

Strategic Improvement Plan 2021-2024

Burraneer Bay Public School 4259



School vision and context

School vision statement

At Burraneer Bay Public School, we are committed to a collaborative approach to education that fosters lifelong learners where explicit teaching and feedback is embedded in everyday practice. We recognise, and celebrate the diversity and potential of each individual and provide differentiated learning experiences that encourage all students to be future-focused, self-directed learners who achieve their personal best. Our culture of building respectful relationships in a safe environment, encompassing nurturing, compassion, and courage promotes wellbeing through our school values.

School context

Burraneer Bay Public School is a large school located in the Sutherland Shire. It has a welcoming and friendly community with a dedicated and caring staff. It has a reputation for excellence across a relevant and balanced curriculum. The school is committed to providing a caring and quality learning environment where all students are encouraged to strive to achieve their personal best. The school has a strong emphasis on extra-curricular activities, especially in the performing arts and sport.

The school has a proud and supportive community. The school provides a caring environment that emphasizes a strong set of values that are integrated into all aspects of school life and the wider community. Positive welfare programs are a feature of the school with students, staff and community working together to promote relationships that are based on collaboration and mutual respect.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 School Improvement Plan both of which involved consultation with students, staff and parents. A focus on reading, number, high potential and gifted education, learning support intervention, wellbeing, future-focused programs and developing high functioning teams were areas identified for further improvement.

Strategic Direction 1: Student growth and attainment

Purpose

We will maximise student learning outcomes in reading and numeracy in order to achieve academic success by implementing explicit teaching, differentiation and individual feedback.

Improvement measures

Target year: 2023

Increased percentage of students achieving expected growth in NAPLAN numeracy from 2019 to at or above the lower bound target. Uplift=14.74%

Target year: 2023

Increased percentage of students achieving expected growth in NAPLAN reading from 2019 to at or above the lower bound target. Uplift=14.34%

Target year: 2022

Increased percentage of students achieving top 2 bands in NAPLAN numeracy from 2019 to at or above the lower bound target. Uplift=3.7%

Target year: 2022

Increased percentage of students achieving top 2 bands in NAPLAN reading from 2019 to at or above the lower bound target. Uplift=6.2%

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) elements "Assessment and Data Use and Skills" indicates an improvement from Sustaining and Growing to Excelling.

Initiatives

Effective Pedagogical Practices

Embed a learning culture that enables students to achieve growth in reading and numeracy through differentiated lessons and ongoing feedback.

- High Impact Professional Learning on how best to differentiate instruction and provide quality feedback to students.
- adjust learning programs to address individual student needs based on assessment evidenced in teachers' programs.
- monitor student progress and check for understanding.
- provide students with detailed and specific feedback about what they need to do to achieve growth as a learner in reading and numeracy.

Success criteria for this strategic direction

Assessment - Student engagement and whole school monitoring of student learning:

Feedback from students on their learning derived from assessments informs further teaching.

The school has processes in place to support teachers' consistent, evidence-based judgment and moderation of assessments.

Data Skills and Use:

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Evaluation plan for this strategic direction

Question: Are our students improving in their growth and attainment?

Question: What has been the impact of our assessment and differentiation teaching practices?

Data:

- NAPLAN data
- SCOUT
- Student work samples
- Literacy Pro Analysis
- Numeracy progressions - additive strategies
- Teaching programs and observation of practice

The evaluation plan will involve:

Evaluation plan for this strategic direction

- regular review of the data sources listed above.
- regular professional discussion about effective pedagogical practices through grade planning days.
- clear understanding of 'What works best in practice'.
- executive team and whole staff reflective sessions.
- term by term review and triangulation of data sources by school planning teams.
- school reflection to determine 'Where to next?'

Analysis: Data is analysed and triangulated regularly (twice a term) to determine the extent to which the purpose and improvement measures have been achieved.

Implication: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 2: Building Strong Foundations

Purpose

To foster a culture of high expectations by recognising and further developing individual strengths. For all students to be supported via comprehensive learning programs and strong wellbeing initiatives.

Improvement measures

Target year: 2024

Increase the number of high potential students accessing talent development programs across the domains of intellectual, creative, physical and social and emotional.

Target year: 2024

Increase the percentage of Years 1 and 2 students recording at or above the average fluency rate.

Target year: 2022

Increase the percentage of students expressing a positive sense of wellbeing from 2019 to our upper bound target. Uplift=4%

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) elements "Wellbeing - Caring for Students" indicates an improvement from Sustaining and Growing to Excelling.

Target year: 2024

To increase the percentage of targeted students meeting or exceeding their individual learning goals/ stage benchmarks so that equity gaps are closing.

