School plan 2015 – 2017

Bungendore Public School

- Literacy and Numeracy
- Engagement and Across-Curricular
- Student Welfare and Wellbeing
# School background 2015 - 2017

## School vision statement

At Bungendore Public School we strive to develop in students the knowledge, skills and attitudes necessary for them to adapt in order to take their place in a changing society.

Our school motto is “Where children grow to be worthy citizens”.

Our school values are honesty, respect, responsibility, doing your best, co-operation.

## School context

Bungendore Public School’s students come from the Bungendore Village and surrounding rural areas. The school has 19 mainstream classes, 1 support class and a total student population of 480.

## School planning process

The school began the school planning process by consulting with staff, looking at what strategic directions would be important for the 2015 to 2017 planning period.

Staff then held a meeting and workshop with parents to discuss successful programs already running and to canvas ideas for the new planning process and future directions for the school.

The draft Strategic Directions and the purpose of each direction, including the key improvement measures were discussed by the executive team, before being given to staff, the P&C and parents for comment and amendments.

The 5P planning page for each strategic direction was developed with stakeholders and with a focus on key priorities and key programs. The school planning process included reference to the School’s Excellence Framework.
School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**

**Literacy and Numeracy:**
Develop consistent, high quality educational practices and student achievement driven by the Australian Curriculum in both Literacy and Numeracy.

**Purpose:**
To improve student learning and outcomes in both literacy and numeracy through the development and delivery of consistent high quality teaching programs - in English through the development and delivery of consistent high quality teaching practice in listening, speaking, reading, writing, spelling, punctuation and grammar and in Mathematics through the development and delivery of consistent high quality teaching practice in Numbers and Algebra, Measurement and Geometry and Statistics and Probability.

**STRATEGIC DIRECTION 2**

**Engagement and Across Curricular:**
Develop whole school practices which enable all students to be highly engaged in schooling, technologically competent and creative, confident and resilient.

**Purpose:**
To improve student engagement and participation in all areas of the curriculum.
To ensure teachers and support staff have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of our students.
To develop technologically competent students. Teachers engage in shared professional learning for teaching 21st century learners.

**STRATEGIC DIRECTION 3**

**Student Welfare and Wellbeing:**
Develop whole school practices and programs which enable all students learn in a positive, supportive learning environment while developing emotional awareness and resilience.

**Purpose:**
To improve student welfare and student well-being through building upon a positive school environment. To improve student’s social and emotional well-being inside a school community that promotes mental health and well-being. To strengthen effective partnerships and collaborative working relationships with families. To develop respectful relationships, belonging and inclusion.
## Strategic Direction 1: Literacy and Numeracy

### Purpose

To improve student learning and outcomes in both literacy and numeracy through the development and delivery of consistent high quality teaching programs - in English through the development and delivery of consistent high quality teaching practice in listening, speaking, reading, writing, spelling, punctuation and grammar and in Mathematics through the development and delivery of consistent high quality teaching practice in Numbers and Algebra, Measurement and Geometry and Statistics and Probability.

### Improvement Measures

- Increased % of Year 5 students in the top 2 bands in Writing from 7% to 15% and reduce the % of Year 5 students in the bottom 2 bands of Writing from 29.8% to 15%
- Increased % of Year 3 students in the top 2 bands in Numbers, Patterns and Algebra from 32.3% to 40% and reduce the % of Year 3 students in the bottom 2 bands of in Numbers, Patterns and Algebra from 11.3% to 10%

### People

Promote best teaching practice which includes:

- High Expectations
- Explicit teaching
- Effective feedback
- Use of data to inform practice
- Classroom Management
- Wellbeing
- Collaboration

through a range of effective professional development measures for all teaching staff which would include:

- Team teaching
- Mentoring
- Shared programming
- Selected PD events
- Demonstration
- Resource matching
- Resource allocation
- Specialist consultants

### Processes

Developing stage based assessment tasks and practices in Literacy and Numeracy using NAPLAN data, the Literacy and Numeracy continuums, and moderation to determine the grades students will be given in their reports to parents.

Timetabling and professional development work in the use of assessment data in handovers with a focus on individual student achievement and including each and every student.

Using assessment information to inform teaching/learning programs so that:

- Targeted students receive support programs
- Targeted students receive extension programs
- All student progress in literacy and numeracy is tracked

### Products and Practices

Improved writing outcomes with a focus on Years 2, 3, 4 and 5 students.

Improved stage based assessment practices and student outcomes in Literacy and Numeracy as evidenced by data collection practices including:

- PLAN assessment data
- Benchmark Reading levels
- NAPLAN data
- Best Start data
- Class assessment processes

Consistent assessment and teacher judgement practices in place k – 6.

