres Strait Islander students and 85% of students are from a non-English speaking background. The school includes five multi-categorical (MC) support classes for students with a disability.

Bella Vista Public School incorporates an innovative educational model, including modern specialist teaching and learning spaces that are organised into distinct home bases. The school uses Microsoft tools as a platform for teaching and learning. The school has an active P and C Association.

A situational analysis has been completed to identify areas of focus for this Strategic Improvement Plan. This plan will build upon the work undertaken in the previous school planning cycle around quality instruction in reading, numeracy and school culture.

# Strategic Direction 1: Student growth and attainment

## Purpose

To deliver high quality, explicit teaching practices and instruction in vocabulary to increase student comprehension, verbal and written communication. Evidence-informed practices will be embedded to ensure students achieve and exceed expected growth, resulting in maximised student literacy outcomes.

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

## Initiatives

### Vocabulary

#### Theory of Action

**If we** strengthen explicit teaching and learning of vocabulary,

**Then** students will develop a robust vocabulary store,

**So that** they know, understand and use vocabulary to communicate effectively.

### High Impact Professional Learning to Build Staff Capacity

Staff develop the knowledge, skills and understanding of vocabulary through high impact professional learning around the research of Deslea Konza (2010), Beck, McKeown and Kucan (2013), Quigley (2018), and the Primary English Teaching Association Australia (PETAA) to build their capacity in planning and delivering explicit vocabulary instruction.

Staff link research to practice through trialing instructional models that support comprehensive vocabulary instruction in all learning areas.

### Collaborative Practice: within the school

Staff collaborate to make key decisions about vocabulary instruction using the three-tier framework.

Creation of a quality learning culture where students perform and achieve high expectations that enables them to know words deeply; supporting inference and reasoning when reading and use it with precision when writing.

### Measuring Impact

Assessing and monitoring vocabulary progress through quality formative and summative assessments and 5-

## Success criteria for this strategic direction

Professional learning is informed by the professional needs of teachers and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice (SEF - Learning and Development).

Leadership team demonstrates educational expertise to lead teaching and learning and support a collaborative culture of high expectations resulting in sustained and measurable whole school improvement (SEF - Educational Leadership).

Teachers are committed to identifying, understanding, and implementing the most effective explicit teaching methods, with the highest priority given to evidence-informed inclusive teaching strategies (SEF - Effective Classroom Practice).

All students can articulate, understand and apply taught vocabulary strategies to become confident communicators (SEF - Effective Classroom Practice).

Consistent, systematic and reliable school-wide assessment practices are embedded where teachers understand, develop and apply a full range of assessment strategies, leading to measurable improvement (SEF - Data Skills and Use).

Frequent and reliable curriculum review linking to five-weekly data checks to ensure programs are effective, consistent and reliable (SEF - Assessment).

Teachers work with colleagues to evaluate the effectiveness of assessment measures to ensure valid, reliable, objective and inclusive assessment methods (SEF - Assessment).

All students consistently demonstrate growth as measured in external and internal school performance measures (SEF - Learning Culture).

## Evaluation plan for this strategic direction

# Strategic Direction 1: Student growth and attainment

## Initiatives

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weekly data analysis to inform differentiated teaching and learning.

### **Celebrate, Reflect and Reset**

Review the process for improvement, identify next focus area and theory of action through the reflect and reset process.

### **Curriculum Reform**

#### **Theory of Action**

**If we** promote evidence-informed approaches to learning, teaching and leading in line with the School Excellence Framework,

**Then** effective teaching of literacy will be strengthened,

**So that** every student experiences growth in literacy.

#### **High Impact Professional Learning to Build Staff Capacity**

K-2 staff are in the embedment phase of the curriculum reform and 3-6 are in the enactment phase. Through high impact professional learning staff will focus on building strong foundations in literacy.

Staff implement a whole school approach to the explicit and systematic instruction in the skills, knowledge and understandings required for students to be literate.

#### **Collaborative Practice: within the school**

The APCI works collaboratively with staff to build a deep understanding of the clear alignment between the new curriculum and a focus on continual improvement of teaching and learning and providing opportunities for teachers to transfer new learning into classroom practice.

## Evaluation plan for this strategic direction

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### **Question**

1. Have teaching and learning programs and practices been modified and adapted to reflect new evidence-informed practices?
2. Are the school-wide vocabulary assessment practices effectively embedded so that teachers understand, develop and apply a full range of strategies leading to measurable improvement?
3. Does evidence show that the implementation of effective explicit teaching has resulted in expected growth in literacy across K-6?

