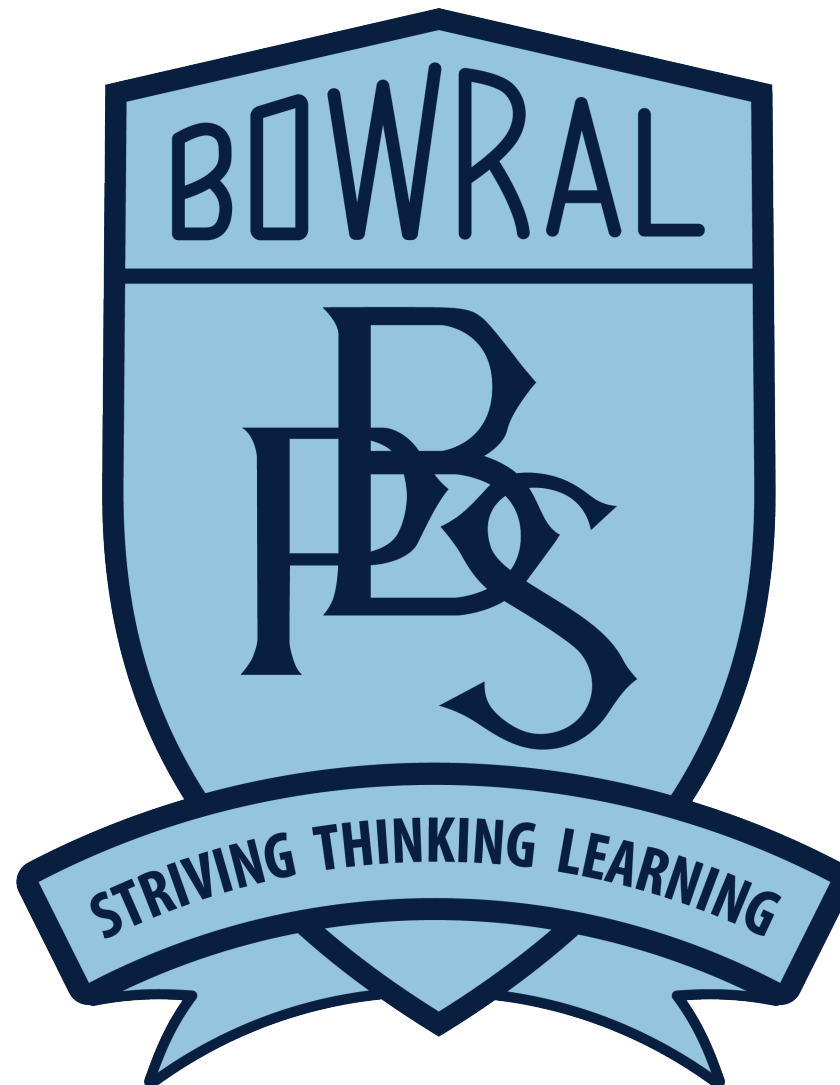


Strategic Improvement Plan 2022-2026

Bowral Public School 1335



School vision and context

School vision statement

At Bowral Public School we promote a culture of high expectations and are committed to knowing every student and empowering them to become self-regulated, curious, lifelong learners.

Our values of striving, thinking and learning are underpinned by collaboration, creativity and innovative practice.

We have strong connections with all stakeholders and our wider community to ensure everyone has a voice and can contribute to every child's education and wellbeing.

School context

Context

Bowral Public School is situated in the Wollondilly Principal's Network of schools. The school is part of the Wingecarribee Shire Council area, an area that is well known for its historic significance.

Our students demonstrate a high level of academic potential and value their schooling outcomes. There is a high rate of student participation in extra-curricular opportunities. Many are involved in programs and talent pathways in public speaking, debating, singing, music, drama, science and engineering, and a wide range of sports. Students regularly represent at state level competitions and performances. Student leadership programs, such as our active School Representative Council, put a strong emphasis on student voice and nurture leadership from Year 2 to Year 6. Our Playground PALs and class buddy programs promote friendship and student mentoring across the whole school.

Our current enrolment sits at around 521 students. We foster inclusivity, ensuring every student feels a strong sense of connection to the school. Of our school population, 2% of our students identify as Aboriginal, approximately 6% come from backgrounds where English is the second language. The school's FOEI is 42 and has remained stable for a number of years.

Wellbeing is at the heart of our inclusive educational program because it underpins every child's potential to achieve. Our playgrounds are well resourced with stimulating play spaces to engage a range of interests. We take a positive approach to equipping children with the social and emotional skills they will need to be empowered and resilient citizens and leaders in the future. Our Wellbeing program follows similar structures to the Positive Behaviour for Learning program and will incorporate the 'BeYou' in 2022.

