

# Strategic Improvement Plan 2021-2024

## Bundanoon Public School 1414



# School vision and context

## School vision statement

Students at Bundanoon Public School are challenged to continually improve as respectful citizens and learners within a culture of inclusivity and high expectations. We are a resilient community, respecting and caring for our environment. Working in partnership with parents and the broader community, we ensure every student is known, valued and cared for, maintaining a focus on student attainment and wellbeing.

## School context

Bundanoon Public School is situated on the lands of the Gundungurra people. We pay our respects to and acknowledge these traditional custodians of this land. Bundanoon Public School has an enrolment of 160 students with a FOE of 75 and is valued as an integral part of the local community of Bundanoon, a small town in the Southern Highlands.

Professional learning for teachers is highly valued, ensuring curriculum delivery is contemporary, data-driven and engaging. The school implements research-based literacy and numeracy programs, with an emphasis on Visible Learning strategies to enhance student outcomes. Technology is integrated across the curriculum, with commitment to promoting online safety through the development of digital citizenship skills.

Students at Bundanoon Public School enjoy a wide variety of extracurricular activities and opportunities to develop creative skills in music, dance, art and drama. Healthy and active lifestyles are promoted, with a variety of sports on offer. The school is currently implementing Positive Behaviour for Learning (PBL) and Smiling Mind as part of a holistic wellbeing initiative.

Bundanoon Public School is supported by an active and committed P&C Association, with community involvement embedded in the school's daily programs and special events. The motto, *Creativeness and Imagination*, captures the atmosphere of this beautiful school.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

### 1. Student Growth and Attainment

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within the school.

### 2. A Planned Approach to Wellbeing

When conducting the analysis of the school wellbeing matrix it was evident that student sense of belonging is an area of ongoing focus. The literature (Student Wellbeing) identified core elements of focus that aligned to our needs. While PBL commenced in the last school plan, our reflection of progress is consistent with the literature that suggests that behaviour is only part of wellbeing and there is more work to be done that warrants inclusion of wellbeing in the new school plan. Therefore, we will have a whole school focus on activities

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## School vision statement

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that have been proven to work in other settings and are likely to work in ours. These activities drawn from the evidence base can be grouped broadly into 'promoting social and emotional learning', 'strengthening transitions' and 'creating a sense of belonging in a safe environment'.

### 3. Strategically Planned Teaching and Learning

High Impact Professional Learning is an area of focus we identified in our 2020 SEF S-aS. Consistent school-wide teaching and learning practices will be refined and strengthened. The Instructional Leader will lead much of this work in the School, with the School Strategic Delivery team also being utilised to build understanding of how to do this successfully.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes and practices for collecting and analysing data to ensure the implementation of appropriate evidence informed teaching practices which meet student learning need.

## Improvement measures

### Target year: 2022

An uplift of 5.7% of students in years 3 and 5 achieving in the top 2 bands in NAPLAN reading.

### Target year: 2022

An uplift of 7.5% of students in years 3 and 5 achieving in the top 2 bands in NAPLAN numeracy.

### Target year: 2023

An uplift of 5% of students in year 3 and 5 students achieving expected growth in NAPLAN reading.

### Target year: 2023

An uplift of 9.8% of students in year 3 and 5 students achieving expected growth in NAPLAN numeracy.

### Target year: 2024

- Improvement in SEF SaS Data Skills and Use from Sustaining and Growing to Excelling.
- Improvement in SEF SaS Effective Classroom Practice from Sustaining and Growing to Excelling.

## Initiatives

### Data Informed Practice

Ensure effective strategies and processes for data collection, analysis and reflection are used for responsive curriculum delivery. This encompasses:

- Systematic Data collection
- Whole School Data Analysis
- Data Informed Teaching

### Evidence Based Teaching Practices

Identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

- Work with the Instructional Leader to understand and apply effective classroom practices to meet student need.
- Select their teaching strategies in relation to student need.
- Evaluate the impact of the implemented strategies on student learning.

## Success criteria for this strategic direction

- All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF-Data Skills and Use, Data Literacy)
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (SEF-Data skills and Use, Data Analysis)
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (SEF- Data Skills and Use, Data use in teaching)
- The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF - Educational Leadership)

## Evaluation plan for this strategic direction

### How will we evaluate this strategic direction?

- Five weekly reviews of student learning data in order to measure student growth and plan for student learning needs.
- 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 the data collection and analysis process.

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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### Which data sources will be considered?

- External student assessments such as Best Start, NAPLAN, Check-in Assessments and internal assessments such as PAT Reading and Numeracy.
- External school data such as SCOUT data.
- School based data including stage assessments, judgments against the Literacy and Numeracy Learning Progressions and student work samples.
- Other records such as tell Them From Me Survey results, Individual Education Plans (IEPs), Personalised Learning Pathways (PLPs), and Out of Home Care Plans.
- Lesson observations and teacher reflections.

## Strategic Direction 2: A Planned Approach to Wellbeing

### Purpose

In order to maximise student learning outcomes and to build strong foundations for academic success we will further develop whole school student wellbeing programs and practices in a planned and targeted manner that is responsive to the learning and wellbeing needs of students, staff and the school community.

### Improvement measures

#### Target year: 2024

##### Wellbeing

- Increased proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School.

