



Strategic Improvement Plan 2021-2025

Bonnet Bay Public School 4507



School vision and context

School vision statement

To provide high quality education in an innovative, inclusive and nurturing teaching and learning environment while promoting a culture of high expectations and purposeful collaboration between the school, students and community.

School context

Bonnet Bay Public School is a small inclusive primary school located in a peaceful bushland environment in the southern suburbs of Sydney. It has a warm community spirit and is well supported by an active Parents and Citizens Association.

Bonnet Bay Public School has a committed staff which includes a Principal, two Assistant Principals, teachers and various support staff. In 2022, the school had eight classes and 195 students (2% Aboriginal, 16% English as an Additional Language/Dialect backgrounds). The school hosts an Itinerant Team of one Assistant Principal and five teachers who support students who are deaf and hard of hearing.

Our school offers high quality education utilising innovative teaching, engaging learning experiences through a differentiated curriculum, that stimulates and challenges the individual needs of all students and the development of the whole child..The school in partnership with the community has a shared vision and the students are provided with many opportunities to participate in a wide variety of enrichment and extra-curricular programs. Our Motto is "Learn to Grow Grow to Learn " where students are supported and nurtured to achieve their best at all times whilst being caring respectful and responsible learners.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan, which build upon the work undertaken in the previous school planning cycle. We have determined the need to continue to embed collaborative teaching practices and the purposeful analysis of assessment data to drive teaching and learning.

Student Growth and Attainment - after analysis of our data against the student outcome measures it was evident that we have high student achievement but our 'expected growth' in both literacy and numeracy is an area for explicit focus in the new school plan.

Curriculum Enrichment - further embedding of instructional leadership in building quality teacher capabilities through explicit planning and collaborative practices will be developed and enhanced across the whole school.

Caring for Students - identifying, selecting and developing strategies to proactively teach healthy coping strategies of resilience, self-regulation and mindfulness in all students in line with the wellbeing framework.

Further work will need to be developed around how teachers can successfully plan for and deliver quality differentiated instruction for students with additional needs including those identified as high potential and gifted. Through NAPLAN gap analysis, the school has identified system negotiated target areas in reading and numeracy. The wellbeing and engagement of our students remains a priority. Continued monitoring of students' performance data will determine areas of need and success at a class and school level.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success. We will further develop and refine data driven teacher practices that are responsive to the learning needs of individual students.

Improvement measures

Achieve by year: 2025

Reading

Increase the percentage of students achieving expected growth NAPLAN in 2019 to at or above our lower bound target.

Uplift= 19%

Achieve by year: 2025

Numeracy

Increase the percentage of students achieving expected growth NAPLAN in 2019 to at or above our lower bound target.

Uplift= 9%

Achieve by year: 2025

Increase the percentage of targeted students meeting their individual learning goals or grade benchmarks so that equity gaps are closing.

Achieve by year: 2025

Increase proportion of students in Years 2-6 at or above 0.4 growth when comparing start to end year scale scores in the PAT in reading and numeracy.

Achieve by year: 2025

To move towards excelling in assessment and data use and skills.

Initiatives

Reading and Numeracy

We achieve this through

Collaboration

Instructional leader to regularly create meaningful opportunities for teachers to work with colleagues to plan, develop and reflect on quality teaching, learning and assessment.

Staff to work in partnership with colleagues to achieve shared collaborative goals.

Seek opportunities to engage in professional learning and gain expertise in evidence-based teaching practices.

Assessment

QTSS sessions will be used to lead staff in planning for and utilising effective assessment practices that are an integral part of all teaching and learning programs.

Use of formative assessment, rubrics, moderation to continuously assess student progress and incorporate knowledge of student achievement into daily instruction for differentiation.

Use of data to inform practice

Effective analysis of student data to identify areas of focus for teaching and learning and to identify student need as part of QTSS sessions.

Regular monitoring and reflection on student progress that is informed by data.

Develop a school-wide plan to collect evidence of student learning and use that data to target teaching and track progress over time.

Explicit Teaching

Develop consistency of explicit teaching practices across the whole-school.

Success criteria for this strategic direction

Collaboration

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, school-wide improvement in teaching practice and student results.

Assessment

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

Data use and skills

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Effective Classroom Practice

All teachers are committed to identifying, understanding and implementing the most effective teaching methods, with the highest priority given to evidence-based teaching strategies.

Evaluation plan for this strategic direction

Question

Are our students improving in their reading and numeracy growth and attainment ?

What has been the impact of our assessment and data strategies?

What has been the impact of using collaboration for staff professional learning?

