

Strategic Improvement Plan 2021-2025

Bungendore Public School 1421



School vision and context

School vision statement

At Bungendore Public School are committed to lifting literacy and numeracy standards across all grades to ensure students are given every opportunity to achieve their best. Our focus on literacy and numeracy skills will enhance the academic potential of our students while improving overall academic outcomes from Kindergarten through to Year 6.

We are committed to the well-being of our students who will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. Our students will be respected, valued, encouraged, supported and empowered to succeed and we will ensure they grow and flourish, do well and prosper at school.

School context

Established in 1868 Bungendore Public School is an inclusive primary school setting catering for students from Kindergarten to Year 6. It is situated within the rural town of Bungendore, NSW, 24km from Queanbeyan and 35km from Canberra. At present, the school has 21 mainstream classes and 1 support class with 2.51% identifying as Aboriginal or Torres Strait Islander. Students come from a variety of socio-economic backgrounds. The school has a Family Occupation and Education (FOE) index of 61 which reflects the diverse makeup of the community. The school has a strong culture of excellence in the performing arts and sporting pursuits and takes great pride in its holistic focus to ensure that all students have every opportunity to succeed.

The focus for Bungendore Public School is the development of children as confident and articulate young people, able to positively contribute as citizens in the ever-changing modern world. Bungendore School provides a safe, supportive environment in which, academic, musical, cultural and sporting achievement is highly valued and students are actively encouraged to strive for the highest personal achievement in all aspects of their school and personal life. The staff, students and community are committed to five core values: honesty, respect, responsibility, cooperation and doing your best. The school works closely with parents and the wider community to create a friendly, fun and rich learning environment. Bungendore Public School offers spacious grounds, modern classrooms and access for all students to a wide range of technology. The dedicated and committed staff of Bungendore Public School work closely together to draw on the experiences and strengths, including those of new graduates and teachers who have worked across different settings. Teachers ensure differentiated and engaging teaching programs and experiences are in place to support all students K-6.

Bungendore Public School has strong community partnerships, working closely with the AECG, Bungendore War Memorial Committee, CWA, Rotary and local businesses to enhance and enrich opportunities for the whole school community. Valuing our strong partnerships with Early Learning Providers within the village and our strong transition to school program we are committed to working closely with the new Bungendore High School when it opens in 2023. The development of the Bungendore Educational Precinct will allow students to remain connected with their local community through our commitment to positive partnerships as a professional learning community.

Strategic Direction 1: Student growth and attainment

Purpose

Reading:

Reading growth for students, as measured on school-based and state based assessments, are evident, primarily related to students' ability to engage with different types of texts when reading and viewing, understanding purpose, audience and subject matter. When writing students are demonstrating effective and accurate sentence, grammatical and punctuation structures and features.

Mathematics:

Mathematics growth for students, as measured on school-based and state based assessments, are evident, primarily related to students' ability to represent, model and compare fractions and decimals, understand the properties of odd and even numbers and generate number patterns and sentences.

Improvement measures

NAPLAN top 2 bands - Reading

Achieve by year: 2022

Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading by 8% from baseline data towards the system-negotiated target.

NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy by 8.4% from baseline data towards the system-negotiated target.

NAPLAN expected growth - Reading

Achieve by year: 2023

Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading by 3.2% from baseline data towards the system-negotiated target.

Initiatives

Collaboration

Working together teachers will strive to achieve the common goal of improved student outcomes with specific focus on using evidence information practices to ensure balanced literacy and numeracy programs are effectively implemented throughout the school. Teachers will

- engage in reflective practices such as lesson observations and collegial discussions.
- participate and lead research based professional learning within teams and the whole staff, developing cohesive partnerships with colleagues to achieve, share and reflect on student growth and their progression of learning.