Specialist programs in place to support improved student learning outcomes in literacy and numeracy with a focus on differentiated learning including the introduction of new programs such as:

- L3
- Reading Recovery
- LaST programs
- Mathletics
- Spelladrome
- MultiLit
- Jenny Deardon Writing program
## Strategic Direction 2: Engagement and Across Curricular

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tbody>
<tr>
<td>To improve student engagement and participation in all areas of the curriculum.</td>
<td>Formal mentoring program for New Scheme Teachers with mentors inspiring and leading beginning teachers to enhance their classroom practices.</td>
<td>Matching and supporting mentors and new scheme teachers.</td>
<td>Focus on specific programs to engage students and enhance their participation in the teaching/learning programs at our school. These would include:</td>
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<td>To ensure teachers and support staff have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of our students.</td>
<td>Staff development activities in teaching practices for 21st Century learners with a focus on the 4 Cs:</td>
<td>Developing and implementing appropriate and targeted gifted and talented programs.</td>
<td>- Live Life Well</td>
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<td>To develop technologically competent students.</td>
<td>1. Creativity</td>
<td>Use of the Learning Support Team expertise to share and support classroom teachers with curriculum differentiation.</td>
<td>- Music and Performance</td>
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<td>To have teachers engage in shared professional learning in order to inform their teaching of 21st century learners.</td>
<td>2. Critical Thinking</td>
<td>Whole school audit of the use of IWBs and ICT across and within stages with a focus on best practice as defined by the SAMR method:</td>
<td>- Sporting Activities and Opportunities</td>
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<td></td>
<td>3. Communication</td>
<td>Substitution</td>
<td>- Australian Curriculum Implementation Timetable</td>
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<td>4. Collaboration</td>
<td>Augmentation</td>
<td>- ANZAC performances and events</td>
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<td>Improvement Measures</td>
<td>Monitoring and supporting the effective implementation of the new NSW syllabus implementation of the Australian Curriculum.</td>
<td>Modification</td>
<td>- Premier Challenges – Reading, Sporting, Spelling</td>
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<td>Teachers to program and contribute to a new ICT (Information Communication Technology) Scope and Sequence.</td>
<td>Redefinition</td>
<td>- Bungendore’s Got Talent</td>
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<td></td>
<td>Executive staff to engage in the LEAP (Leading Educators Around the Planet) program with a focus on and comparison of international agendas and trends.</td>
<td>Development and implementation of a K – 6 ICT scope and sequence.</td>
<td>- Gifted and Talented Programs</td>
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<td>Support staff and teachers working with the HSLO to ensure we have acceptable attendance rates.</td>
<td>Resource and program review of the COGs units of work with both the implementation of changes to match the new History syllabus with the removal of HSIE elements.</td>
<td>- Specialist consultants</td>
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<td>Monitor and respond to HSLO reports in relation to attendance and work with families where attendance rates are poor.</td>
<td>- Young Leaders Program</td>
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- Oliver Library System

Resource and program review of the COGs units of work with both the implementation of changes to match the new History syllabus with the removal of HSIE elements.

Improved attendance of students with the highest level of absences and improved notification to the school when students are absent.
# Strategic Direction 3: Student Welfare and Wellbeing

## Purpose
To improve student welfare and student well-being through building upon a positive school environment. To improve student’s social and emotional well-being inside a school community that promotes mental health and wellbeing. To strengthen effective partnerships and collaborative working relationships with families. To develop respectful relationships, belonging and inclusion.

## People

**Students**
- Build student capacity to accept responsibility for their behaviour and the school values while respecting individual differences and cultural diversity in the school community.

**Staff**
- Staff are encouraged to promote and contribute to a positive school environment in their interactions with students, each other and the school community.

**Parents and the Community**
- The broader school community understands the behaviours, attitudes and expectations that enhance well-being and lead to improved student learning outcomes.

## Processes
- Consolidate the implementation and support of the Live Life Well program and incorporate the main principles of getting more students more active more often and focus on healthy eating.
- Form a Kids Matter team consisting of executive, teachers, support staff and parents, begin the Kids Matter survey to establish base line data in relation to mental health understanding and creating a positive school.
- Co-ordinate school Leadership activities that develop and promote positive role modelling and opportunities for students (with an emphasis on senior students) to lead a range of school initiatives.
- Development of a school environment – both physical and cultural that supports relationship building, diversity, student identity and contribution to others.

## Products and Practices
- The Live Life Well program implemented through:
  - Developing whole school strategies that support physical activity and healthy eating
  - Improving the teaching of nutrition and physical education through a focus on PDHPE programs
  - Fostering community partnerships that promote and support whole school strategies
  - Providing opportunities for more students to be more active, more often
  - Formation and training of a Kids Matter team and the implementation the Phases of the Kids Matter program.
  - Bungendore Public school Music Programs – guitar, choir, Musicorp, Academy Music, dance.
  - Australian Curriculum audit and timeline implementation.

## Improvement Measures
- The Live Life Well Program is being implements and fully supported by the school community
- A Kids Matter team is formed and beginning to work through the Phases of the program through a co-ordinated and guided approach