

# Strategic Improvement Plan 2021-2025

## **Bowen Public School 4538**



# School vision and context

## School vision statement

Bowen Public School believes in growing through learning and provides a high quality inclusive educational environment that supports learning and wellbeing, ensuring students and teachers connect, succeed and thrive.

## School context

Bowen Public School is highly regarded in the Orange community and is known for its strong collaborative and inclusive culture. The school has approximately 260 students and serves a diverse population within East Orange. 55% of the school population identify as Aboriginal or Torres Strait Islander and 2% are from a language background other than English. The school has 14 classes, made up of 10 mainstream classes K-6, and 4 support classes Preschool to Year 6.

Students are supported by over 50 staff, including classroom teachers, specialist teachers, school learning support officers (SLSO), an Aboriginal education officer, administration and technical support staff, school counsellor and a community liaison officer. A culture of high expectations is embedded in the school and supports student growth. Student literacy and numeracy data informs staff professional development needs and is further enhanced by the knowledge, support and direction of 2 Assistant Principal's Curriculum and Instruction.

The core values of the school are emphasised through 'Positive Behaviour for Learning' (PBL), which focuses on the school's expectations: We Are Learners, We Are Respectful and We Are Safe. Student wellbeing practices are varied and developed through a strength-based approach that fosters student engagement. Diverse learning needs are supported through creating a safe, predictable learning environment, where staff nurture supportive, trusting relationships and challenge students to achieve outstanding personal growth through learning.

Bowen is modern and well-resourced through the Resource Allocation Model (RAM) which is utilised to improve student learning outcomes and build teacher capacity. The school implements a range of strong, research based, academic programs to achieve positive student learning outcomes. All students benefit from the addition of a School Learning Support Officer (SLSO) in every classroom to assist in the achievement of individual learning goals. Further to this, specialised assistance is provided by highly skilled teachers who work in targeted areas to improve outcomes for our students.

The school's strategic directions include: Student growth and attainment and Connect, Succeed, Thrive and Learn

The school will focus on several aspects of the School Excellence Framework and aspire to excel in these areas over the next four years. These areas include:

1. Explicit Teaching
2. Data Skills and Use
3. Wellbeing
4. Assessment

The school community was consulted during the development of the situational analysis, and the findings informed the Strategic Improvement Plan. The analysis identified that:

# School vision and context

## School vision statement

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## School context

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\* promote exceptional growth and attainment in reading and numeracy by implementing explicit teaching practices, and building capabilities in the use of data to drive effective classroom practice and learning. Ensuring every teacher has a deep understanding of how to move students along in learning for maximum growth. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

\* wellbeing, attendance and engagement are a priority, focus areas will be to increase expertise in teaching students with complex needs, resulting in measurable improvements in student engagement and a reduction in negative incidents recorded in internal data sources.

# Strategic Direction 1: Student growth and attainment

## Purpose

Promote exceptional growth and attainment in literacy and numeracy by implementing explicit teaching practices, and building capabilities in the use of data to drive effective classroom practice and learning.

## Improvement measures

### Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 4 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.

### Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 4 and 5 students from 2022 to 2023 in the Reading Check-in assessment.

## Initiatives

### Explicit Teaching

#### Literacy and Numeracy

Staff will identify individual student learning goals to provide differentiated teaching and learning programs that implement explicit teaching practices.

- Review prior learning before beginning new or more complex learning to identify and build on what students already know to ensure individualised learning needs are met for all students.
- Use and explain the vocabulary of the syllabus to increase students' understanding of language, so students can unpack tasks and assessment questions and understand exactly what they are being asked to do.
- Provide opportunities for guided, and then independent, practice as students gain proficiency and understanding of concepts and skills.

#### Use of Data to Inform Practice

Through a strategic and targeted approach all staff will collaborate and engage in ongoing professional learning in data skills and use. Teachers will undertake regular student data analysis to identify trends in student learning to inform and modify teaching practise.

