

Strategic Improvement Plan 2021-2025

Bungwahl Public School 1424



School vision and context

School vision statement

At Bungwahl Public School, we strive for excellence in a creative, friendly environment where every student feels they belong and their unique gifts recognised and encouraged. There is a strong focus on learning for all, where effort is celebrated. Our learning dispositions are to be curious, creative, cooperative, resilient and optimistic. We aim to connect with school learning communities and external experts to ignite a passion for learning in our students. We believe every student should improve every year. Our core values are learning, respect, belonging and creativity.

School context

Bungwahl Public School, with a current enrolment of 40 students, is a rural and remote school located in the Great Lakes area on The Mid North Coast, 30 kilometres from our nearest regional centre. School numbers have fluctuated over the past eight years, with student numbers ranging from 29-42. We anticipate this trend will continue in the future. Currently 8% of students identify as Aboriginal. We have no EAL/D students. Our FOEI is 87 and ICSEA 970. The school is staffed by a teaching principal (TP1), 0.2 assistant principal curriculum instruction, 1.5 classroom teachers, 0.7 senior administration manager and 0.2 general assistant. The school funds 0.4 learning support officers. Our beautiful school environment hosts an award winning kitchen garden and enjoys support from a proactive P&C.

The two strong threads through the previous school plan focussed on continued whole school improvement in teaching and learning and student wellbeing. We have made gains in both areas and were on track in 2019, however with the impact of bushfires and COVID 19 we had not reached our planned improvement measures by the end of 2020. We will continue to focus on improved student attendance and wellbeing throughout 2021-2024.

Through our situational analysis, we have identified need for continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice to ensure students achieve expected growth and attainment in their learning. This will be achieved through embedding Quality Teaching Rounds and aspects of Visible Learning (learning intentions, success criteria and feedback) in our two classrooms.

There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing. This will initially be based on the Berry Street Education Model. The Grow Your Mind wellbeing program has been incorporated from 2023 onwards.

We have identified the need to move towards deeper reflective practice based on quality data analysis. This reflective practice will involve a deeper use of data to inform processes and practices across the school. This will include using National Learning Progressions to track student progress.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will reflectively adapt their practice through quality professional learning. Student assessment data, assessments and feedback will be used to inform teaching. Our students will become self-directed learners who are aware of their own progress and feel confident working with their teachers to help direct future learning.

Improvement measures

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

All students are able to demonstrate growth and achievement in place value over the year.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

Student cohorts in 2024 demonstrate improved reading scores compared to 2023 and 2022 cohorts

Initiatives

Highly effective teaching practices

Data skills and use

Professional learning for staff on the effective use, and systematic analysis, of Literacy and Numeracy Progressions to personalise learning and track progress and growth for all students using PLAN2.

Data is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised. Data collected and used will include Department of Education Check in Assessments, NAPLAN and phonemic awareness baseline assessments.

What Works Best

Build teacher capabilities through Professional learning using What Works Best Document and a range of relevant support resources.

What Works Best practices will be embedded in programs and evident in classroom practice.

Quality Teaching and Visible Learning

Participate in professional learning to support the implementation of quality evidenced based syllabus and curriculum reform.

Align whole school teaching practice and staff professional growth Visible Learning pedagogy.

Develop use of Formative Assessment strategies such as Learning Intentions and Success Criteria through staff Professional learning and links to network schools.

Feedback based on Learning Intentions and Success Criteria for students and student feedback to staff is common practice.

A Culture of Learning

Parent as Partners

Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Initiative 1: Highly effective teaching practice

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on teaching practices, student assessment and continuous tracking of student progress and achievement.

Goal setting for all students occurs at 5 weekly intervals and is tracked through PLAN2.

The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data.

All teachers use formative assessment data to accurately track and monitor student achievement across the Literacy and Numeracy progressions.

Initiative 2: A Culture of Learning

Families are actively engaged in their child's learning, working in close partnership with the school to support learning with access to student goals and progress through a variety of sources.

All students can articulate their learning goals in literacy and numeracy.

Learning Intentions, Success Criteria and Feedback (staff to student and student to staff) are an embedded practice in all learning spaces across the school.

School attendance has increased to 80% of students attending > 90% of the time.

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Initiatives

Introduce parent workshops each term to support parents in their understanding of their child's learning and to give them practical targeted activities to assist with their child's learning.

Increase parent meetings to once a term to discuss student learning goals and progress.

Learning Culture

Extra curricular activities and programs will continue and expand to enhance diversity in student learning.

Evaluation plan for this strategic direction

To what extent are students self-directed learners who are aware of their own progress along with data directing future learning. School data used to analyse the effectiveness of initiatives:

- Student progress checked and monitored against progressions and syllabus standards using PLAN2.
- Network NAPLAN data.
- Teaching programs show evidence of data informing classroom practice with ongoing adjustments.
- Student work samples demonstrate personalised success criteria and build on prior learning.
- Teacher records give evidence that student learning goals are updated regularly (5 weekly intervals).
- Student voice evidenced in goal setting, knowledge and understanding of LISC.
- Family/community feedback (focus groups, interviews and surveys) on the effectiveness of the partnerships in learning. TTFM survey indicates an increase in parent involvement in learning at home.

Strategic Direction 2: Belong, Connect, Learn and Thrive.

Purpose

To ensure all of our students feel valued, confident and invested in their learning, there will be a planned approach to developing wellbeing processes that support high levels of wellbeing and engagement.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 89.8% in 2023 to 90.9% in 2027

Initiatives

Berry Street Education Model

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- Reviewing current wellbeing processes and their level of alignment with the data from the Wellbeing Framework Self-Assessment findings to establish focus areas around whole school wellbeing reform.
- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in the Berry Street Education Model.

Nyiirun ngarrayn (together we are learning)

Collaboration and connection to the small schools and Great Lakes learning communities. This could include Stage 3 extension maths activities presented online for students to collaborate across three schools.

Linking with 'specialists in their fields' to cater for student interests and needs to engage and inspire. This will include immersion in first nation culture through learning the guthung language and utilising our indigenous garden, music, drama and sport specialists.

Success criteria for this strategic direction

Teachers demonstrate increased expertise in teaching students with complex trauma and/or behaviour difficulties.

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students.

Respectful and positive relationships are evident throughout the whole school community through communication, explicit teaching and reflection of school values and expectations.

Planning and provision for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with the students themselves, all staff and families.

Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.

Expertise within the community is fully utilised to bring rich learning experiences to students in creative and cost effective ways.

Wellbeing, behaviour and attendance plans are embedded practice and achieved for all students.

The Wellbeing Framework is utilised each term to monitor whole school practices in child wellbeing.

Evaluation plan for this strategic direction

Analyse collected evidence and data to determine the extent to which the purpose has been achieved.. Data collected will include:

- Wellbeing Framework Self Assessment pre and post data.
- Personal Attendance Plans and individual student attendance data.
- Incident reports.

Strategic Direction 2: Belong, Connect, Learn and Thrive.

Evaluation plan for this strategic direction

- Suspension Data.
- TTFM Data