

# Strategic Improvement Plan 2021-2024

## Bundeena Public School 3765



# School vision and context

## School vision statement

A shared culture of high expectations inspires academic excellence and wellbeing so every student maximises their potential

## School context

Bundeena Public School is located in southern Sydney surrounded by the Royal National Park. The school is a focal point for the community and caters for students Kindergarten to Year 6. Bundeena Public School has 17 teaching staff with a student enrolment of 192. The school has strong community ties and is supported by a dedicated P&C. Our school motto 'Live for Life' encapsulates our belief in developing students to be safe, respectful and active learners. Students have high levels of access to technology, strong social networks, a range of leadership opportunities and a creative and practical arts program that is valued within the wider school community.

The whole school community, involving students, staff, and parents were consulted in a thorough situational analysis that identified three areas of focus for this Strategic Improvement Plan:

### Student Growth and Attainment

To maintain student growth teachers will focus on explicit teaching, differentiated programs that cater to the learning needs of all students and using reliable assessment to inform teaching and learning. The leadership team will comprehensively analyse student progress and discuss results with the staff. All teachers will contribute to the data collection to ensure every student demonstrates growth. Formative assessment will be embedded in classroom practice so it is used expertly by teachers. Teachers will provide feedback in a timely manner so students have the opportunity to action and apply the feedback. Students will set personal goals and be provided with actionable steps so they can improve their learning and enhance their understanding and performance of a task. This whole school approach ensures the most effective evidence-based teaching methods to optimise progress for all students, across the full range of abilities.

### Improving Teacher Practice through collaboration and feedback

There needs to be a data lift of 11% to reach our set numeracy targets. The school will embed explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of specific and timely feedback between teachers. This will drive ongoing, school-wide improvements in teaching practice and student results in numeracy. Teachers will actively evaluate, share and discuss learning from targeted professional development in numeracy with other staff to improve whole school practice.

### Advocacy at School

Promotion of a whole school wellbeing program with clearly defined aims and objectives and quality teacher training will be implemented. All students will have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help them fulfill their potential. The wellbeing officer's role will be expanded to support and implement evidence based changes to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in reading and numeracy we will use effective evidence-based teaching methods, confirming students learn what is taught.

## Improvement measures

### Target year: 2022

Percentage of students achieving in the top two bands in NAPLAN reading increases to at least our higher bound system- negotiated target

### Target year: 2023

Percentage of students achieve expected growth in NAPLAN reading increases to be above lower bound system-negotiated target

### Target year: 2024

Excelling in Data Skills and Use, Effective Classroom Practice and Assessment

### Target year: 2024

- There will be a 25% uplift of students completing Kindergarten achieving within Level 4 of the Understanding Texts sub-element of the Literacy Progressions from our 2020 baseline data
- There will be a 35% uplift of students completing Year 1 achieving within Level 5 of the understanding texts sub-element of the Literacy Progressions from our 2020 baseline data
- There will be a 15% uplift of students of students in Years 3&4 achieving level 7 of the Understanding texts sub-element of the Literacy Progressions from 2020 baseline data.
- There will be a 15% uplift of students in Years 5&6 achieving level 9 of the Understanding texts sub-element of the Literacy Progressions from 2020 baseline data.

### Target year: 2023

## Initiatives

### Data Driven Practices to inform personalised learning

Embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs that are individualised, explicit and differentiated
- detailed student feedback about what they need to do to achieve growth as a learner.
- provision of actionable steps so students can improve their understanding and performance of tasks.
- creation of rubrics that clearly describe what students need to do to succeed and the various levels of proficiency students should attain.
- carefully structured group assessment activities to ensure that students are supported, challenged and able to work together successfully.
- the impact of formative and summative assessment tasks to report student achievement
- teacher professional learning and school resourcing on the use of Literacy and Numeracy Progressions, the HPGE policy and data analysis
- addressing student underachievement.

## Success criteria for this strategic direction

- Valid assessment data is collected on a regular and planned basis and used responsively as an integral part of classroom instruction in reading and numeracy.
- LST/EAL/D and IL teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to literacy and numeracy programs.
- A range of assessment strategies are practised expertly by teachers that lead to measurable improvement.
- Teachers employ evidence-based effective teaching strategies that are most effective to optimise learning growth for all students.
- Teaching and learning programs show evidence of adjustments to address individual student needs, ensuring all students are challenged and all adjustments lead to improved learning.
- Data and feedback inform teaching practice and direct learning.
- Data walls are used to display the growth and achievement of every student and build collective teacher responsibility for all students learning.
- Stage teachers work collaboratively to ensure consistency of teacher judgement when using assessment tools.
- All teachers have a sound understanding of data concepts.
- Programs will reflect targeted engagement and talent development opportunities for students in all four domains- intellectual, social/emotional, physical and creative.

