

School plan 2018-2020

Bungendore Public School 1421



School background 2018–2020

School vision statement

At Bungendore Public School we strive to develop students' knowledge, skills and attitudes so that they are equipped to take their place in an ever changing society.

Our school motto is "Where children grow to be worthy citizens".

Our school values are honesty, respect, responsibility, doing your best and co-operation.

Our vision supports the Melbourne Declaration and its goals which are:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become:

- Successful learners
- Confident and creative individuals
- Active and informed citizens

School context

Bungendore Public School's students come from the Bungendore Village and surrounding rural areas. The school has 20 mainstream classes, 1 support class and a total student population of 506. We have a hall and school library which are shared community resources and all students have excellent access to technology to support their learning.

School planning process

The school planning process began in 2017 after the NSW Department of Education Strategic Plan 2018 – 2022 Consultation Draft was published in October.

After consultation with staff and the P & C it was agreed that a plan with students at the centre of decision making was essential to developing and maintaining a strong school culture where an emphasis on academic, professional and personal development would enhance the planning process.

It was also agreed that by building on previous strategic directions a strong, relevant and focussed plan would develop.

The draft Strategic Directions and the purpose of each direction, including the key improvement measures, were discussed by the executive team before being given to staff, the P&C and parents for comment and amendments.

The school considered and used the feedback received in 2017 from the External Validation process as a reference and also to include targeted elements of the School Excellence Framework.

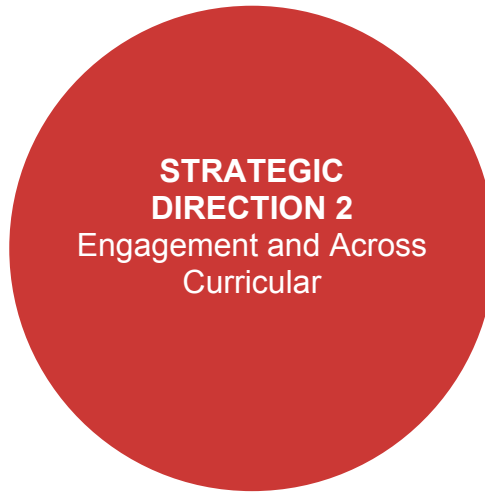
School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Literacy and Numeracy

Purpose:

To develop consistent, high quality educational practices which result in improved student outcomes and are driven by high expectations and explicit teaching in all aspects of Literacy and Numeracy.



**STRATEGIC
DIRECTION 2**
Engagement and Across
Curricular

Purpose:

To employ best practice which creates quality learning experiences that engage and develop successful, confident and creative learners with a focus on improving critical thinking, communication and collaborative skills.



**STRATEGIC
DIRECTION 3**
Student Wellbeing

Purpose:

To enhance whole school programs and practices so that all students learn in a positive, nurturing and supportive environment while developing their emotional intelligence, social skills and resilience .

To improve student's social and emotional wellbeing by developing a supportive school community where positive mental health and wellbeing are promoted.

Strategic Direction 1: Literacy and Numeracy

Purpose

To develop consistent, high quality educational practices which result in improved student outcomes and are driven by high expectations and explicit teaching in all aspects of Literacy and Numeracy.

Improvement Measures

Increased % of Year 5 students in the top 2 bands in Writing from 8.2% to 12% and reduce the % of Year 5 students in the bottom 2 bands of Writing from 24.6 % to 16%

Increased % of Year 3 students in the top 2 bands in Numeracy from 31.6 % to 35% and reduce the % of Year 3 students in the bottom 2 bands of in Numeracy from 19.7% to 15 %

Improved whole school approach to teaching spelling is systematic and consistent between stages

Demonstrated consistency of teacher judgement of student performance in Key learning areas, stages and year levels

100% of teachers utilising NAPLAN Item analysis and learning support materials to benefit and improve teaching programs.

100% of teacher teams are collecting, analysing and interpreting data from our school assessments to inform their teaching practices.

People

Students

Motivated to deliver their best and continually improve

Staff

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement

Leaders

Promote and support an integrated approach to quality teaching, curriculum planning and delivery and assessment to promote learning excellence and responsiveness in meeting the needs of all students

Parents/Carers

Support the educational practices within the school related to Literacy and Numeracy education

Community Partners

Supportive of whole school approaches aimed at improving student outcomes in Literacy and Numeracy

Processes

Improved student results in Literacy

Whole school focus on quality teaching practice for spelling including a trial of the Words My Way program in Stage 2, staff development with CPL course and evaluation of the school's spelling policy. Student results show improvement in all areas of Literacy through implemented targeted programs such as L3 (K – 2), Multi Lit, Macq. Lit and our extended Home Reading program.

Improved student results in Numeracy

Student results show improvement in identified areas of numbers and algebra, measurement, geometry and statistics through focussed programming and whole school strategies such as the TEN's program, Matific and uniform use of text books.

Whole school approach to individualised planning, teaching and differentiation.

Integrated approach to student focussed planning, teaching and assessment, providing consistency for students and teachers and ensuring the school is adhering to Literacy and Numeracy DEC policy guidelines. Uniform use of resources such as text book, home readers and school based resources.