Achievement of 2022 system-negotiated targets:

- An increase in Wellbeing (combined aspects as above) from 84.8% to 89.3%, an uplift of 4.5%.

#### Target year: 2024

##### Attendance

Achievement of 2022 system-negotiated targets:

- Increased proportion of students attending school greater than 90% of the time 79.9% to 85% (lower bound target)

#### Target year: 2024

##### Wellbeing

- Improvement in SEF SaS, Learning, Wellbeing from Sustaining and Growing to Excelling- 'The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.'

### Initiatives

#### A planned approach to wellbeing

- The school collects, analyses, and uses data including valid and reliable student, parent, and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.
- Indigenous cultural awareness is an integral part of the wellbeing of the whole school community.

#### A responsive approach to wellbeing

- Expectations of learning behaviours are co-developed with students, staff and the community and are designed to ensure optimum conditions and expectations for successful learning across the whole school setting.
- Learning behaviours are taught explicitly and consistently, with expectations clearly and supportively applied across the school.

### Success criteria for this strategic direction

- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF-Wellbeing, A planned approach to wellbeing)
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF- Wellbeing, Individual learning needs)
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (SEF- Wellbeing, Behaviour)
- All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. (SEF-Effective Classroom Practice, Classroom Management)
- Teachers parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF- Learning Culture, Attendance)

### Evaluation plan for this strategic direction

#### How will we evaluate progress of this strategic direction?

- Collect and analyse a range of data focusing on the effectiveness of school initiatives which promote

## Strategic Direction 2: A Planned Approach to Wellbeing

### Improvement measures

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#### Target year: 2024

##### Attendance

- Improvement in SEF SaS, Leading, Learning Culture from Sustaining and Growing to Excelling- 'Teachers parents and the community work together to to support consistent and systematic processes that ensure student absences do not impact on learning outcomes'
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### Evaluation plan for this strategic direction

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social, emotional, cognitive, spiritual and physical wellbeing.

- Collect and analyse a range of data focusing on student perceptions of belonging, learning and behaviour.

#### What data sources will be considered?

- Learning walks.
- Forums and surveys of students, staff parents and caregivers.
- School assessments such as PAT, PBL pivot chart data and Tell Them From Me Surveys.
- External assessments such as NAPLAN and Check-in assessments.

# Strategic Direction 3: Strategically Planned Teaching and Learning

## Purpose

Consistent school-wide practices will be developed for planned teaching and learning where teacher professional learning is responsive to student attainment and teacher need. Assessment is used to monitor, plan and report on student learning across the curriculum.

## Improvement measures

### Target year: 2023

- All teachers use their deep knowledge of the Literacy and Numeracy Learning Progressions (formative assessment) and PLAN2 data to plan for teaching and learning.

### Target year: 2024

- Improvement in SEF SaS from Sustaining and Growing to Excelling- Learning and Development, Collaborative practice and feedback 'The 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, schoolwide improvement in teaching practice and student results.'
- Improvement in SEF SaS from Sustaining and Growing to Excelling- Learning and Development, Professional learning, 'The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.'

## Initiatives

### High Impact Professional Learning

- Provide rigorous professional learning opportunities for all staff in response to the needs identified by whole school data.
- Develop a whole school culture of high expectations based on the shared understanding that everyone is a learner- staff and students.
- Facilitate ongoing collaboration within and across school communities to enhance the use of evidence informed pedagogy based on best practice professional learning.
- Allocate time and resources to enable staff to share evidence informed pedagogy across classrooms and school settings.

### Assessment, Tracking and monitoring of student learning

Teachers routinely use evidence of learning, including:

- a range of formative and summative assessments to track and monitor student learning and inform their teaching.
- adaptive practice as responsive and integral part of daily classroom instruction in order to meet the learning needs of students.

## Success criteria for this strategic direction

- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. (SEF- Learning and Development, Professional Learning)
- 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. (SEF- Curriculum, Teaching and learning programs)
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF- Assessment, Formative assessment)
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. (SEF- Assessment, Summative assessment)
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments. (SEF- Assessment, Whole school monitoring of student learning)

## Evaluation plan for this strategic direction

How will we evaluate the progress of this strategic direction?



## Strategic Direction 3: Strategically Planned Teaching and Learning

### Evaluation plan for this strategic direction

- Triangulate whole school data to measure the growth of every student in numeracy and reading.
- Review the Instructional Leadership model of professional learning in order to measure the impact on teacher pedagogical implementation and student learning.
- Provide guided practise and 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.
- determine:

-Teacher perceptions of professional learning and assessment, tracking and monitoring initiatives.

-Teacher confidence and competence in monitoring student learning and delivering best practice pedagogy.

-Impact of professional learning and monitoring of student learning on student outcomes.

### What sources of data will be considered?

- External student assessments such as NAPLAN, Check-in Assessments and internal assessments such as PAT reading and numeracy.
- External school assessment such as SCOUT data.
- School based data including stage assessments, judgments against the Literacy and Numeracy Learning Progressions and student work samples.
- Other records such as tell Them From Me Survey results, IEPs, PLPs, and Out of Home Care Plans.
- Lesson observations and teacher reflections.
- Forums and surveys of staff and students.