

# Strategic Improvement Plan 2022-2026

## Bundanoon Public School 1414





# School vision and context

## School vision statement

Students at Bundanoon Public School are challenged to continually improve as respectful citizens and learners within a culture of inclusivity and high expectations. We are a resilient community, respecting and caring for our environment. Working in partnership with parents and the broader community, we ensure every student is known, valued and cared for, maintaining a focus on student attainment and wellbeing.

## School context

Bundanoon Public School sits adjacent to the Morton National Park which borders the township of Bundanoon, Gundungurra Country. The close ties with the natural environment surrounding the school, and the multi-faceted outdoor spaces promote the school motto of *Creativity and Imagination* and allow for student engagement in the arts.

The school is an integral part of the Bundanoon community, a relationship that allows for student participation in all aspects of community life within the township. It has an active and supportive P&C association and benefits from its ties with the Goulburn, Wollondilly and Illawarra Network of Schools.

The school maintains high expectations of success for all students, with quality learning programs delivered by experienced and committed professionals who collaboratively plan, implement and evaluate teaching and learning programs to meet the diverse needs of students. In a highly connected world of ever-increasing educational possibilities, students enjoy future-focused learning opportunities through sustainability programs and technology. The school promotes leadership of senior students through the Student Leadership and House Captain teams.

Bundanoon Public School is a Positive Behaviour for Learning school and the core values of safe, respectful learners underpin all student wellbeing procedures. Bundanoon Public School recognises the importance of balanced human development and strives to ensure that all students can become life-long learners and problem-solvers with the capabilities, confidence and compassion to make a positive contribution to our ever-changing world.



# Strategic Direction 1: Student growth and attainment

## Purpose

To achieve student improvement and growth in reading and numeracy through evidence-based, data-driven, explicit teaching practices with a consistent approach for assessment and tracking, responding to and planning for differentiated learning.

## Improvement measures

### Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2026

Improvement in the element of Curriculum to the level of Excelling as measured by the School Excellence Framework.

## Initiatives

### Targeting Literacy and Numeracy

Embed whole school tracking of student achievement and explicit teaching with an integrated approach to assessment, teaching and learning and curriculum to improve student outcomes. This will be achieved through:

- Providing collaborative planning opportunities using the new English and Mathematics syllabuses to program for explicit, evidence-based teaching to optimise learning progress and achievement.
- Building staff capacity to track and analyse student data to modify teaching practice and inform individual learning goals and student feedback.
- A strong foundation in literacy and numeracy with school-wide whole practices for assessment to monitor, plan, analyse and report on student learning.

### Data informed Practice

Ensure effective strategies and processes for data collection, analysis and reflection are used for responsive curriculum delivery. This will be achieved through:

- Student progress and achievement data systematically collected, monitored and analysed with consistent teacher judgement.
- Professional learning in data concepts, analysis and use of student assessment data.
- Data-informed teaching with teachers able to self identify skill gaps for improvement and areas for extension.

## Success criteria for this strategic direction

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 Skills and Use, 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 the collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (*SEF- Data skills and Use, Data Analysis*)

The school monitors and reviews its curriculum provision to meet the changing needs of students.

## Evaluation plan for this strategic direction

**Question:** To what extent has the school achieved growth and attainment in reading and numeracy?

**Data:** Triangulation of external SCOUT data (Check-In assessment, value add), internal school assessments (Essential Assessment, PLAN2) class programs & assessment data, Individual Learning Plans (IEP), Personalised Learning Pathways (PLPs), and Out of Home Care Plans, work samples, peer observations and reflections

**Analysis:** Regular analysis of the effectiveness of initiatives in achieving the purpose and improvement measures of the strategic direction will be embedded through process and implementation monitoring.

**Implications:** Ongoing analysis will inform our activities and future directions.



## Strategic Direction 2: A Planned Approach to Wellbeing

### Purpose

To maximise student learning outcomes and build strong foundations for academic success further developing whole school student wellbeing programs and practices in a planned and targeted approach that is responsive to the learning and wellbeing needs of students, staff and the school community.

### Improvement measures

#### Wellbeing

Achieve by year: 2023

Improvement in the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy, and Sense of Belonging) at school to be at or above the lower bound system negotiated target of 89.3%.

