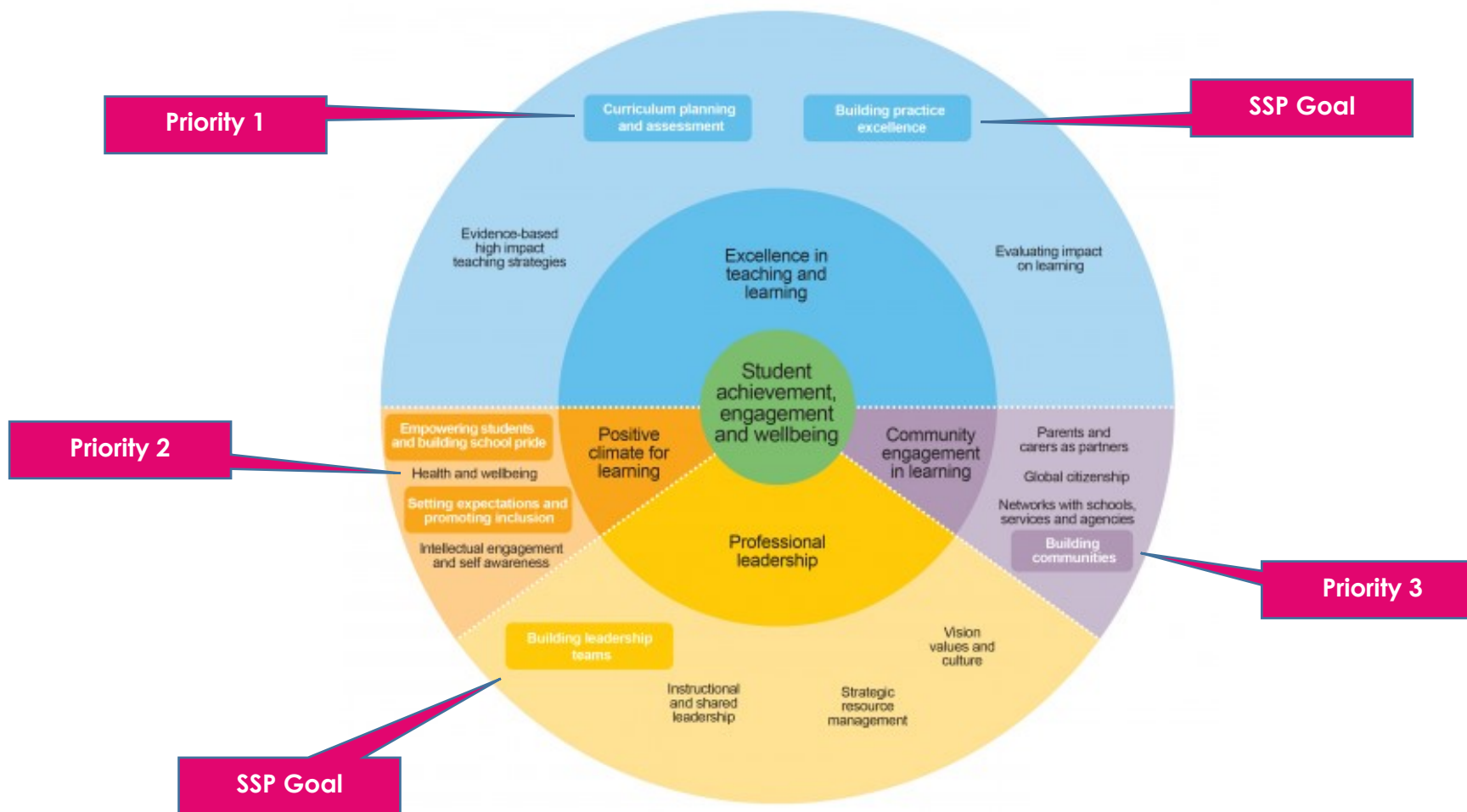


Framework for Improving Student Outcomes (FISO)