Explicit Teaching

Teachers will consider evidence informed practices to effectively differentiate the teaching of numeracy and reading concepts in the classroom. At Bungendore Public School this will involve teachers

- engaging in current, research informed professional learning
- collecting, analysing and using relevant data to inform differentiated teaching and learning experiences to cater for students needs and strengths
- providing timely feedback to students with regards to their learning and learning goals

Success criteria for this strategic direction

All teachers share successful and innovative evidence informed practices to ensure student achieve learning goals.

All staff have a collective responsibility in the tracking and monitoring of school data to inform future planning.

All staff are valued as active participants in our learning community through professional dialogue, collaboration, classroom observations, the modelling of effective practice and the provision of specific and timely feedback between teachers.

A whole school learning culture, though professional relationships of mentoring and coaching, will continue to support and ensure the ongoing development and improvement of all teachers.

Evaluation plan for this strategic direction

Question

To what extent have we achieved our purpose and is there demonstrated visible impact and improvement of student outcomes in reading and numeracy?

Do all teachers know and understand what is required to teach reading and mathematical concepts?

Data

We will use a combination of data sources. These will include:

- * Internal assessment, eg. PLAN2
- * External assessment, eg. NAPLAN, Check-In, MathsBurst
- * Survey
- * Teacher observations and mentoring conversations

Strategic Direction 1: Student growth and attainment

Improvement measures

NAPLAN expected growth - Numeracy

Achieve by year: 2023

Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy by 3% from baseline data towards the system-negotiated target.

Evaluation plan for this strategic direction

*Analysis of student work samples

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

* Future actions

* Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Strategic Direction 2: Positive Learning Culture

Purpose

For students to have a sense of:

- self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, cultural, spiritual and physical wellbeing.
- belonging, purpose and meaning that enables them to thrive in their learning environment.

Improvement measures

Expectations for Success

Achieve by year: 2025

Increase the proportion of students reporting 'Expectations for Success' by 5.48% from 2021 Tell Them From Me baseline data towards the school-based target.

Achieve by year: 2025

Improve the school's self-assessment level in the themes of High Expectations, Explicit Teaching and Feedback to excelling against the School Excellence Framework.

Initiatives

High Expectations

When teachers hold high academic expectations of their students, they tend to know their students well, value them as learners and understand how to progress their learning. Teachers holding high expectations of their students is known to impact student achievement and learning, as well as student behaviour, motivation, self-esteem and attendance. A culture of high expectations must start early and be maintained throughout schooling for all students. Ensuring that students are challenged and engaged in school is fundamental to building a culture of high expectations. Appropriate differentiation of the curriculum is essential.

At Bungendore Public School this will involve all teachers

- striving for positive student-teacher relations
- providing regular constructive feedback to students
- planning effective, differentiated instruction
- whole school effective strategies for student wellbeing and engagement

These measures will in turn ensure positive behaviour, high student motivation and academic success for all students.

Effective Feedback

Feedback is an effective teaching and learning strategies which has an immediate impact on learning progress. High quality feedback is specific, on-going and delivered in a timely manner.

Feedback enables students to recognise their strengths as well as areas for development, and to identify and plan with their teacher the next steps in their learning.

Teachers will provide students with opportunities to improve their knowledge, understanding and skills through feedback that

- is timely, specific and related to the learning and assessment intention

Success criteria for this strategic direction

All teachers are able to construct, reflect and refine clear learning intentions and success criteria to students linking to syllabus content and future focused learning modes.

All staff use growth mindset language and effectively adopt split screening as a strategy to embed learning behaviour language across Key Learning Areas.

All students confidently articulate their personal learning goals and regularly receive effective feedback from their teachers to working towards achieving their goals. and what they can do to exceed expectations.

Evaluation plan for this strategic direction

Question

Do staff set high expectations for all students?

Can teachers track the effectiveness of their feedback through student work?

Do students, each with their own goal, know exactly where they are and where they need to go to get to the next level?

Data

Student work samples

TTFM Survey results

PLAN2

Scout

Analysis

Analysis of results will occur during staff and stage meetings, as well as focused collegial discussions. Analysis will occur ongoing throughout the year culminating in annual review of progress towards the improvement measures.