Target year: 2022

Increase the percentage of students who attend school more than 90% of the time from 2019 to our lower bound target. Uplift=11.51%

Initiatives

Developing Potential

Introduce the Highly Potential and Gifted Education Policy to staff, identifying the key concepts and guiding principles.

Ensure that all staff use the policy as an integral component of core business - Find the potential. Develop the talent. Make a Difference.

Evaluate current practice v's best practice across all domains.

Introduce a range of strategies that can be used to identify high potential students and build teacher capacity to provide differentiated learning experiences across all domains.

Teaching and learning programs show evidence-informed differentiation based on a variety of assessments (including formative assessment).

Assess and identify the specific learning needs of all high potential and gifted students.

Implement evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students.

A demonstrated commitment across the whole school to embed a learning culture of high expectations and effective, explicit, evidence-based teaching where all students are challenged and engaged to achieve their educational potential.

Supporting Students

Implement a strong evidence-based literacy program as part of early intervention at BBPS.

- provide professional learning to staff in reading, as well as on specific learning needs of students.

- introduce, monitor, and assess the InitialLit program into

Success criteria for this strategic direction

Learning Culture - High Expectations:

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.

Curriculum - Differentiation:

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning and share the expected outcome.

Wellbeing:

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Student Performance Measures - Student Growth:

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Evaluation plan for this strategic direction

Question: Are our targeted students improving in their literacy and numeracy growth and attainment?

Question: Are our students identifying a more positive sense of wellbeing?

Data:

Initiatives

the Kindergarten curriculum.

- support targeted students through intervention programs such as MiniLit and MacqLit.

- track the progress of targeted students.

Caring for Others

Promote student and staff wellbeing through various initiatives.

- develop an action plan for our school with the assistance of Angelina Smith from Be You.

- embed strategies to promote student wellbeing incorporated into the school's PD/H/PE scope and sequence.

- implementation of strategies promoting student attendance.

- implementing staff wellbeing initiatives each term during our Wellbeing Week.

Evaluation plan for this strategic direction

- NAPLAN data

- SCOUT

- InitialLit

- LaST results

- TTFM survey results/People Matter Survey results.

- Student voice from high potential students.

- Teachers' evaluation of the InitialLit program in Kindergarten.

- Student growth in results in MiniLit and MacqLit.

- Teacher reflections of student wellbeing strategies implemented.

- TTFM survey results indicate Improvement in Wellbeing.

Analysis: Data is analysed and triangulated regularly (twice a term) to determine the extent to which the purpose and improvement measures have been achieved.

Implication: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 3: Collaborative Cultures

Purpose

To develop a culture of effective collaboration that promotes and values the sharing of ideas and advice in encouraging ways to achieve growth as professionals, as well as collectively for school excellence so that student outcomes can be maximised.

Improvement measures

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) elements "Expertise and innovation" indicates an improvement from Sustaining and Growing to Excelling.

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) elements "Reporting" indicates an improvement from Sustaining and Growing to Excelling.

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) elements "Learning and Development" indicates an improvement from Sustaining and Growing to Excelling.

Initiatives

High functioning teams

Building collaborative cultures within the school to ensure that strengths are utilised to ultimately enhance student learning outcomes.

- professional learning opportunities to share and gain expertise in evidence-based teaching practices.
- collaborate with colleagues to use class, cohort, and school data to inform co-planning such as lessons and assessments.
- actively participate in professional networks and professional learning communities.
- regularly participate in structured lesson observations that focus on providing and responding to quality feedback to colleagues.

Connections with others

Future Focused:

- implementation of higher-order thinking tasks embedded throughout programs.
- building capacity among staff in the use of technology.
- creating digital portfolios and films.
- participation in contemporary learning through the 3 Rivers 4 Learning.

Success criteria for this strategic direction

Learning and Development - Collaborative Practice and Feedback:

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

Learning and Development - Expertise and Innovation:

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Reporting - Parent Engagement:

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

Evaluation plan for this strategic direction

Question: What has been the impact of enhanced staff collaborative practices?

Question: What has been the impact of our professional learning focused on innovation and expertise?

Data:

- Collaborative programs.
- Classroom observations.
- Consistency of teacher judgment in analysing assessment tasks.

Evaluation plan for this strategic direction

- Provision of specific and timely feedback between teachers.
- Regular review of the sources listed above.
- Methodology of the 3 Rivers 4 learning - inquiry process.
- Executive team and whole staff reflective sessions to determine future directions.

Analysis: Data is analysed and triangulated regularly (twice a term) to determine the extent to which the purpose and improvement measures have been achieved.

Implication: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.