### **Data**

The school will collect the following data:

- NAPLAN data
- Check-In Assessment 3-6
- Literacy progressions and PLAN2 data
- Vocabulary Assessment Tools (Universal Resources Hub)
- Oral vocabulary assessments
- Teaching and learning programs
- Student work samples
- Anecdotal notes
- Observations

### **Analysis**

Analysis of this data will inform whole school progress and future directions. We will complete:

- Regular reviews of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussions around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions during collaboration and data impact meetings.

# Strategic Direction 1: Student growth and attainment

## Initiatives

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Work alongside colleagues to demonstrate, team teach and evaluate the impact of professional learning on student progress and achievement and teacher growth.

### Measuring Impact

Assessing and monitoring vocabulary progress through quality formative and summative assessments and 5-weekly data analysis to inform differentiated teaching and learning.

### Celebrate, Reflect and Reset

Review the process for improvement, identify next focus area and theory of action through the reflect and reset process.

## Evaluation plan for this strategic direction

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- Term by term reviews and triangulation of data sources including quantitative and qualitative and internal and external data.

### Implications

The findings of the analysis will inform:

- Future actions.
- Annual reporting on school progress measures (published in the annual report and published on the school website at the end of Term 1 each year).

# Strategic Direction 2: Numeracy

## Purpose

To deliver high quality, explicit teaching practices and instruction in numeracy to increase students' mathematical understanding, fluency, reasoning and problem solving. Our internal and external numeracy data indicates that students need support in developing their mathematical reasoning to engage positively in mathematics. Evidence-informed practices will be embedded to ensure students achieve and exceed expected growth, resulting in maximised student numeracy outcomes.

## Improvement measures

### 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 2023

## Initiatives

### Numeracy

#### Theory of Action

**If** we enable students to engage in high-quality mathematical experiences.

**Then** we provide them with the opportunity to consider, apply and develop their mathematical skills.

**So** that they develop lifelong mathematical thinking.

#### High Impact Professional Learning to Build Staff Capacity

Staff develop the knowledge, skills and understanding of learning in mathematics through high impact professional learning based on the research of Jeremy Kilpatrick, Jane Swafford, and Bradford Findell, (2001) to build their capacity in planning and delivering explicit instruction in working mathematically.

Staff link research to teaching practice through engaging in instructional models by Mike Askew (2011) and Jo Boaler (2016) that promote positive dispositions of learning in mathematics.

#### Collaborative Practice: within the school

Staff collaboratively develop and implement real world, high impact teaching and learning experiences that embed mathematical thinking.

Create a culture of high expectations to support students to develop positive dispositions to engage in mathematical inquiry.

Students reflect on feedback of their learning so that they continuously seek improvement as learners of mathematics.

#### Measuring Impact

## Success criteria for this strategic direction

Professional learning is informed by the professional needs of teachers and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice (SEF - Learning and Development).

Leadership team demonstrates educational expertise to lead teaching and learning and support a collaborative culture of high expectations resulting in sustained and measurable whole school improvement (SEF - Educational Leadership).

Teachers are committed to identifying, understanding, and implementing the most effective explicit teaching methods, with the highest priority given to evidence-informed inclusive teaching strategies (SEF - Effective Classroom Practice).

All students develop positive attitudes so they can take risks, think, reason, communicate, reflect and critique the mathematics they come across. (SEF - Effective Classroom Practice).

Consistent, systematic and reliable school-wide assessment practices are embedded where teachers understand, develop and apply a full range of assessment strategies, leading to measurable improvement (SEF - Data Skills and Use).

Frequent and reliable curriculum review linking to five-weekly data checks to ensure programs are effective, consistent and reliable (SEF - Assessment).

Teachers work with colleagues to evaluate the effectiveness of assessment measures to ensure valid, reliable, objective and inclusive assessment methods (SEF - Assessment).

All students consistently demonstrate growth as measured in external and internal school performance measures (SEF - Learning Culture).

# Strategic Direction 2: Numeracy

## Initiatives

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Assessing and monitoring numeracy progress through quality formative and summative assessments and 5-weekly data analysis to inform differentiated teaching and learning.

### Celebrate, Reflect and Reset

Review the process for improvement, identify next focus area and theory of action through the reflect and reset process.

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### Curriculum Reform

#### Theory of Action

**If we** promote evidence-informed approaches to learning, teaching and leading in line with the School Excellence Framework,

**Then** effective teaching of numeracy will be strengthened,

**So that** every student experiences growth in numeracy

#### High Impact Professional Learning to Build Staff Capacity

- K-2 staff are in the embedment phase of the curriculum reform and 3-6 are in the enactment phase. Through high impact professional learning staff will focus on building strong foundations in numeracy.
- Staff implement a whole school approach to the explicit and systematic instruction in the skills, knowledge and understandings required for students to be numerate.

