

Strategic Improvement Plan 2022-2026

Belair Public School 4370



School vision and context

School vision statement

School vision statement

Our school vision statement has been informed by an extensive situational analysis. The vision embraces the shared values and aspirations of the whole school community, including consultation with the AECG and Aboriginal Community in the pursuit of ongoing improvement.

Our school vision statement is:

Belair is renowned as a hub of Learning, Excellence and Opportunity for All.

Core Values

Our vision statement is underpinned by the core values:

Opportunity	Excellence	Inclusivity
Community	Equity	Collaboration
Quality Education	Innovation	High Expectations
Life-Long Learning	Respect	Responsibility

Beliefs:

Our vision statement is underpinned by the beliefs:

Our fundamental role is to engage and inspire our students to help them realise their own personal excellence.

Positive relationships between staff, students and community supports engaged, productive learning.

Every child deserves a high-quality teacher.

Every child deserves a safe and inspiring environment that meets their educational and wellbeing needs.

The learning needs of every student, teacher and leader should be met to ensure a year's worth of progression for a year's learning.

Every child is known, cared for and valued.

School context

Belair Public School is a large K-6 school in the residential suburb of Adamstown Heights on the border of Newcastle and Lake Macquarie local government areas. In 2024 the school enrolment sits at 396 with 26 Aboriginal students and 34 students with a language background other than English.

The school serves a medium to high socioeconomic community and has a strong focus on high expectations of students and teachers, quality relationships, creativity, sport and innovation in education.

The school has developed a strong culture of collaboration and professional growth. Teachers are highly engaged professionally and across the school.

The previous school plan had a strong focus on collaboration, explicit instruction and deep engagement of the learner. The current plan continues to focus the lens onto collaborative use of data to ensure explicit instruction meets the needs of every child every day. A strong focus of this plan is to personalise learning and enhance leadership across the school to ensure learning is future focused for all students and that community partnerships are strong.

This plan aims to engage the whole school community to reach aspirational expectations by supporting students to be self-driven in realising their potential and to continually seek improvement socially, emotionally and academically.

Strategic Direction 1: Student growth and attainment

Purpose

Personalised learning maximises student growth and attainment in literacy and numeracy through refined teacher expertise in research based and data driven practice.

The whole school community's aspirational expectations of progress and achievement supports students to be self-driven in realising their potential and to continually seek improvement socially, emotionally and academically.

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 the baseline accumulated variance to SSSG of +8.5 (2022 and 2023).

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 the baseline accumulated variance to SSSG of +9.1 (2022 and 2023).

Initiatives

Educational Leadership and Personalised Learning

Personalised Learning

Embed a learning culture that enables our students to achieve their learning goals through self-reflection and effective feedback.

- Evidence-based professional learning builds expertise in quality literacy and numeracy teaching to personalise student learning goals.
- Teaching effectiveness provides explicit, differentiated and responsive learning opportunities where feedback ensures students have a clear understanding of how to improve.
- Teachers identify and develop effective interventions based on current data for all students, including High Potential Gifted Education and learning support programs.

Data and Assessment

Ensure effective strategies and processes for data analysis and reflection are used to inform teaching and learning to maximise student growth and attainment.

- Enhance staff data literacy, skills and use through collaborative practice and professional learning to inform planning, identify intervention and modify teaching practice.
- Assessment is an integral component of daily instruction whereby formative assessment and feedback ensures teaching is flexible and responsive to student needs.

Innovative Curriculum

To embed a culture of excellence through the implementation of innovative programs which will inspire students to reach their potential to become active and engaged global citizens.

- Future-focused learning skills are embedded across social, emotional and academic programs.

Success criteria for this strategic direction

- Teachers are engaged in collaborative practice and professional learning to share expertise and build capacity to ensure every student experiences high quality literacy and numeracy teaching.
- All teachers have a deep knowledge of effective teaching practice (including explicit instruction and effective feedback) and apply this in the delivery of curriculum content.
- Teaching and learning programs and pedagogy 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.
- Student self-direction and self-learning are evidenced through student learning goals that are informed by analysis of internal and external student progress and achievement data. All students are able to articulate their current learning goals.
- Systematic, valid and reliable assessment information is used to evaluate student learning over time and drive improvement in teacher effectiveness.
- Teachers engage in embedded systems to analyse and interpret data and collaboratively use this to inform planning, identify interventions at all levels of achievement and modify teaching practice.
- Formative assessment is practised expertly by all teachers in all classrooms to drive individualised explicit and differentiated learning opportunities.
- Creative and innovative approaches in the use of the physical environment and technology support innovative teaching and learning across the whole school community.
- Collaboratively designed and coherent programs that are responsive to evidence-based research and have general capabilities & cross-curricular priorities embedded to foster future-focused learning skills.
- Opportunities to engage in STEAM is evident across the curriculum, planned and deliberate, to engage students in critical and design thinking relevant to the real world.
- Distributed leadership drives sustainable collective

Strategic Direction 1: Student growth and attainment

Initiatives

- Innovative programs are aligned to syllabus requirements and aspire to excellence against the Quality Teaching Framework in the significance domain.
- STEAM is embedded across K-6 in all teaching and learning programs within all Key Learning Areas.
- Aboriginal perspectives are embedded in all teaching and learning programs for all Key Learning Areas.