Evaluation Plan

Regularly monitor school based student assessment results using the continuums of learning to analyse student performance in Literacy and Numeracy and modify individual learning plans to meet specific academic needs as required. Review programs and practices to ensure differentiated learning is evident through PDPs including evaluations of teacher programs and lesson observations.

Practices and Products

Practices

Evidence informed Literacy and Numeracy strategies are aspects of our teaching practice

Quality pedagogy and consistency in teacher judgement with curriculum program design, scope and sequences and assessment benchmarks for whole school evaluation, professional learning and strategic planning

Staff and students can identify improved explicit feedback mechanisms in place in every classroom

Students use a greater variety of methods to demonstrate achievement of outcomes

Products

Improved student outcomes in Literacy and Numeracy

Students and teachers identify and evaluate individual learning goals specific to Literacy and Numeracy through the use of learning intentions and success criteria

Differentiated curriculum and lesson delivery accounts for learning abilities and styles of all students

Strategic Direction 2: Engagement and Across Curricular

Purpose

To employ best practice which creates quality learning experiences that engage and develop successful, confident and creative learners with a focus on improving critical thinking, communication and collaborative skills.

Improvement Measures

Teachers differentiate curriculum delivery to meet the needs of all students.

Students articulate their learning and understand what they need to learn for continued improvement.

100% of classroom teachers participate in our team teaching timetabled ICT program.

People

Students

Provide timely, respectful and meaningful feedback to teachers on learning experiences and learning engagement.

Staff

Use embedded and explicit practices that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback.

Leaders

Ensure that technology supports learning and is available and expertly integrated into teaching programs.

Parents/Carers

Support the positive changes to the learning environments and encourage risk-taking and effort in learning.

Community Partners

Supportive of whole school approaches aimed at improving student outcomes and enhancing extra curricula activities.

Processes

Using data effectively

Staff use a range of data including results from formative and summative assessment practices to inform teaching and learning programs.

Quality teaching and engagement programs including ICT Team Teaching

Staff professional learning for interactive technology, tablets and software; and an increased focus on technology will build staff capacity for current technology to be used in every classroom. Focus on further building reflective teaching practice and effective learning through staff development linked to Quality Teaching and How2Learn.

Evaluation Plan

An annual review of technology will be undertaken to assess needs and future directions and expenditure. Staff regularly reflect and review practice through classroom observations and Instructional Rounds.

Practices and Products

Practices

An integrated approach to quality teaching, curriculum planning and delivery and assessment promoting learning engagement and meeting the needs of all students.

Consistent school-wide practices are employed for programming and assessment and used to monitor, plan and report on students learning and engagement across the curriculum.

ICT resources are strategically used to achieve improved student outcomes and high quality teaching/learning programs.

Products

Teaching/learning programs show evidence that they are adjusted to address individual student needs, challenging all students and adjustments lead to improved learning.

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning informs further teaching.

ICT that supports learning is expertly integrated into whole school and classroom teaching practices.

Strategic Direction 3: Student Wellbeing

Purpose

To enhance whole school programs and practices so that all students learn in a positive, nurturing and supportive environment while developing their emotional intelligence, social skills and resilience .

To improve student's social and emotional wellbeing by developing a supportive school community where positive mental health and wellbeing are promoted.

Improvement Measures

Sustained high levels of student engagement in learning and positive behaviour outcomes

Engaging student extra-curricular activities are used to complement and enhance educational programs within Bungendore Public School

People

Students

Recognise the individual differences and needs of others.

Staff

Engage staff in effective collaborative practices.

Foster students' capacity to persevere, self-reflect, be flexible and problem solve cooperatively.

Provide opportunities to recognise and celebrate student attainment and achievement.

Leaders

Increase consistency of language and approach in delivery of school wellbeing practices.

Community Partners

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities related to social emotional learning

Processes

Transition to school

Maintain an extended Kindergarten Transition to School Program throughout Term 4 for students and parents/ caregivers that enhances home-school partnerships and promotes increased school readiness.

Social and Emotional Learning

Support implementation of effective programs such as Peer Support, Kids Matters and Life Skills. Whole Staff and Senior Students participate in John Coutis leadership presentation. School Leaders to attend Young Leaders Day and all Year 6 students to participate in GRIP Leadership. Training in the 1-2-3 Magic & Emotion Coaching for Parents.

Celebrate Individual Success

Provide opportunities to recognise and celebrate student attainment and achievement through a consistent and sustainable reward system across the school.

Network Planning

Maintain and enhance formal and informal educational networks

Evaluation Plan

Feedback from parents and caregivers, students and staff via focus groups and surveys. Regular review of internal and external sources of data; including wellbeing, suspension and attendance.

Milestones progress across each term and tracking effectiveness of educational network support to enhance PL for staff and educational outcomes for students.

Practices and Products

Practices

A positive culture of learning across students, staff and parents

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

Teaching and learning supports students to know boundaries and assistance is provided to support all students feel confident in meeting challenges

Daily classroom interactions are structured to support the development of relationships between peers, teachers and the community to ensure active involvement, an exchange of different ideas and a striving for common aspirations.

Products

A supportive educational community is evidenced by effective staff Professional Learning and engaging student extra-curricular activities

100% of students are actively involved in collaborative processes.