- Teachers to engage in high impact professional learning in data analysis and use data to inform teaching and learning.
- Collaborative planning time is utilised to embed targeted formative assessment practices into programs as an integral part of daily instruction in every classroom.
- Assistant Principal's Curriculum and Instruction work to build teacher capacity to effectively utilise data to analyse their own impact and use this knowledge to change what does not work and keep what does work.
- Teachers demonstrate professional responsibility for improving their teaching practice in order to improve

## Success criteria for this strategic direction

Teachers routinely review learning with each student, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF - Explicit Teaching and Feedback)

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 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 Analysis)

The school has a high performing teaching staff, whose capabilities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity building programs and implements principles of evaluative thinking and strategically plans to build teacher capacity so every student experiences high quality teaching. (SEF - Improvement of practice)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF - Instructional Leadership)

## Evaluation plan for this strategic direction

What impact has explicit teaching practices, strengthening data informed practice, use of effective feedback and responding to student feedback had in achieving the

# Strategic Direction 1: Student growth and attainment

## Initiatives

student learning outcomes.

## Evaluation plan for this strategic direction

purpose and improvement measures of the strategic direction?

We will use a combination of data sources these will include:

- PLAN2- including Focus Groups
- student work samples
- NAPLAN
- SCOUT
- Check In Assessment
- SEF SaS

### The evaluation plan will include:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team, whole staff and stage reflective sessions.
- The analysis will guide the school's future direction.
- Annual reporting on school progress measures (published on the school website at the end of Term 1 each year).

## Strategic Direction 2: Connect, Succeed, Thrive and Learn

### Purpose

To nurture positive relationships with and between students, and refine whole school processes to promote attendance, wellbeing and engagement and challenge students to achieve outstanding personal growth through learning.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

#### Attendance

Increase the percentage of students attending above 90% of the time by 2.9%

#### Wellbeing

Achieve by year: 2023

TTFM Wellbeing data, (advocacy, belonging, expectations) increases to be at or above the lower bound system negotiated target of 86.6%.

### Initiatives

#### Wellbeing

A whole-school approach to student wellbeing is facilitated by the school leadership team through a culture of high expectations for all, professional learning for staff and integrating wellbeing policies and procedures into daily practice.

- \* Continue the culture of building positive learning environments focused on positive teacher-student relationships, so students feel advocated for and supported.

- \* Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish target focus areas.

- \* Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated PLSPs.

- \* Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies whilst undertaking a lesson study approach used to adjust and improve practice.

- \* Embedding of differentiated and system-negotiated targeted support for wellbeing and engagement into practice (teaching programs, behaviour systems, intervention and adjustment) ensuring strategies are regularly reviewed.

- \* Proactively teach healthy coping strategies, so students are supported to understand and develop skills in resilience.

#### Increased Student Engagement

A whole school focus on student engagement through a consistent school wide approach to support culturally responsive classroom management and developing teacher capacity to manage and make adjustments to

### Success criteria for this strategic direction

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students. Teachers demonstrate increased expertise in teaching students with complex needs, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF- A Planned Approach to Wellbeing)

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 - Behaviour)

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 - Individual Learning Needs)

All learning elements are well managed within a consistent, school wide approach. Well planned teaching is evident and all students 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- 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- Attendance)

### Evaluation plan for this strategic direction

Bowen Public School will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

How can the school determine that its systems and

## Strategic Direction 2: Connect, Succeed, Thrive and Learn

### Initiatives

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cater for individual student needs.

**The school culture ensures teachers and students work together and student voice is heard and respected.**

\* Create a positive social and emotional classroom climate by supporting students' social and emotional competence and positive teacher-student relationships.

\* Foster and maintain student engagement in instruction, by including frequent opportunities for active student participation in lessons.

\* Target professional learning with opportunities for subsequent monitoring, feedback and planning support.

\* Implement culturally responsive classroom management strategies by teachers developing their understanding of students' cultural backgrounds and broader social and economic factors.

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### Evaluation plan for this strategic direction

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processes for enhancing student wellbeing and engagement have been successful?

We will use a combination of data sources these will include:

- Attendance data
- Personal Attendance Plans
- Internal recorded behaviours on Sentral
- Suspension data
- TTFM Survey
- PBL data
- LST data
- Intervention data

#### The evaluation plan will include:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team, whole staff and stage reflective sessions.
- The findings of the analysis will inform future directions.
- Annual reporting on school progress measures (published on the school website at the end of Term 1 each year).