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2021 Priority 1: Learning Catch-Up & Extension (Curriculum Planning & Assessment)		
<p>Rationale: Some students thrived during remote and flexible learning, others maintained their learning progress, and some have fallen behind, despite their best efforts and those of their families and teachers. In 2021, we will support both those who need it to catch up and those who have thrived to continue to extend their learning.</p>		
12 month target	Actions	Outcomes
<p>To accelerate over 70% of low growth students in 2020 through more than 12 months' growth in 2021 (Teacher judgement)</p>	<ul style="list-style-type: none"> - Leaders and teachers effectively use data (numbers on a page) and evidence (moderated discussion, narrative) to plan for student learning at the point of need in both languages - Continue to develop data literacy of all staff to inform understanding of student needs and progress and identify students requiring additional support - Implement Accelerated Learning & High Ability Practice Leader program across the school 	<p>Leaders will:</p> <ul style="list-style-type: none"> - work collaboratively to achieve improved student learning outcomes across the school <p>Staff will:</p> <ul style="list-style-type: none"> - confidently and accurately use student data and evidence to identify students requiring additional support either through target teaching or structured tutoring sessions - use HITS and the BPS Instructional Model to explicitly teach students at the point of need - work alongside the Accelerated Learning Tutor to handover relevant information and inform parents of progress <p>Students will:</p> <ul style="list-style-type: none"> - participate in and engage with additional learning opportunities provided - set relevant goals in Literacy and Mathematics to support their learning <p>Parents and carers will:</p> <ul style="list-style-type: none"> - support their child and the school staff in learning catch up or extension
Success Indicators		Activities
<p>Multiple sources of evidence used to track student learning growth, use peer observation and coaching (Minutes from SIT/PLC reflecting on progress; observation notes, notes from peer coaching)</p> <p>Development of 'teaching precision' – knowing exactly where students are at, what they need next and how they are going to get there</p> <p>Students will be taught at their point of need and monitor growth of identified students in conjunction with SIT and Accelerated Learning Tutor (IEPs, planning documentation; notes from peer coaching/observations)</p> <p>Students will identify their learning strengths and goals (student interviews/PIVOT surveys)</p>		<p>Allocate an Accelerated Learning Tutor and implement a structured program to catch up all students who require additional support</p> <p>Redesign handover process to ensure at risk students are identified and time given in 2021 for additional handover sessions</p> <p>Continue building consistency and rigor with Individual Education Plans for students 12+ months behind or ahead</p> <p>Provide Professional Learning focus for staff on supporting EAL learners in the classroom</p>

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2021 Priority 2: Happy, active & healthy kids priority (Health & Wellbeing)		
<p>Rationale: We will make sure we look after our students' mental health and enable every student to get back outdoors, get active and get creative. This means effectively mobilising available resources to support our students, especially the most vulnerable.</p>		
12 month target	Actions	Outcomes
<p>Increase the percentage of positive endorsement measure for the following factors of the Attitudes to School Survey:</p> <ul style="list-style-type: none"> - sense of connectedness: 81% (2019) to 85% (2021) - sense of inclusion: 82% (2019) to 85% (2021) - student voice & agency: 62% (2019) to 70% (2021) 	<ul style="list-style-type: none"> - Reinvigorating the Student Engagement and Wellbeing Working Party - Established an agreed process identify students with additional wellbeing concerns 	<p>Leaders will:</p> <ul style="list-style-type: none"> - timetable opportunities for PLC to meet - provide direction to ensure the work of the PLC is focused <p>Staff will:</p> <ul style="list-style-type: none"> - undertake the agreed elements of wellbeing practice at BSPS, e.g. SWPB, RR, Learning 2 Learn - identify students with particular wellbeing needs and use a strengths based approach to develop individualised plans <p>Students will:</p> <ul style="list-style-type: none"> - feel safe, connected and happy at school - have agency and voice in their learning - be actively involved in decisions and processes that impact their time at school <p>Parents and carers will:</p> <ul style="list-style-type: none"> - inform the school of any additional wellbeing needs of their child - become involved in opportunities to learn and understand more about the wellbeing practices implemented at BSPS
Success Indicators	Activities	
<p>Students will be actively engaged in school and experiencing positive interactions with teachers, peers and community members</p> <p>Further documentation of frameworks, procedures, policies or programs</p> <p>Internal and external professional learning attendance and shared readings for staff are documented</p> <p>Shared professional learning goals are reflected in staff PDPs</p>	<p>Continue to act as a Respectful Relationships lead school through staff and network PL</p> <p>Empower students to take the lead on SWPB and make this framework 'live'</p> <p>Revisit and redesign Learning to Learn program to meet the needs of students as individual learners</p> <p>Develop opportunities for authentic learning to take place outdoors involving increased student physical activity.</p> <p>Undertake the actions in the school's Reconciliation Action Plan</p>	