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiative in achievement the purpose and improvement measures of the strategic direction. This analysis will guide the school's future

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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The proportion of students achieving expected growth in NAPLAN numeracy increases by 15% to the lower bound system negotiated target

### Target year: 2022

Percentage of students achieving top 2 bands in NAPLAN numeracy increases by 10% to the lower system negotiated target

## Evaluation plan for this strategic direction

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directions:

- NAPLAN data
- Scout data
- Student work samples
- Literacy and Numeracy Internal tracking data bases
- Student PLP's
- Student focus groups
- SEF Sas

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Executive team and whole staff reflective sessions
- Triangulation of data sources every 5 weeks including quantitative, qualitative, internal and external data to analyse findings to guide future school planning.

## Strategic Direction 2: Improving teacher practice through collaboration

### Purpose

In order to improve teacher quality in numeracy we will engage in professional models of collaboration that increase teacher collective efficacy to improve student learning outcomes.

### Improvement measures

#### Target year: 2024

Teachers regularly participate in structured lesson observation focusing on how different teaching approaches impact student learning in numeracy.

#### Target year: 2024

Learning Sprints are sustained as embedded practice across the school with teachers applying a range of assessment strategies, informing teaching and learning in numeracy.

#### Target year: 2024

Excelling in the areas of Collaborative Practice and Feedback, and Professional Learning

#### Target year: 2024

The proportion of students in years 4 and 6 achieving correct responses in the learning area Measurement increases by 15% from 2020 Check-in Assessment baseline data

### Initiatives

#### Improving Numeracy

To embed explicit systems for collaboration and feedback to sustain quality teaching practice in numeracy

- The leadership team share evidence based professional learning, knowledge and academic research in numeracy.
- Collaborative Inquiry processes (Sharra 2016) are used to strengthen and refine effective practices that empower all learners and learning.
- All professional learning in numeracy relating to student learning can be applied in classroom-based practice and is based on identified student needs.
- Knowledge sharing in numeracy occurs routinely and is recognised as effective professional learning.
- Collaborative analysis of student data in numeracy is supported and implemented.

### Success criteria for this strategic direction

- Embedded and explicit systems that facilitate professional dialogue, collaboration and classroom observation.
- Numeracy programs are sequenced, coherent and aligned to the NSW Syllabus
- Provision of specific and timely feedback between teachers
- Teachers collaborate with teachers from other schools to share and embed good practice
- The school trials innovative practices and has processes in place to evaluate, refine and scale success
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies
- Teachers are willing to open their classrooms and participate in structured lesson observations that focus on the impact of different teaching approaches on student learning
- School leaders create a strong culture in which collaborative planning, reflection and peer coaching are embedded in everyday school life
- Students can unpack numeracy assessment questions and understand exactly what they are being asked to do.

### Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiative in achievement the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout data
- Student work samples
- Numeracy programs and evaluations
- PLAN2

## Strategic Direction 2: Improving teacher practice through collaboration

### Evaluation plan for this strategic direction

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- Numeracy Internal tracking data bases
- Pre/Post Sprint data
- TTFME
- PLP's
- Lesson observations
- SEF Sas

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Executive team and whole staff reflective sessions
- Triangulation of data sources every 5 weeks including quantitative, qualitative, internal and external data to analyse findings to guide future school planning.

## Strategic Direction 3: Advocacy at School

### Purpose

In order to increase advocacy across the whole school we will select and develop strategies to proactively teach healthy coping strategies, resilience and self regulation to ensure optimum conditions for learning characterised by supportive relationships and regular contact with each student.

### Improvement measures

#### Target year: 2022

A minimum of 87.5% of students report positive Wellbeing

#### Target year: 2024

A decreasing proportion of students requiring specified interventions from wellbeing officer notes

#### Target year: 2022

Increase the attendance rate to above the lower bound system negotiated target

#### Target year: 2024

Excelling in the elements Learning Culture and Wellbeing

### Initiatives

#### Every student is known, valued and cared for

To initiate strategies to build positive learning environments by:

- supporting the development of self-regulation skills, such as naming and understanding emotions, physical regulation of the stress response and encouraging students to deescalate emotional responses and maintain focus in stressful situations.
- investing time in getting to know students, including their interests, strengths and attitude towards learning and aspirations.
- establishing mentoring programs that identify strengths and success as well as build resilience.
- targeting support for different phases of student development and for students who may be at risk.

### Success criteria for this strategic direction

- Communications between teachers, parents and students are regular and tracked for accountability
- Feedback from students is used to make changes showing their opinions and experiences have been considered and are valued and important
- The whole school community demonstrates inspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence
- Data collection of student behaviour is used to determine levels of support
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing
- All students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential
- Personalised Learning Plans are reviewed regularly which include strategies to support well being
- Student progress is showcased to ensure all students are known, valued and cared for
- The school community works together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

### Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiative in achievement the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Scout data
- Student work samples
- Student PLP's
- Student focus groups

## Strategic Direction 3: Advocacy at School

### Evaluation plan for this strategic direction

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- TTFM student survey
- Sentral Wellbeing data

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Executive team and whole staff reflective sessions
- Triangulation of data sources every 5 weeks including quantitative, qualitative , internal and external data to analyse findings to guide future school planning.