

Strategic Improvement Plan 2021-2024

Bass Hill Public School 1148



School vision and context

School vision statement

Bass Hill Public School supports every child, teacher and leader to be brave, confident, self-directed learners who strive for continued growth. With students at the centre of every decision, staff set high expectations, provide challenging and engaging learning opportunities and work in partnership with families, communities and organisations to foster students who are happy, healthy, engaged and successful.

School context

Bass Hill Public School is a dynamic school delivering primary education from Pre-school to Year 6. We have three classes for those students with special learning support needs. Our school is located in the inner south west of metropolitan Sydney. Established in 1923 we continue our proud history of public education as part of the New South Wales Department of Education, designing learning to meet the needs of our 381 students. We have a team of highly committed teachers, support and ancillary staff ensuring the specific needs of our children are met in a safe and responsive learning environment. Our cultural diversity is our greatest asset enriching the social and educational experiences of our children, teachers and parents. Our population has students from non-English speaking (85%) and English speaking backgrounds who come together with a strong sense of identity and partnership. We work for our students to have opportunity, purpose and success in their learning. Our teachers commit to their professional growth to build a school with a culture that continuously improves on what it does for all. Meaningful relationships based on trust and mutual respect along with the wellbeing of all people connecting with our school is a critical part of how we do what we do. The school is committed to open communication and evidence informed practice.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy we will develop a whole school approach to embed effective evidence-based teaching methods that optimise learning progress for all students through explicit teaching and effective feedback.

Improvement measures

Target year: 2022

- An increase of 8.7% of year 3 and year 5 students achieving in the top two bands in NAPLAN reading

Target year: 2023

- An increase of 6.3% of students achieve expected growth in NAPLAN numeracy

Target year: 2023

- An increase of 11.5% of students achieve expected growth in NAPLAN reading

Target year: 2024

- At least 85% of students K-6 will have achieve school - based benchmark reading levels .

Target year: 2024

- At least 85% of students K-6 will have achieve school - based benchmark Quantifying Number (Numeracy) levels.

Target year: 2022

An increase of 7.9% of year 3 and year 5 students achieve in the top two bands in NAPLAN numeracy

Initiatives

Explicit Teaching

We will implement a whole school approach, based on evidence informed strategies to ensure the purposeful and effective delivery of content. Learning progress will be optimised for all students in numeracy and reading by embedding the following practices:

- Differentiated instruction
- Purposeful content delivery

Effective Feedback

We will implement processes to provide explicit, constructive and timely feedback to students in relation to a defined success criteria. Learning progress will be optimised for all students in numeracy and reading by embedding the following practices:

- Classroom Instruction
- Planning and Programming

Success criteria for this strategic direction

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Evaluation plan for this strategic direction

To what extent have we developed a whole school approach to embed effective evidence-based teaching methods ?

To what extent have teachers optimised learning progress for all students through explicit teaching and effective feedback ?

We will use a combination of data sources. These will include:

- SCOUT - NAPLAN, CheckIn
- Formative assessment
- Summative Assessment
- Diagnostic Assessment
- Internal Data - writing graph, reading graphs, Sena, Data Walls

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- PLAN2
- Work Samples
- Observations
- Self-Assessment
- Student Reflection
- Student Voice
- Surveys

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

The findings of the analysis will inform next steps and annual reporting.

Strategic Direction 2: Learning Systems, Structures and Organisation

Purpose

To develop and embed whole school enhanced data informed practices that shows evidence of consistent and reliable student assessment and effective and efficient continuous tracking of student progress and attainment.

Improvement measures

Target year: 2024

There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.

Target year: 2024

All teachers use student assessment data consistently to identify student achievements and progress

Initiatives

Data Informed practices

Ensure effective systems, strategies and processes for data collection and analysis are used for responsive curriculum delivery.

- PL in data literacy, data analysis and data use in teaching for all staff.
- Implementation of the whole school assessment schedule
- Use Assistant Principal Instructional Leader (APIL) positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Whole school adoption of Literacy and Numeracy Learning Progressions and PLAN2.
- Establish collaborative support for teacher performance development, collaborations and evidence-based programs and lessons.

Assessment

Improve effective classroom practice through a focus on formative assessment.

- Embed the use of formative data collection, use of Progressions for goal setting leading to changes to explicit teaching practice. Literacy and numeracy practice is informed by research.
- Review and improve the use of formative data sources, monitoring and reflecting on teaching effectiveness.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Success criteria for this strategic direction

Whole school structures to support teachers consistent, evidence-based judgement and moderations of assessments.

Teachers continually analyse, interpret and extrapolate data on a regular and planned basis and is used responsively as an integral part of classroom instruction.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

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

Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Teachers use reliable assessments to capture information about student learning.

Evaluation plan for this strategic direction

To what extent have we embedded enhanced whole school practices?

To what extent have we created a system that is effectively and efficiently tracking of student progress and attainment?

We will use a combination of data sources. These will include:

- SCOUT - NAPLAN, Check In

Strategic Direction 2: Learning Systems, Structures and Organisation

Evaluation plan for this strategic direction

- Formative assessment
- Summative Assessment
- Diagnostic Assessment
- Internal Data - writing graph, reading graphs, Sena, Data Walls
- PLAN2
- Work Samples
- Observations
- Self-Assessment
- Student Reflection

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

The findings of the analysis will inform future actions and Annual Reporting.

Strategic Direction 3: Setting Outstanding Conditions for Learning

Purpose

To embed whole school systems and processes that support the wellbeing of all students allowing them to connect, succeed and thrive. We will build and maintain positive relationships to ensure all students and their families are known, valued and cared for.

Improvement measures

Target year: 2022

An increase of 3.6% of students report expectations for success, advocacy and sense of belonging at school.

Target year: 2024

A significant increase in the percentage of students demonstrating positive engagement through wellbeing.

Target year: 2022

An increase of 2.7% of students attending school at least 90% of the time.

Initiatives

Strong effective relationships

We will embed school wide processes for the regular collection and analysis of behaviour and wellbeing data. Evaluation of the data will continually inform our practices and impact in:

- Positive Behaviour for Learning
- Social Emotional Learning

Supportive Environment

Attendance

We will embed sustainable whole school processes to maintain accurate records of attendance. We will identify students with at risk attendance patterns and in consultation with the school community support families to make the necessary improvements.

Transitions

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points.

Success criteria for this strategic direction

- The school implements evidence-based change to PBL practices, resulting in improvements in wellbeing and engagement to support learning.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- All classrooms and learning environments are well managed with a consistent, school-wide approach.
- Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.
- Whole school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.
- The principal and school leadership team, model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

Evaluation plan for this strategic direction

To what extent have we embedded whole school systems and processes that support the wellbeing of all students?

To what extent have we built and maintained positive relationships to ensure all students and their families are known, valued and cared for ?

We will use a variety of data sources, including:

- Tell Them From Me Surveys - student, teacher and parent
- Attendance Data
- Behaviour Data
- Suspension Data

Strategic Direction 3: Setting Outstanding Conditions for Learning

Evaluation plan for this strategic direction

- PBL Assessments
- Self-Assessments
- Student Reflections
- Surveys
- Observations
- Student Voice

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

The findings of the analysis will inform next steps and annual reporting.