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2021 Priority 3: Connected schools priority (Building communities)		
Rationale: We will build on the stronger connections we have established with our families, carers and communities to embed and spread improved ways of working to support our students.		
12 month target	Actions	Outcomes
Parent Opinion survey achieves a >80% positive endorsement for Parent Participation & Involvement	<ul style="list-style-type: none"> - Reconnect and reengage with families who had reduced engagement in 2020 or are not engaging with the school community or learning program - Engage with Moreland Principals' Community of Practice - Active involvement in Bilingual Network (Principals & Teachers) - Engage with traditional owners of the land 	<p>Leaders will:</p> <ul style="list-style-type: none"> - support teams with a process to follow to identify specific families to work with - model conversations with parents to support teachers - engage in CoP <p>Staff will:</p> <ul style="list-style-type: none"> - Identify families who require additional support to engage - identify meaningful ways to engage these families in the school community and the learning program - consider which methods of communication work best for each family - become actively involved in Bilingual Network Working Party and other opportunities to build networks and connections across the system <p>Parents and carers will:</p> <ul style="list-style-type: none"> - provide feedback through Parent Opinion survey on School Connectedness - feed information to teachers that helps strengthen the home school partnership - be actively involved in School Council Subcommittee
Success Indicators	Activities	
<p>School is represented in the different levels of network engagement at a bilingual network and regional network level</p> <p>Reengaged parents will be more connected with the school, staff and their child's learning</p>	<p>Identify parents and carers who may need support to reengage with the school community</p> <p>Promotion of school events to all parents and carers</p> <p>Develop a plan for increasing the engagement of parents or groups that are under-represented in the school (through surveys, sub committee action plans)</p> <p>Community and Fundraising Sub Committee to ensure a focus of community building events, rather than a focus on raising funds</p>	

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SSP Goal: To optimise student learning and learning growth across the curriculum, particularly in Literacy and Numeracy (Building Practice Excellence / Building Leadership Teams)		
Key Improvement Strategy: Further building the capacity of the school leadership team and all staff as active members of the school community		
12 month target	Actions	Outcomes
<p>NAPLAN Numeracy Year 5: - Students achieving high growth 42% average</p> <p>NAPLAN Achievement Year 3 Numeracy: - Increase students in the top two bands to 60% average</p> <p>NAPLAN Writing Growth Year 5: - Increase students achieving high growth from to 54%</p> <p>NAPLAN Writing Achievement Year 3: - Increase students in top two bands from an average of 48% to 60% average</p>	<p>- Reinvigorate Curriculum PLCs through the annual action plan and use these to build teacher practice capability and leadership capacity</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - participate in formal and informal coaching and mentoring relationships to build their leadership capacity - lead PLCs based on evidence and understand the difference between evidence and assumptions - work collaboratively with all teams during planning and PLC time - support teams to develop a three week planning cycle to allow protected time to plan Reading, Writing & Mathematics - explicitly use the metalanguage of teaching and learning to ensure a single 'seven year experience' across the school <p>Staff will:</p> <ul style="list-style-type: none"> - work cohesively and collaboratively in teams - collect data and evidence AND use this to inform planning - bring student learning data or evidence to planning - plan in three week cycles to allow planning to align to the PLC Inquiry Cycle <p>Students will:</p> <ul style="list-style-type: none"> - know what they are learning, why they are learning it and when they have learnt it - be able to discuss their learning through conferences, interviews or reflections (and be able to use the metalanguage) - have consistent experiences year to year and between teachers
Success Indicators	Activities	
<p>Reduced variability in student growth data and teacher judgement data</p> <p>Teaching and learning planning documentation (BSPS Planning Template and Instructional Model)</p> <p>Reflection and feedback for and to teachers and students to improve teaching and learning</p> <p>Professional learning for Year Level PLC Leaders (PLC Inquiry Cycle) using the PLC maturity matrix</p> <p>Measured change in teacher practice as determined through feedback from staff</p>	<p>New leaders formally coached and mentored by SIT</p> <p>Literacy & Mathematics Learning Specialists are the knowledgeable other during team planning sessions</p> <p>New leaders to undertake relevant formal PL (Bastow) or develop new critical friend connections (Inspire/Create)</p> <p>Undertake pre-review self-evaluation to inform the 2022 School Review</p> <p>Update and regularly use the data wall as part of collaborative planning</p>	

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