Educational Leadership

To embed a culture of excellence through a strong focus on student, staff and community voice to develop leadership skills and ensure high expectations for success, responsibility, respect and partnership.

- Instructional Leadership supports a culture of high expectations.
 - A focus on student engagement (including restructuring student leadership) builds aspirational expectations for all.
 - Quality facilities which create engaging learning spaces that contribute to and facilitate high engagement across the whole school community.
 - Growth mindset is a focus that underpins student social and emotional learning to promote capable, resilient learners with strong interpersonal skills.
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Success criteria for this strategic direction

- efficacy and supports a culture of high expectations to build teacher capacity and improved student outcomes.
- Belair's vision is realised: renowned as a hub of learning, excellence and opportunity for all. Impact on other schools is evident.
- A strong student leadership model promotes regular opportunities to increase advocacy and support systems to help students fulfil their potential, through a Student Representative Council that includes two Aboriginal representatives (who will also attend junior AECG).

Evaluation plan for this strategic direction

We will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction. This analysis will guide the school's future directions:

- NAPLAN and Check-in Data
- Scout Data
- TTFM data
- SEF SaS V3
- Sentral Internal Data
- Other External data sources: PAT Assessment, ICAS

- ALAN
- Staff PDP's, teaching and learning programs and professional learning opportunities.
- What Works Best reflection tool

The evaluation plan will involve:

- QDAI of school plan activities each term including annual reflection in Term 4.
- Regular professional discussion around the School Excellence Framework elements and themes.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Strategic direction teams meet on 5 weekly evaluation cycles embedded in school processes.
- Executive team reflection sessions are embedded into Executive meetings.

Strategic Direction 2: Community and Opportunity

Purpose

Collective efficacy in building authentic connections with community will increase opportunities for engagement and inclusivity to enhance student achievement and attendance.

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

Achieve an increase of 1.1% in the attendance rate, from 93.3% in 2023 to 94.4% in 2027, and maintain this rate.

Initiatives

Holistic Wellbeing

Community Engagement

To foster a school culture that encourages engagement, creativity, opportunity and inclusivity for all.

- The school community has a strong awareness of Aboriginal Education through PL, authentic connections with AECG and Aboriginal families and the immersion of Aboriginal perspectives in the school culture.
- The school is committed to making inclusive education real for all students, staff and parents and is recognised as responsive by our community.
- Collaborative partnerships between school and community promote and increase opportunities for all.

Wellbeing

Whole school community practices strengthen student wellbeing to support social and emotional skill building.

- Strong school practices support the increase of student advocacy and a sense of belonging.
- A quality culture builds positive teacher, student and community relationships whereby collective efficacy and communication enhance a sense of community.

Partnerships (Attendance)

Whole school community practices strengthen student wellbeing to support strong attendance.

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student attendance is maximised to positively impact learning outcomes.

Success criteria for this strategic direction

- School leaders monitor the implementation of departmental policy, state and national priorities to ensure education is inclusive for all staff, parents and students.
- A deep understanding and respect for Aboriginal culture is reflected in whole school culture that encompasses collective decision-making between school, the Aboriginal community and local AECG.
- Effective partnerships established through a culture of collaboration and community engagement increase opportunities for learning and enhance Belair's ability to utilise community expertise.
- A school-wide, collective responsibility for student learning and success provides opportunities to increase student advocacy and sense of belonging to help students fulfil their potential.
- A collaborative approach to student attendance supports consistent and systematic processes to ensure student absences do not impact upon learning outcomes.
- Collaborative, evidence-based practices are integral components of a whole school approach to student learning and support continuity of learning at transition points.
- A growth mindset is reflected in the school culture whereby the school community are equipped with social and emotional skills to reach their potential.

Evaluation plan for this strategic direction

We will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction. This analysis will guide the school's future directions:

- Scout Data
- TTFM data
- SEF SaS V3
- Sentral data

Strategic Direction 2: Community and Opportunity

Evaluation plan for this strategic direction

- Student Learning goals
- Focus groups
- Wellbeing framework
- Staff PDP's, teaching and learning programs and professional learning opportunities.
- What Works Best reflection tool

The evaluation plan will involve:

- QDAI of school plan activities each term including annual reflection in Term 4.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Strategic direction teams meet on 5 weekly evaluation cycles embedded in school processes.
- Executive team reflection sessions are embedded into Executive meetings.

Strategic Direction 3:

Purpose

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction
