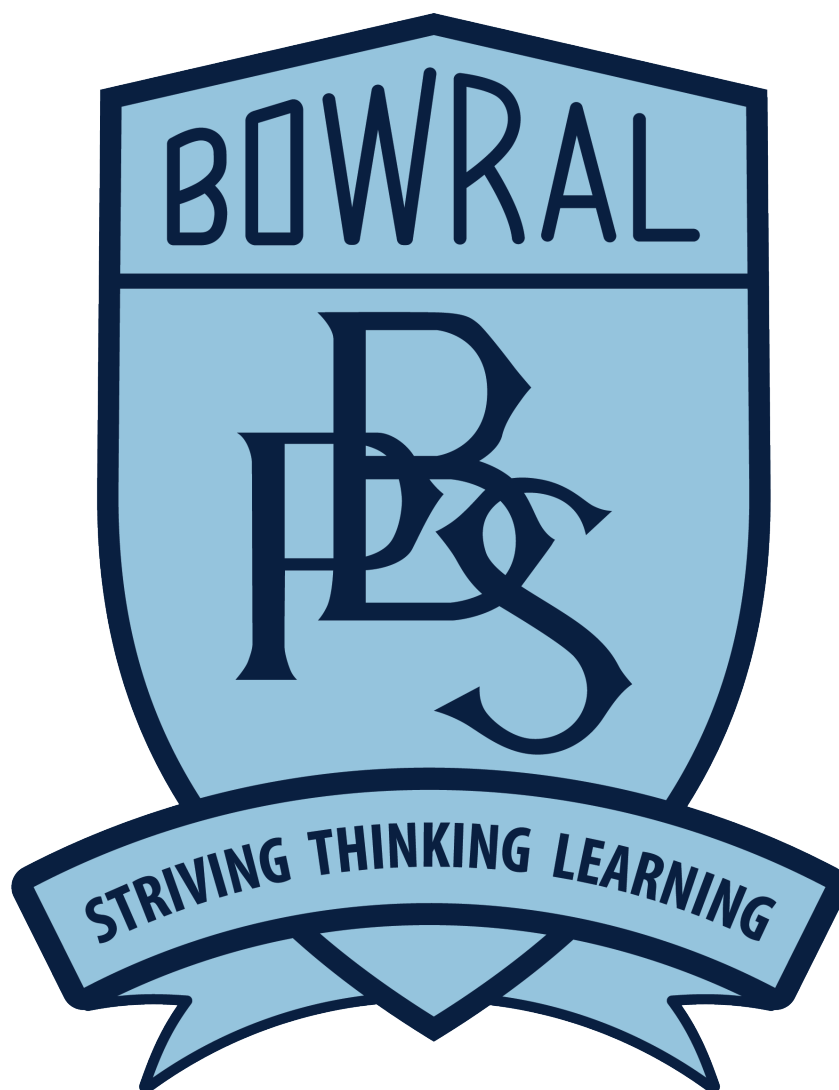


Strategic Improvement Plan 2021-2024

Bowral Public School 1335



School vision and context

School vision statement

At Bowral Public School, we celebrate the unique gifts of every child and are committed to inspiring, empowering and nurturing them to achieve their personal and academic best, while maintaining a deep sense of connection.

School context

Context

Our community is aspirational and highly invested in education. Our parents and carers feel a strong sense of ownership of our school and work in close partnership with teachers to continue to strengthen our reputation of excellence. There are many opportunities for community members to participate in school programs and events. Our vibrant, energetic and committed Parents and Citizens Association works hard to support our staff to enable the best opportunities for our students. Our presence within our wider local community is strong, and we participate in important community events such as the Anzac Day march, Tulip Time performances, Carols at Bradman and BDAS Art Gallery exhibitions.

Our students demonstrate a high level of academic potential and value their schooling outcomes. There is a high rate of student participation in extra-curricular opportunities. Many are involved in programs and talent pathways in public speaking, debating, singing, music, drama, science and engineering, and a wide range of sports. Students regularly represent at state level competitions and performances. Student leadership programs, such as our active School Representative Council, put a strong emphasis on student voice and nurture leadership from Year 2 to Year 6. Our Playground PALs and class buddy programs promote friendship and student mentoring across the whole school.

Wellbeing is at the heart of our inclusive educational program because it underpins every child's potential to achieve. Our playgrounds are well resourced with stimulating play spaces to engage a range of interests. We take a positive approach to equipping children with the social and emotional skills they will need to be empowered and resilient citizens and leaders in the future.