Bowral Public School staff support and nurture the academic, social and emotional wellbeing of all students. Distributive leadership and collaborative practice builds teacher capacity and empowers them to deliver quality and inclusive education to every student. School leaders are leading improvement and change in developing processes and systems that enhance collective efficacy at all levels. All staff and students embrace a culture of excellence and high expectations. We work together towards students being self-directed, independent learners.

Our parents and carers feel a strong sense of connection to the school and work shoulder to shoulder with teachers to continue to strengthen our commitment to student improvement. There are many opportunities for community members to participate in school programs and events. Our committed Parents and Citizens Association works hard to support teachers to enable the best opportunities for all. Our presence within our wider local community is strong, and we participate in important community events such as the Anzac Day march, Tulip Time performances, Carols at Bradman and BDAS Art Gallery exhibitions.

Strategic Direction 1: Student growth and attainment

Purpose

Evidence based practices in planning, teaching delivery and assessment ensures we meet the needs of all students to develop strong skills in reading and numeracy. Teachers collaboratively develop differentiated programs that are responsive to the individual learning needs of all students. Processes ensure consistent implementation of quality pedagogy to support measurable improvement in student learning outcomes.

Improvement measures

Numeracy growth

Achieve by year: 2023

An increase in check-in assessment mean scale score for numeracy in Year 3 and Year 5 for 2023, compared with Year 3 and Year 5 in 2022.

Reading growth

Achieve by year: 2023

An increase in check-in assessment mean scale score for reading in Year 3 and Year 5 for 2023, compared with Year 3 and Year 5 in 2022.

Achieve by year: 2023

All students achieve or exceed expected growth in literacy and numeracy.

Initiatives

Effective Teaching and Learning Practices

- Enhance staff capacity around current evidence based pedagogies and practices in literacy and numeracy.
- Consistently embed student assessment data and effective teaching pedagogies to provide differentiated and responsive learning opportunities.
- The teaching-learning cycle will be effectively used where teachers and students will be able to articulate: 'Where are we now?, Where are we going?, What is the next step?' for teaching and learning.

The Effective Use of Data

- Develop teacher skills and systems in data literacy; analysis and the development of teaching programs to ensure responsive curriculum delivery.
- The effective use of centralised systems for collecting, analysing and reporting student progress data.
- Through professional dialogue and shared understanding of curriculum, teachers demonstrate consistent teacher judgement in student assessment practice and collaborative data analysis to determine where to next.

Success criteria for this strategic direction

- The school community demonstrates aspirational expectations of learning progress and is committed to the pursuit of excellence and high expectations.(SEF LC, High Expectations, E)
- Differentiation is evident in all teaching and learning programs across the school. (SEF Curriculum Differentiation, Excelling)
- Feedback from students on their learning derived from assessments informs further teaching. (SEF, Effective classroom feedback, E)
- The school uses systematic and relevant assessment information to evaluate student learning and implements changes in teaching that lead to measurable improvement. (SEF Assessment Whole School monitoring, E)
- All teachers have a sound understanding of student assessment including data relevance, analysis and interpretation of data. (SEF Data use in teaching, Excelling)
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement and in other areas of the curriculum. (SEF Professional standards Literacy and numeracy focus, E)

Evaluation plan for this strategic direction

The following data sources will be considered:

- External assessments: NAPLAN, Check-In assessments and PAT Reading and Numeracy
- School-based data: 'Components of Spelling' assessment, stage assessments, student work samples and LST team/ COVID team assessments, HPGE identification, ILPs, PLPs and Out-of-Home Care plans. Lesson observations and teacher reflection.
- PLAN2 assessments including progressions analysis, phonological awareness and phonics diagnostic assessments, IfSA assessment.

Strategic Direction 2: High Expectations, Collaborative Culture

Purpose

High impact professional learning and collaborative programming ensures all teachers engage in cutting edge, research-based pedagogical practice. Differentiation will be embedded into programming to ensure every student is challenged to meet their individual learning goals. Teachers, students and families invest in a partnership of high expectations to maximise the learning outcomes of every student. Our students will be independent, self-regulated, critical and creative thinkers who can communicate and collaborate with others locally and globally, celebrating a love of learning.

Improvement measures

Collaborative Professional Learning

Achieve by year: 2026

Self-assessment against the School Excellence framework shows the theme of Feedback and differentiation to be sustaining and growing to excelling.

Creative and Critical Thinking

Achieve by year: 2026

Document analysis of learning programs indicates 100% of learning programs include evidence of adjustments made to accommodate individual student needs. to reflect, explain and check processes to reach conclusions.

Initiatives

High Expectation for Challenge

- A whole staff investment in professional learning promotes a collaborative and positive, high expectations culture, based on individual needs.
- Professional learning provides all staff opportunities to engage with each other to promote professional dialogue and collaborative practices that support student growth and achievement.
- All Assistant Principals will engage with the Primary Mathematics Specialist Teacher (PMSTI) Initiative leader and the Assistant Principal Curriculum and Instruction (APC and I) to build their capacity and their team.

