

Strategic Improvement Plan 2021-2024

Buninyong Public School 4616



School vision and context

School vision statement

Buninyong Public School invites a community atmosphere through well resourced surrounds and positive learning environments.

Student enrichment and success is prioritised, as we maximise every opportunity for student growth through our commitment to deliver high quality teaching and learning experiences. Our committed approach to deepening quality teaching, building the foundations of the academic, social and emotional capabilities of our students reflects Buninyong Public School's ethos of being safe, respectful learners.

We recognise the importance of the partnerships developed between schools, outside agencies and parents when maximising student learning, engagement and wellbeing. We share a commitment, responsibility and passion for ensuring inclusive, safe learning environments where our children and families can attend, thrive and succeed.

School context

Buninyong Public School is located in East Dubbo with an enrolment of 389 students. 58% of our students identify as Aboriginal and 5% of our students have a language background other than English. The school receives additional funding and staffing allocation to support students from low socio-economic backgrounds.

Buninyong Public School embodies a communal culture of positivity and connectedness. Our parents showcase it when visiting, our students wear it in their smiles and enthusiasm for learning and our staff commit to it every minute they have our children in their care. We draw on the vast resources of the NSW Department of Education and work in close unison with our community to ensure the dynamic and diverse children in our care are, at all times, engaging in enriching learning experiences of the highest standard. The foundation of our school is an absolute commitment in providing a safe environment that is built on mutual respect and focuses on learning. We commit, connect and achieve as a united community.

Buninyong Public School has a caring, innovative and highly professional staff who ensure they are providing a range of high quality learning opportunities that stimulate and challenge the individual needs and talents of their students. This is done within a collaborative culture, creating a strong sense of community and team spirit. High quality, focused professional learning, coaching and mentoring of all staff ensures a direct focus on explicit teaching and high expectations of achievement. Explicit teaching recognises that learning is a cumulative and systematic process and students who experience explicit teaching practices make greater learning gains. Explicit teaching and high quality feedback help students develop well organised ways of thinking and understanding.

Assessment is a core and essential component of teaching and learning. It is most effective when it is an integral part of teaching and learning programs. Through conducting a comprehensive situational analysis, the need for a whole school, systematic approach to assessment will be a focus. This will ensure student learning is reliant on rigorously constructed assessment tasks, teacher collaboration and a focus on future learning. The development of an assessment schedule will also direct tailored learning support for students in literacy and numeracy through a tiered approach that involves quality evidence-based learning and the implementation of targeted interventions.

Our school empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.

At our school, our students learn in a stimulating environment where they are encouraged to reach their full potential. We have a school philosophy that supports family values and inclusive education. Strong academic programs with a focus on inquiry learning and thinking pedagogy, Aboriginal perspectives, individualised support, a highly dedicated staff and excellent resources offer children the very best opportunity to succeed. Our school drives the philosophy of developing strong community partnerships. We have state of the art technology in the classrooms to help enhance our students' learning as 21st Century global citizens.

We are proudly building a community of safe, respectful learners through quality education

School vision and context

School vision statement

School context

in a caring, innovative environment.

Through conducting a detailed situational analysis and consultation with our school community, we have identified a need to solidify the use of data driven practices to ensure all students have access to individualised, point of need learning. Further professional learning and support will focus intently on how teachers can plan for and successfully deliver high quality differentiated instruction to students with additional needs, including those identified as high potential learners. This will empower and support parents to make health and wellbeing decisions that will maximise their children's learning.

We will link, through our Learning and Support team, child and family centred support services; including occupational therapy, speech pathology, exercise physiology, psychology, a wellbeing officer, a therapy gym, trampoline and playground, wellbeing support for students and families as well as connections to outside agencies including the NDIS and carer supports.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to enhance student outcomes in reading and numeracy through building capacity of teachers and support staff to deliver explicit and targeted teaching based on effective collection and analysis of student data.

Improvement measures

Target year: 2022

The proportion of Year 3 and 5 students in the top two bands in NAPLAN numeracy increases by 7.6%.

Target year: 2022

The proportion of Year 3 and 5 students in the top two bands in NAPLAN reading increases by 8.2%.

Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN reading increases by 16.1%.

Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases by 27.3%.

Target year: 2024

The proportion of students completing Year 2 who have achieved the relevant learning indicators within the Quantifying numbers sub-element of the Numeracy progressions will be at or above 85%.

Target year: 2024

The proportion of students completing Year 2 who have achieved the relevant learning indicators within the Reading and viewing element of the Literacy progressions will be at or above 85%.

Target year: 2024

School self-assessment of the theme 'Explicit teaching' within the element 'Effective Classroom Practice'

Initiatives

Explicit teaching

In order to achieve a strong foundation in literacy and numeracy, embed explicit teaching as a whole school approach to effective classroom practice through consistent, explicit, systematic and sequenced teaching.