Staff at Bowral Public School strive to build on their strengths. Distributive leadership and collaborative practice aims to empower staff and enhance and harness every teacher's areas of expertise and interest. School leaders are leading improvement and change. Whole-school systems of practice are ensuring that all teachers and all students embrace a culture of high expectations.

Bowral Public School engaged in an extensive consultation process with staff and community to complete a rigorous situational analysis leading to the identification of three key areas for our future strategic direction.

Strategic Direction 1: Student growth and attainment

Purpose

Student outcomes in reading and numeracy will be improved through consistent use of data-driven, evidence-based teaching practices across the whole school to meet the needs of every student.

Improvement measures

Target year: 2022

49.2% of Year 3 and Year 5 students will achieve in the top 2 bands in NAPLAN numeracy.

Target year: 2022

A minimum of 63.8% of Year 3 and Year 5 students will achieve in the top 2 bands in NAPLAN reading.

Target year: 2022

A minimum of 62.5% of students will achieve expected growth in NAPLAN numeracy.

Target year: 2022

A minimum of 71% of students will achieve expected growth in NAPLAN reading.

Target year: 2023

Every student with an Individual Learning Plan, Personalised Learning Pathway or Out-of-Home Care plan will reach their personal learning goals each term.

Initiatives

Systematic Data Collection

- Develop and implement a whole-school assessment schedule linked to scope and sequences.
- Consistently collect and record student literacy and numeracy data.
- Regularly evaluate data collection processes.

Whole-school Data Analysis

- Share access to, and ownership of, all student data.
- Systematically and collaboratively analyse class, stage and whole-school growth data to measure the impact of numeracy and reading initiatives.
- Systematically and collaboratively analyse data to identify learning priorities for every student (at individual, class, stage and whole-school level).

Data-Informed Teaching

- Develop evidence-based literacy and numeracy initiatives at class, stage and whole-school levels in response to identified learning priorities, including those of high potential and gifted students.
- Provide structured collaboration opportunities for staff to share expertise in targeted learning areas.
- Provide structured collaboration opportunities for staff to share expertise about students with additional learning and wellbeing needs.

Success criteria for this strategic direction

Every teacher adheres to the whole-school assessment schedule and enters student data on specified databases.

Assessment data in numeracy and reading is collated and analysed.

Targeted, evidence-based numeracy and reading programs, informed by data, are implemented across the school.

The inextricable link between student well-being and academic achievement is recognised and valued by all staff, and underpins all measures taken to meet the needs of every student.

Evaluation plan for this strategic direction

To evaluate progress in this strategic direction, Bowral Public School will conduct:

- Five-weekly reviews of stage and whole-school data to measure student growth.
- Quarterly triangulation of data, including quantitative and qualitative, and internal and external sources, to further analyse growth and corroborate conclusions.
- Regular reflective sessions with the executive team and teaching staff to assess the efficacy of data collection and analysis processes.

The following data sources will be considered:

- External student assessments such as NAPLAN, Essential Assessment and PAT Reading and Numeracy
- External whole-school assessment such as Challenging Learning Project and SCOUT data
- School-based data including stage assessments, learning sprint analysis and student work samples
- Other school records including ILPs, PLPs and Out-of-Home Care plans
- Student and staff focus groups

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Lesson observations and teacher reflections

The findings from the analysis of the data will be used to evaluate current progress towards school improvement and make adjustments to initiatives if needed.

Strategic Direction 2: Empowering Teachers Through Collaborative Practice

Purpose

Teachers will engage in systematic, collaborative practices to continue to deepen their professional knowledge and share their expertise to ensure that every student achieves their potential.

Improvement measures

Target year: 2022

Every teacher engages with relevant, evidence-based professional learning and actively embraces and demonstrates the shared value that we are all learners at Bowral Public School.

Target year: 2024

All teaching staff and students can articulate and actively demonstrate the school's shared mental models in all school settings.

Target year: 2023

All teachers employ best-practice teaching methods drawn from evidence-based professional learning and supported through collaboration and coaching.

Initiatives

Shared Professional Learning

- Provide rigorous professional learning opportunities for all staff in response to the needs identified by whole-school data.
- Facilitate ongoing collaboration within and across school communities to enhance the use of best-practice pedagogy based on up-to-date, evidence-based professional learning.
- Regularly plan and evaluate professional learning.

