

Strategic Improvement Plan 2024-2027

Bowning Public School 1334



School vision and context

School vision statement

Bowning Public School is committed to transforming lives through learning. We strive to support students to become lifelong learners and responsible citizens who demonstrate values of inclusion, wellbeing, self motivation and community.

We ensure staff, students and community feel valued and included and perform at their best. We create and nurture a shared responsibility for students to learn, grow and belong.

We create an inviting and effective learning environment.

Together, as educators we work together to support students and teachers to feel happy and celebrate success at school. We as teachers are committed to best practice and innovation. We encourage and energise each other in a supportive school environment.

School context

The village of Bowning, with a population of 441, is located 15 kilometres from the town of Yass on the Hume Highway in the Yass Valley Shire. The students, K-6 are predominantly from Anglo-Saxon backgrounds. Students are placed across two multi-stage classes. The community is identified as low socio economic.

Our school maintains a focus on improving literacy and numeracy achievement of all students across a well-rounded and comprehensive curriculum. Teaching and learning programs are tailored to meet the individual learning needs of each student.

Our students, staff and community enjoy a close-knit, friendly and caring environment which upholds the values of Respectful, Responsible Learners.

The school benefits from being part of a collegial network of local schools through which schools deliver joint programs, students share educational opportunities, and teachers participate in collaborative professional learning.

The whole school community, involving students, staff and parents, was consulted in a thorough situational analysis followed by the development of strategic improvement plan. Through our situational analysis, we have identified a need to focus on effective classroom practice in literacy and numeracy. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. The school has identified system-negotiated target areas in NAPLAN Reading and Numeracy.

Our school has joined in establishing a professional learning community (PLC) with Binalong and Wee Jasper. Together with our shared instructional leader there will be a focus on building staff capacity in leading quality, research informed practice. Professional development will centre around developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools as well as effective teaching and wellbeing.

Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and targeted interventions will occur in the classroom, small groups and one-on-one time where needed.

The school will maintain a focus on the wellbeing of students, staff and the community and work strongly with parents to provide connections to their child's learning in all areas. Staff will work on building capacity in providing individual learning plans for all students and use these to ensure student learning goals are tracked and monitored.

Strategic Direction 1: Student growth and attainment

Purpose

Together we will deliver outstanding leadership, teaching and learning in literacy and numeracy so that every student achieves learning goals.

Improvement measures

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 3, Year 4 and Year 5 for 2024 compared with Year 3 (348.5), Year 4 (389.7) and Year 5 (416.4) in 2022.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 3, Year 4 and Year 5 for 2024 compared with Year 3 (299.4), Year 4 (355.6) and Year 5 (359) in 2022.

Initiatives

Effective Classroom Practice

A whole school approach to ensure effective evidence informed teaching and learning, which integrates ongoing assessment, feedback with high quality instructional pedagogy

Building teacher capacity in literacy and numeracy teaching practice including explicit teaching, use of the teaching and learning cycle, strategies for differentiation and use of assessment

To ensure reliable formative and summative assessment is used by all staff to analyse student progress and growth, report student achievement and to improve effective teaching practices

Develop skills in data literacy, data analysis and data use in teaching for effective classroom delivery, reflecting on teaching effectiveness and to meet the student learning needs

Success criteria for this strategic direction

Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities.

Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Students understand and are actively engaged to provide feedback on assessment approaches used in learning.

Student agency is developed through embedded processes for receiving, reflecting and providing feedback on their learning that is analysed and used to inform teaching.

Evaluation plan for this strategic direction

Question

Is there evidence of a planned approach and shared understanding of consistent use of data to inform teaching practice?

To what extent has evidence-informed teaching improved student outcomes in reading and numeracy?

Data

- NAPLAN data
- Check-in assessment data
- Best Start
- Student work samples
- Student interviews and reflections
- Literacy and numeracy PLAN2 data
- PLPs
- Student learning case management meetings with the PLC
- SEF SaS
- DoE short assessments

Evaluation plan for this strategic direction

Analysis

Analyse the data to determine the extent to which the purpose has been achieved

Implications

What are the implications for our future directions and next steps?

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.
- Whole staff and PLC reflective sessions.

Strategic Direction 2: Learn, grow and belong

Purpose

To develop a strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students so they can grow, learn and belong.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

An uplift proportion of the attendance rate of 1.5%, increasing the attendance rate to 90.1%.

Initiatives

Learning Culture

The school culture is strongly focused on learning and transitions, wellbeing, fostering educational aspirations and ongoing performance improvement throughout the school community.

Resources are used to best meet student individual and collective need.

Students have a strong sense of meaning and purpose.

Parents and the broader community support and enable the aspirations of every student.

Success criteria for this strategic direction

There is an embedded school-wide and data-informed approach to support student and staff wellbeing.

Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students.

Strong partnerships with parents/carers support student learning and wellbeing.

Student motivation for continuous and ongoing improvement is clearly evident.

Evaluation plan for this strategic direction

Question

Is there evidence of a planned approach and shared understanding of high expectations and wellbeing?

Data

- Positive wellbeing data
- COMPASS records (behaviour and attendance)
- Tell Them From Me
- Student, staff and family focus groups / surveys
- Case Management records

Analysis

Analyse the data to determine the extent to which the purpose has been achieved

Implications

What are the implications for our future directions and next steps?

Strategic Direction 2: Learn, grow and belong

Evaluation plan for this strategic direction

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.
- Whole staff and PLC reflective sessions.

Strategic Direction 3: Educational Leadership

Purpose

To develop educational expertise to lead teaching and learning and support a collaborative culture of high expectations, inclusion, and community engagement, resulting in sustained and measurable whole school improvement.

Initiatives

Distributed Leadership

Sustain a culture of effective, evidence informed teaching and ongoing improvement, ensuring every student is engaged and achieves measurable learning progress and closing of equity gaps.

A strong professional learning community with a sustained focus on evidence-informed teaching.

There is a shared commitment to school priorities which enable the success of every child.

Success criteria for this strategic direction

The school maintains a focus on distributed educational leadership to support collective efficacy and aspiration.

There is a collaborative culture of high expectations and continuous improvement across the school, underpinned by high staff wellbeing.

A high performance culture and strong relational trust enable professional growth and a collaborative feedback culture to flourish.

The school monitors and evaluates the effectiveness of leadership and teaching practices and develops strategies for greater whole school impact.

Evaluation plan for this strategic direction

Question

Is there evidence of distributed leadership with strong focus on continuous school improvement?

Data

- School Excellence Framework
- Achieving School Excellence in Wellbeing and Inclusion
- Circles of Practice
- High Impact Professional Learning
- Ways of Working

Analysis

Analyse the data to determine the extent to which the purpose has been achieved

Implications

What are the implications for our future directions and next steps?

The evaluation plan will involve:

Evaluation plan for this strategic direction

- 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.
- Whole staff and PLC reflective sessions.