Collaborative Culture for Collective Teacher Efficacy

- Develop and implement a consistent process of curriculum reform implementation, progressing from familiarisation to trial implementation, evaluation and full implementation.
- Embed quality teaching with a focus on intellectual quality and higher order thinking skills using integrated syllabi, general capabilities, use of the HPGE policy, clubs and the use of project-based inquiry learning and technology.
- Research and implement innovative approaches to teaching and learning using technology for improved student engagement, assessment and evaluation.

Success criteria for this strategic direction

- The school uses embedded and explicit systems that facilitate professional dialogue, enhancing reflective practice by collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. (SEF, LD, E)
- Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are competent users of available technology and systems. (SEF, SR E)
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all. (SEF, LC, HE)
- Teaching and learning programs are differentiated based on ongoing, reliable formative assessment to ensure all students are challenged at individual point of need. (SEF C, Diff, Ass, FA)
- Teachers involve students and parents in setting learning goals. (SEF, C, Diff, A, SE)
- Collaborative, data driven programming, maximises learning. (ECP, FB)

Evaluation plan for this strategic direction

The following data sources will be considered for evaluation of this strategic direction:

- Teaching Professional Standards
- evaluation of initiatives
- High Impact Professional Learning self assessment
- 'What Works Best Reflection Guide'
- lesson plans, teaching programs, classroom observations, meeting minutes and teacher reflections.
- Student work samples, rubrics, assessment tasks, exit slips, student reflections
- Surveys, questionnaires, most significant change exit slips
- 'Tell Them From Me' and parent surveys

Strategic Direction 3: Wellbeing and Engagement

Purpose

Wellbeing and attendance initiatives will connect with and support the whole child in being able to succeed, thrive and engage positively in their learning. Every child will be known valued and cared for.

Our school is committed to meaningful partnerships with families and the wider community, and other educational partners, including the AECG, creating an inclusive, high performing school.

Improvement measures

Wellbeing

Achieve by year: 2023

Increased percentage of students reporting positive wellbeing that includes advocacy at school, sense of belonging and expectations of success by 3%

Attendance (>90%)

Achieve by year: 2023

3.7% uplift in the proportion of students attending school greater than 90% of the time.

Wellbeing and Community Liaison

Achieve by year: 2026

School Excellence Framework assessment of the elements 'Wellbeing' and 'Learning Culture' indicates maintenance at the standard of Excelling

Initiatives

Connecting to Student Wellbeing

- Consistently reflect on, and improve the quality of learning and support programs, classroom management and behaviour processes, PBL procedures and systems that target student wellbeing.
- Build teacher knowledge and understanding of student wellbeing, including professional learning on the Student Behaviour Strategy, the Positive Behaviour for Learning and the 'BeYou Framework'.
- Positive Behaviour for Learning' (PBL) and the 'BeYou Framework' to incorporate support from a Wellbeing facilitator/ Community Liaison Officer.
- Build attendance processes and expectations.
- Develop transition plans P-K and 6-7.
- Develop individual student goals.
- Use of Zones of Regulation.

Connecting and Engaging Respectfully with Community

- The Wellbeing/ Community Liaison officer will work with community organisations to engage and support identified students and their families.
- Parents, carers, community and educational partners work collaboratively and share expertise with school staff to support student achievement in learning, engagement and wellbeing.
- Effective Personalised Learning Pathways (PLP's) processes enhance engagement for Aboriginal students improve student outcomes and aspirations through working in partnership with families and AECG.
- Students from backgrounds where English is the second language are provided with quality programs that promote English language competency.
- Anti Racism Contact Officer (ARCO) supports and embeds a culture of inclusivity.

Success criteria for this strategic direction

- The school is organised so that all students have regular opportunities to meet with an identified staff member who can advocate on their behalf, provide advice, support and assistance to help students fulfil their potential. (SEF, Wellbeing, E)
- 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 well-being and learning needs in consultation with parents/carers. (SEF, Wellbeing, E)
- Positive, respectful relationships are evident and widespread among students and staff and promote student well being and improved attendance to ensure optimum conditions for student learning across the whole school. (SEF, Wellbeing, E)
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF, LC, E). A high functioning P&C working collaboratively with the school.

Evaluation plan for this strategic direction

The following data sources will be considered:

- Wellbeing Framework reflection.
- The 'BeYou' evaluation tools
- 'Tell Them From Me' data
- evaluation of programs and initiatives
- lesson plans, teaching programs, classroom observations and teacher reflections.
- student work samples, rubrics, assessment tasks, exit slips, student reflections and goals
- Personalised Learning pathways documents and process evaluation.
- Zones of Regulation