Data

Achieve by year: 2025

To move towards excelling in learning and development - collaborative practice and feedback.

Teachers to clearly explain to students why they are learning something, how to do it and what it looks like when they have succeeded.

Students are given opportunities and time to check their understanding, ask questions and receive clear and effective feedback.

- NAPLAN DATA
- Value added data
- Progressive Achievement Test (PAT) results
- Kindergarten and Year 1 Reading Levels
- PLAN 2 Data
- Students' Personalised Learning Support Plans
- Learning Sprint Data Analysis
- Schedule for Early Number Assessment (SENA) data
- Staff surveys
- Professional learning evaluations
- Lesson reflections

Analysis

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

Implication

The findings of the analysis will inform future actions.

Strategic Direction 2: Enriching Curriculum Delivery

Purpose

Our purpose is to collaboratively build teacher expertise through a focus on effective classroom practice delivered through instructional leadership, differentiation and quality curriculum delivery.

Improvement measures

Achieve by year: 2025

To move towards excelling in effective classroom practice.

Achieve by year: 2025

To move towards excelling in curriculum differentiation.

Achieve by year: 2025

To increase the percentage of students who have achieved in the top two bands of NAPLAN (or above level testing in PAT) achieving at or beyond their expected growth.

Achieve by year: 2025

Increasing opportunities for high potential students to be engaged and achieving in talent development programs.

Initiatives

Curriculum Knowledge and Delivery

We will achieve this through:

Explicit Teaching

Explicit teaching is when teachers clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded. Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of their learning.

Feedback

Reflect and communicate about the learning task with students.

Provide students with detailed and specific feedback about what they need to do to achieve growth as a learner.

Encourage students to self-assess, reflect and monitor their work.

Ensure that students act on feedback that they receive.

Differentiation

Use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities. This can be achieved by identifying needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension.

Implementation of High Potential and Gifted Education Policy.

High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential.

Assessment and data are used in an ongoing manner to inform learning and teaching across all domains of potential: intellectual, creative, social-emotional and physical.

Success criteria for this strategic direction

Effective Classroom Practice

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

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.

Evaluation plan for this strategic direction

Question

What has been the impact of our explicit teaching and feedback for teacher practice and student results?

What has been the impact of implementation of differentiated practices and talent development for identified students?

Data

- Student voice (focus groups, school based surveys, Tell them from Me surveys)

- Teacher voice (Performance and Development Plan, Tell them From Me surveys)

Analysis

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

Implication

The findings of the analysis will inform future actions.

Strategic Direction 3: Caring for Students

Purpose

Our purpose is to enhance student wellbeing through a focus on caring for students and enhancing their sense of belonging so that every child is known, valued and cared for.

Improvement measures

Achieve by year: 2023

To move towards excelling in wellbeing.

Wellbeing

Achieve by year: 2023

To increase the percentage by at least 2% of students with a positive sense of wellbeing from the 2020 baseline to at or above our lower bound target.

Attendance >90%

Achieve by year: 2023

Increase percentage of students achieving greater than 90% attendance in 2023 to at or above our lower bound target.

Initiatives

Student Wellbeing

Wellbeing

Select and develop strategies to proactively teach healthy coping strategies, resilience and self-regulation.

Wellbeing and Engagement

Embed a whole school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This is achieved through:

- Updating whole school approach to wellbeing to ensure monitoring, analysis and evaluation of student behaviour, attendance and learning engagement.
- Embedding of differentiated and system negotiated target support for wellbeing and engagement of practice (teaching programs, adjustments and interventions)
- Support wellbeing through practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community.
- Embedding School Behaviour Support Management Plan - new DET policy / Restrictive Practices
- Embedding RESET /REFLECT /Restorative Practice
- Whole School focus on Values

Success criteria for this strategic direction

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.

Caring for Students

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.

Individual Learning Needs

There is a school wide, collective responsibility for student learning and success which is shared by parents and students. Well developed and evidence based approaches, programs and assessment processes are used to identify, regularly monitor and review individual learning needs.

Evaluation plan for this strategic direction

Question

What has been the impact of our wellbeing plan and practices on student resilience and self-regulation?

What has been the impact of our student support practices on engagement and wellbeing?

Has the rate of school attendance improved?

Data

- Tell Them From Me survey data from students, staff and community
- Be You survey data from students, staff and community
- Student Voice (identification of trusted adults)
- Attendance (Sentral data)
- Pre-post data from Wellbeing Framework Self Assessment
- Attendance records
- Personalised Learning Support Plans

Analysis

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

Informed Choices

The findings of the analysis will inform future actions.