#### Attendance (>90%)

Achieve by year: 2023

Improvement in the proportion of students attending school 90% or more of the time to be at or above the lower bound system negotiated target of 85.0%

Achieve by year: 2026

Increased performance in the Tell Them From Me (TTFM) Student Survey in the measure "students with a positive growth orientation".

### Initiatives

#### High Expectations and Engagement

Embed a high-expectations school culture strongly focused on student learning outcomes and wellbeing with a supportive and nurturing environment across the whole school where students feel a strong sense of belonging and advocacy. This will be achieved by:

- Ensuring all students thrive through embedding strategies, curriculum differentiation and inclusion opportunities that both support and challenge individual learning needs.
- Building consistent and systematic processes that support positive student attendance.
- Refining procedures to ensure student learning is informed by sound holistic information about each student's well-being and learning needs in consultation with parents and carers; including students with a disability and high potential and gifted students.
- Exploring student voice, agency and leadership as key elements which empower students; enhancing student engagement and enriching their participation in the classroom, school and community.
- The school actively planning for student transitions e.g. into Kindergarten; year to year; Y6 to Y7.

### Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (*SEF-Wellbeing, A planned approach to wellbeing*)

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-Wellbeing, Individual learning needs*)

Teachers parents and the community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes. (*SEF-Learning Culture, Attendance*)

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points. (*SEF - Learning Culture, Transitions and continuity of learning*)

### Evaluation plan for this strategic direction

**Question:** To what extent have we supported students to feel they belong at school and to hold high expectations of and responsibility for themselves?

**Data:** Attendance data, academic reports, SCOUT, PLAN2, IEPs and PLPs, learning support data, Tell Them From Me (TTFM), attendance rates at school events, parent and carer engagement, P&C attendance.

**Analysis:** Regular analysis of the effectiveness of initiatives in achieving the purpose and improvement measures will be embedded through progress and implementation monitoring.

**Implications:** Evaluation will inform adjustments to activities and future directions. Activities and progress will be reviewed and refined continually.



## Strategic Direction 3: Strategically Planned Teaching and Learning

### Purpose

Consistent school-wide practices will be developed for planned teaching and learning where teacher professional learning is responsive to student attainment and teacher need.

### Improvement measures

Achieve by year: 2026

Improvement in the element of 'Learning and Development' to the level of Excelling as measured by the School Excellence Framework.

Achieve by year: 2026

Improvement in the element of 'Data Skills and Use' to the level of Excelling as measured by the School Excellence Framework.

### Initiatives

#### High Impact Professional Learning

Embed a high-impact professional learning culture, strengthening teaching practice, ongoing performance and improvement. This will be achieved by:

- Ensuring coherent and continuous professional learning is driven by staff and student learning needs, with evidence-based practice effectively integrated into the everyday routines of teachers across the school.
- A whole school culture of high expectations based on the shared understanding that everyone is a learner-staff and students.
- Ongoing collaboration within and across school communities to enhance the use of evidence-informed pedagogy based on best-practice professional learning.
- Allocating time and resources to enable staff to share evidence-informed pedagogy across classrooms and school settings.
- Adaptive practice as a responsive and integral part of daily classroom instruction in order to meet the learning needs of students.

### Success criteria for this strategic direction

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. (SEF- Learning and Development, Professional Learning)

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF- Curriculum, Teaching and learning programs)

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF- Assessment, Formative)

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. (SEF- Assessment, Summative)

### Evaluation plan for this strategic direction

**Question:** To what extent has professional learning, mentoring and coaching supported staff to implement best practices in classrooms and within leadership roles?

**Data:** Peer observation feedback, Teacher Professional Development Plans and reflections, Accreditation feedback, collegial discussions, PL evaluation survey, formative and summative student assessment data.

**Analysis:** Regular analysis of the effectiveness of initiatives in achieving the purpose and improvement measures of the strategic direction will be embedded through progress and implementation monitoring.



## Strategic Direction 3: Strategically Planned Teaching and Learning

### Evaluation plan for this strategic direction

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**Implications:** Ongoing analysis will inform our activities and future directions.