- High impact professional learning on evidence-based explicit teaching of literacy and numeracy.
- Build teacher capacity and collective pedagogical practice.
- Deepen teacher knowledge and understanding of new and current mathematics and English syllabuses along with use of literacy and numeracy progressions.

Data informed teaching

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Collection and analysis of relevant data through the implementation and evaluation of a consistent whole school literacy and numeracy assessment schedule in order to review student learning progress and inform teaching programs for whole class and targeted group learning.
- Deliver tailored learning support for students in literacy and numeracy through a tiered approach that involves quality evidence-based learning, and the implementation of targeted Tier 2 interventions.

Success criteria for this strategic direction

A whole school approach ensures that teachers employ the most effective evidence-based teaching methods, optimising learning progress for all students, across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

There is evidence of professional learning being systematically implemented in collaboratively designed teacher programs and in the evidence-based teaching practices of all staff.

The school uses systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

There are processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

Teaching and learning programs show evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

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.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and achievement measures of this strategic direction.

- NAPLAN data
- Check-in assessment data
- Pre- and post-testing of MiniLit, MacqLit, QuickSmart and school-developed Tier 2 interventions

Strategic Direction 1: Student growth and attainment

Improvement measures

(Teaching Domain), indicates improvement from Sustaining and Growing to Excelling.

Evaluation plan for this strategic direction

- Reading (phonological awareness, phonics, fluency) and numeracy (quantifying numbers) PLAN2 data, including DoE online assessments of phonological awareness, phonics and quantifying numbers (IfSR)
- School Excellence Framework: Self-assessment Survey (SEF S-aS).

The evaluation plan will involve:

Regular professional discussion around the School Excellence Framework elements and themes.

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.

Data analyse and 'where to next' discussions at weekly teacher coaching and mentoring sessions.

Strategic Direction 2: Teaching and leading

Purpose

Our purpose is for every student, every teacher and every leader to improve every year through a strong 21st century, learning-focused school culture built on trust, respectful relationships and collaborative practices.

Improvement measures

Target year: 2024

All teachers build authentic relationships, hold high expectations, empower student voice, engender self advocacy, respect experiences, and build on assets through the school wide implementation of AVID - WICOR.

Target year: 2024

All teachers share in curated teaching and learning resources online that are curriculum aligned and have suitable devices that connect across all activities, anytime and anywhere and to reduce the administrative burden for teachers. This is evidenced in all teaching and learning programs.

Target year: 2024

All teachers have the ability to share, promote and model best practice strategies to improve learning utilising information and communication technology and confidently teach STEAM (science, technology, engineering, art and mathematics) through AVID strategies..

Target year: 2024

High performing teaching staff demonstrate and share expertise within our school and model best practice for other schools.

Initiatives

Rural Access Gap Strategy (RAG) and Achievement via Individual Determination (AVID)

Establish a professional learning community (PLC) to extend learning opportunities to foster focused, needs based, collaborative professional learning to embed information and communication technology and WICOR (writing to learn, inquiry, collaboration, organisation and reading to learn) in all KLAS.

- AVID school wide - The 4 key domains of operation: instruction, systems, leadership and culture will be implemented with intention and fidelity through clear understanding of the WICOR Framework and monitored through a school wide site plan covering the 4 key domains of operation and continued professional learning. All staff will be surveyed determining gains in confidence and competence.
- An integrated digitised learning approach will be implemented to improve the schools connectivity through the Rural Access Gap Strategy (RAG). New and emerging technologies will be used to deliver integrated teaching experience that are student-centric, responsive, efficient and seamless.
- Simplify access to and analysis of school data to support decision making by teachers and school leaders.

Collaboration and Feedback

To improve outcomes for every student, explicit whole school systems will be embedded to facilitate professional dialogue, collaboration, modelling of effective practice and the provision of specific feedback for all teachers. Improving every teacher and leader through embedded mentoring and coaching support systems will develop a culture of high expectation relationships leading to genuine collective teacher efficacy. The collective belief of teachers in their ability to positively affect students will lead to improved outcomes for all stakeholders.

- Mentoring and coaching sessions will be informed by ongoing feedback while focusing on analysing

Success criteria for this strategic direction

The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school information and communication technology plan that successfully delivers ongoing, measured improvement in student progress and achievement.

Technology that supports learning is available and expertly integrated into lessons by teachers.

Quality information and communication technology products are purchased and used effectively and authentically by staff and students.

All teachers are accessing the digital tools, resources and practices they need for future-focused learning.

All teachers have the ability through a collective approach, to share, promote and model best practice strategies to improve learning.

The school has up to date devices and tools that enable all staff to conduct their day to day activities efficiently with the necessary expertise and skills.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and achievement measures of this strategic direction:

- Staff surveys- confidence and competence implementing
- Work sample sharing- Best practice = A grade samples
- School yearly site plan for AVID implementation
- Tell Them From Me staff and student survey
- Parent surveys at meet and greets
- Evidence in class teaching programs
- Student and parents feedback

Strategic Direction 2: Teaching and leading

Initiatives

- current research and whole school data practices.
- Every teacher is allocated an additional 60 minutes of release to work shoulder to shoulder with an instructional leader or supervisor.