#### Collaborative Practice: within the school

- The APCI works collaboratively with staff to build a

## Evaluation plan for this strategic direction

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### Questions

1. Have teaching and learning programs and practices been modified and adapted to reflect new evidence-based practices?
2. Are the school-wide mathematical assessment practices effectively embedded so that teachers understand, develop and apply a full range of strategies leading to measurable improvement?
3. Does evidence show that the implementation of effective explicit teaching has resulted in expected growth in numeracy across K-6?

### Data

The school will collect the following data:

- NAPLAN data
- Check-In Assessment 3-6
- Numeracy progressions and PLAN2 data
- Numeracy Assessment Tools (Universal Resources Hub)
- Interview for Student Reasoning
- Short Assessments 3-6
- Stage Snapshots 3-6
- Teaching and learning programs
- Student work samples
- Anecdotal notes
- Observations

### Analysis

Analysis of this data will inform whole school progress and future directions. We will complete:

- Regular reviews of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussions around the School Excellence Framework elements and themes.

# Strategic Direction 2: Numeracy

## Initiatives

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deep understanding of the clear alignment between the new curriculum and a focus on continual improvement of teaching and learning and providing opportunities for teachers to transfer new learning into classroom practice.

- Work alongside colleagues to demonstrate, team teach and evaluate the impact of professional learning on student progress and achievement and teacher growth.

## Measuring Impact

Assessing and monitoring numeracy progress through quality formative and summative assessments and 5-weekly data analysis to inform differentiated teaching and learning.

## Celebrate, Reflect and Reset

Review the process for improvement, identify next focus area and theory of action through the reflect and reset process.

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## Evaluation plan for this strategic direction

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- Executive team and whole staff reflective sessions during collaboration and data impact meetings.
- Term by term reviews and triangulation of data sources including quantitative and qualitative and internal and external data.

## Implications

The findings of the analysis will inform:

- Future actions.
- Annual reporting on school progress measures (published in the annual report and published on the school website at the end of Term 1 each year).



# Strategic Direction 3: Wellbeing

## Purpose

To create a learning environment where wellbeing and culture are recognised as the key contributors to building respectful and positive relationships across the school community through the use of a Restorative Practice Framework. Our school vision is strongly built on working together through a learning partnership where all contributions are valued and respected.

## 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

Increase our attendance baseline data from 92.86% in 2023 to 93.5% in 2027.

### Sense of Belonging

Achieve by year: 2027

An increase in the percentage of students with a positive sense of belonging.

## Initiatives

### Wellbeing

#### Theory of Action

**If we** implement evidence-informed, whole-school wellbeing approaches,

**Then** we create a school culture that builds partnerships and values student voice,

**So that** every student is known, valued and cared for and has a sense of belonging.

### High Impact Professional Learning to Build Staff Capacity

- Staff examine the Restorative, Wellbeing and School Excellence Frameworks and understand their influence on quality learning environments and high expectations.
- Staff participate in ongoing induction and professional learning and mentoring programs to reinforce Bella Vista Public School's Restorative Vision / Philosophy.
- Staff link research to practice through implementation of the Peer Support Program and the evidence-informed practices that underpin its work.

### Collaborative Practice: within the school

- Staff embed the Restorative Practice Framework and ensure practices create and maintain positive relationships at Bella Vista Public School and the community.
- Develop a process to implement Peer Support across the school.

### Measuring Impact

Internal data will be used to track attendance. Tell Them From Me Survey data will be used to measure a sense of

## Success criteria for this strategic direction

There is a high expectation culture of high attendance rates for all students. Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes (SEF - Learning Culture).

Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students. Embedded processes are in place to ensure that all students feel empowered and can access staff members for guidance, support and assistance (SEF- Wellbeing).

There is an embedded school-wide and data-informed approach to support student and staff wellbeing. Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs (SEF- Wellbeing).

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

## Evaluation plan for this strategic direction

### Question

1. Have staff effectively linked research to practice through the implementation of the Peer Support Program and its evidence-informed practices?
2. Does evidence show that the whole-school wellbeing approaches have ensured every student is known, valued and cared for and has a sense of belonging?

### Data

The school will collect the following data:

- Tell Them From Me survey
- Scout data
- Internal data

# Strategic Direction 3: Wellbeing

## Initiatives

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belonging.

### **Celebrate, Reflect and Reset**

Review the process for improvement, identify next focus area and theory of action through the reflect and reset process.

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## Evaluation plan for this strategic direction

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- Observations
- Student voice
- Focus groups
- Feedback

### **Analysis**

Analysis of this data will inform whole-school progress and future directions. We will complete:

- Regular reviews of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussions around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions during collaboration meetings.

### **Implications**

The findings of the analysis will inform:

- Future actions.
- Annual reporting on school progress measures (published in the annual report and published on the school website at the end of Term 1 each year).