Strategic Direction 2: Positive Learning Culture

Initiatives

- is constructive and provides meaningful information to students about their learning in a variety of forms
 - focuses on the activity and corrects misunderstandings
 - identifies and reinforces students' strengths
 - provides information about how they can improve
 - facilitates the development of and provides opportunities for self-assessment and reflection during the learning process
 - informs future teaching and learning opportunities.
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Evaluation plan for this strategic direction

Implications

The findings of the analysis will inform:

- Future actions, including staff professional development and whole school directions
- Next steps for furthering student understanding and ability to develop key learning goals and explain their progress
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year)

Strategic Direction 3: Student Wellbeing through Opportunity and Community

Engagement

Purpose

To provide students with the opportunities to use their creative abilities and have the imagination, knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives develop confidence and capability in:

- pursuing learning throughout life, leading to enjoyable, fulfilling and productive employment
- relating well to others and forming and maintaining healthy relationships so they are well prepared for their potential life roles as friends, family, community and workforce members
- embracing opportunities, making informed decisions about their own lives and accepting responsibility for their own actions

Improvement measures

Wellbeing

Achieve by year: 2023

Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) through Tell Them From Me by 3.6% from baseline data towards the system-negotiated target.

Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending school 90% of the time or more by 7.6% from baseline data towards the system-negotiated target.

Community

Achieve by year: 2025

Improve the school's self-assessment level in the themes of Transitions and Continuity of Learning, Parent Engagement and Community Engagement to excelling against the School Excellence Framework.

Initiatives

Wellbeing

Wellbeing in schools is for all students. A focus on wellbeing goes beyond just welfare needs of a few individual students and aims for all students to be healthy, happy, successful and productive individuals who are active and positive contributors to the school and society in which they live. A key element of student wellbeing is engagement in opportunities at school, requiring a whole-school approach and commitment to shared responsibility for all students. Providing inclusive whole school opportunities for all students recognises that all aspects of the school community have a strong impact on students' health, safety and wellbeing. Working together across the school, taking a holistic approach to providing opportunities for students promotes positive student health and wellbeing. This approach focuses on the responsibilities of every staff member of the school to ensure all students have the opportunities to maximise their learning experience.

Strengthening Community

Family-school and community partnerships are an effective way to support and empower positive parent engagement, and bring together family and community resources to enrich student learning and wellbeing. Facilitating a team approach to school decision making processes supports the engagement of school leaders, teachers, parents, carers and community members as active contributors. Inclusive school policies, practices and programs help to build a culture of welcome and belonging for all families that reflects and respects the diversity within the school community.

The development and maintenance of mutual trust and respect are essential for positive relationships to be sustained. At Bungendore this will include strong relationships with early education settings, local high schools and community agencies.

Success criteria for this strategic direction

LST and Welfare teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to student learning and wellbeing

All teachers are willing to open their classrooms and participate in structured lesson observations that focus on how different teaching approaches impact on student learning

School leaders create a strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life, so that teachers are supported, and support one another, to continuously develop their skills and knowledge

All teachers demonstrate increased expertise in teaching students with complex trauma, learning needs and/or behaviour difficulties

All teachers involve students, parents and external agencies in planning differentiated and targeted learning to ensure individual goals are visible and focus on increased learning outcomes and engagement for all students

Evaluation plan for this strategic direction

Question

Can all students identify a staff member they can turn to when they need to to overcome and cope with challenges?

Are transition programs at all levels (early years, grade movement and to high school) embedded into school processes and completed with buy in from relevant community partners?

Data

Wellbeing Framework Self-assessment pre and post data

Evaluation plan for this strategic direction

Professional Development Plans

Extra-curricular and Learning Support group data

Parent/Teacher Interviews

Student success shared

Transition Plans

P&C Feedback

Analysis

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measure
- Regular professional discussion around the School Excellence Framework elements and themes
- Executive team and whole staff reflective sessions
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions

Implications

Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.