Evaluation plan for this strategic direction

- High school transition feedback
- Professional Development Plans
- Video samples
- Classroom teacher borrowing of digital resources increased.
- Accreditation
- Modelling of best practice teaching
- Reverse mentoring (teacher skills)

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.

Regular professional discussion around the School Excellence Framework elements and themes.

Executive team and whole staff reflective sessions.

Individual school mentoring sessions with AVID - University of Victoria staff

Strategic Direction 3: Wellbeing

Purpose

Our purpose is to support all students to attend, connect, thrive and succeed through embedding school wide, holistic wellbeing practices.

Improvement measures

Target year: 2022

Increase the proportion of students attending >90% of the time to be at or above the lower bound system-negotiated target of 70% .

Target year: 2022

Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School in the TTFM wellbeing data to be at or above the lower bound system-negotiated target of 88.4%.

Target year: 2024

High performing teaching staff demonstrate and share expertise in play-based pedagogy and model best practice for other settings.

Target year: 2024

The school uses qualitative and quantitative evidence to inform and guide school planning for wellbeing, resulting in a reduction in suspensions and improved social and physical wellbeing.

Initiatives

Community engagement and involvement

Improve student outcomes through a multi-faceted approach, connecting attendance, outside support agencies, parental education and engagement and personalised learning to ensure:

- teaching and learning environments develop healthy, happy, successful and productive individuals.
- every level of the school is cohesive, expert and responsive.
- heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed.
- building social and emotional skills and in turn nurture other positive, caring and respectful relationships.

Holistic wellbeing practices

Embed a whole school approach to student wellbeing and personalised learning and support, with regular review and analysis to ensure student success. This approach will be consistent, inclusive, evidenced based and family centred, that is driven by student needs, abilities and high expectations. In recognising the multidimensional nature of wellbeing, these domains will be addressed school wide: cognitive, emotional, social, physical and cultural wellbeing.

- Cognitive wellbeing is associated with achievement and success. It is important for attaining knowledge and experiencing positive learning and will be addressed by teachers daily, through explicit teaching, personalised learning and targeted interventions.
- Emotional wellbeing relates to self-awareness and emotional regulation. It is informed by our capacity for self-reflection. Evidence-based practices and interventions will be taught to students with opportunities for developmental skill building with a focus on developing growth mindset.

Success criteria for this strategic direction

There is a school-wide, collective responsibility for student learning.

Planning for learning is informed by collecting holistic information about students' needs in consultation with all stakeholders including parent/carers.

Whole school and personalised attendance approaches improve regular attendance rates for all students.

Teachers work with parents and the community to increase their knowledge and understanding of the importance of school attendance and its impact on learning outcomes.

The school collaborates with parents, students and the community to support successful transition to Kindergarten, high school and other settings.

Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.

Evaluation plan for this strategic direction

The 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:

- Tell Them From Me
- Attendance Data
- Learning & Support Team referrals and results
- Evidence of community engagement (men's and mother's group attendance rates)
- Parental feedback
- Personalised Learning Support Plan: Personalised Attendance Plan data
- Suspension data
- Schools as Community Centre links

Strategic Direction 3: Wellbeing

Initiatives

- Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others. This will be addressed by evidence-based social skills programs and Positive Behaviour for Learning school wide systems.
- Physical wellbeing is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care and physical activity. The establishment of an Allied Health team to foster shared responsibility and action through meaningful engagement between school, families and support services.
- Cultural wellbeing relates to a sense of cultural safety and purpose. It includes connection to the Wiradjuri culture, language and community, this includes the teaching of Aboriginal beliefs, lore, values and ethics. Teachers will facilitate teaching and learning experiences where students are encouraged to make personal cultural connections through the 8 Ways Pedagogies.

Play-based pedagogy

Play is an age-appropriate pedagogy necessary in the early years of schooling to engage young learners, achieve effective learning outcomes and set children up for long-term success (Age appropriate pedagogies, Qld Dept Edu, 2020).

Incorporate play-based pedagogy in early years to focus on building a strong foundation for future learning in literacy and numeracy and provide opportunities for oral language, discovery, creativity and imagination.

- Phonological Awareness
- Early mathematical knowledge
- Fine motor skills
- Oral language skills
- Early writing skills

Evaluation plan for this strategic direction

- PLAN2 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.

Engage with the Wellbeing Framework through professional learning. Identify current or future approaches/programs using the mapping scaffold and evaluate how current or future approaches/programs support students to attend, connect, succeed and thrive.

Regular professional discussion around the School Excellence Framework elements and themes.

Executive team and whole staff reflective sessions.

Positive Behaviour for Learning, Allied Health and Learning Support teams analysing data and sharing results with staff fortnightly.

After analysing the data a determination will be made as to future learning directions.