Shared Mental Models

- Develop a strong, whole-school culture based on the shared understanding that everyone is a learner, staff and students alike.
- Develop a shared understanding of the importance of our impact on the learning and wellbeing of our students.

Collaboration In Action

- Establish an authentic coaching and mentoring environment based on a culture of relational trust.
- Enhance teaching through the establishment of a coaching model, whereby key staff are trained to build the pedagogical content knowledge of all staff.
- Allocate time and resources to enable staff to share best-practice pedagogy across classrooms.

Success criteria for this strategic direction

Teachers have a strong sense of individual and collective efficacy based on the shared understanding that everyone is a learner.

An evidence-based professional learning schedule is implemented to meet the needs of staff and students as identified by data.

Collaborative practices, including structured coaching and mentoring, lesson observations, self-reflection and student feedback, provide teachers with ongoing enhancement of pedagogical knowledge.

Teachers report increased confidence and competence in implementing up-to-date, best-practice reading and numeracy instruction as a result of professional learning and collaborative practices.

Programs and classroom practice provide evidence of impact of professional learning and collaboration initiatives.

All students achieve their potential growth.

Evaluation plan for this strategic direction

To evaluate progress in this strategic direction, Bowral Public School will:

- Triangulate whole-school data to measure the growth of every student in mathematics and reading.
- Review Challenging Learning Project data to measure the impact on pedagogy and student learning.
- Provide guided opportunities for staff, such as on collaborative planning and data days, to explore and analyse all available data in order to share and reflect on their own practice.
- Host forums and surveys of staff and students to determine:
- Teacher perception of professional learning

Strategic Direction 2: Empowering Teachers Through Collaborative Practice

Evaluation plan for this strategic direction

programs and collaborative initiatives

- Teacher confidence and competence in delivering best-practice pedagogy
- Impact of professional learning and collaborative initiatives on student outcomes

The findings from the analysis of the data will be used to evaluate current progress towards school improvement and make adjustments to initiatives if needed.

Strategic Direction 3: Empowering learners

Purpose

Student outcomes will be enhanced through a culture of lifelong learning in which all students embrace challenge, respond constructively to feedback and engage in deep, critical thinking.

Improvement measures

Target year: 2023

Student wellbeing at Bowral Public School will be rated at or above 91.7% based on the Tell Them From Me survey results. Positive Behaviour for Learning school-wide evaluation tool results above 90% and benchmarks of quality evaluation tool results above 90%.

Target year: 2023

Student attendance at Bowral Public School will be at or above 91.4%.

Target year: 2024

Challenging Learning pedagogy is embedded in every classroom and the majority of students exercise voice, choice and influence over their learning.

Initiatives

Enhancing Student Dispositions

- Create a whole-school culture in which students enthusiastically embrace challenge.
- Explicitly teach key learning dispositions to support all students to become independent, self-motivated, lifelong learners.

Enhancing Student Self-Efficacy

- Enable students to be active agents in their learning by having voice, choice and influence, and by working together.
- Foster a culture of dialogue and questioning in every classroom, and teach students to welcome feedback as a critical part of the learning cycle.
- Deliberately and routinely engage students in productive struggle using the Learning Pit model.

Broadening Student Perspectives on Learning

- Embed a common language of learning, including learning intentions and success criteria, in every classroom so that all students can articulate the purpose of any lesson.
- Consistently develop achievable and specific learning goals with every student.
- Ensure all students understand the broader context of their learning and are motivated to pursue further challenges.

Success criteria for this strategic direction

Students experience high levels of engagement in school life by exercising their voice, choice and influence in their learning, and by working together.

All staff and students share a common understanding of the dispositions of engaged learners.

All staff and students use a common language of learning.

Every student can identify the learning intention and success criteria, and why their learning matters, in every reading and mathematics lesson.

Every student can articulate their current, personal learning goal in English and mathematics and the next steps in their learning journey.

Every class engages with productive struggle through the Learning Pit model.

Evaluation plan for this strategic direction

To evaluate progress in this strategic direction, Bowral Public School will collect and analyse a range of data focusing on learner perceptions and behaviours, and learning outcomes. The following internal and external sources will be considered:

- Learning walks
- Forums and surveys of students, staff and parents/carers
- Tell Them From Me surveys
- Challenge Learning Project data
- School-based assessments
- External tests such as PAT, NAPLAN and SCOUT

The findings from the analysis of the data will be used to evaluate current progress towards school improvement and make adjustments to initiatives if needed.