BUNGENDORE PUBLIC SCHOOL - SCHOOL PLAN 2012 -2014

SCHOOL CONTEXT

Bungendore Public School is located 40km from Canberra in a rapidly growing area. Bungendore is a thriving village with a strong supportive community who welcome inclusion in our school activities. Many families choose to relocate to Bungendore and commute to Canberra and Queanbeyan for work. New housing developments will continue to allow for growth. The school, a PP2, has 468 students enrolled which shows student growth in a slight decline with the loss of one class for the commencement of 2012. In the later part of 2010 the school established a MCC class for students with special needs and this class will continue in 2012 and beyond. The classes are structured in grades K-2 and stages in the primary years. The school has 9 identified Aboriginal students with a strong whole school commitment to all students involved in learning about and valuing Aboriginal culture. The school has approximately 30 defence family students who are supported by a DSTA. We have an active LST who meet weekly to support students needs.

There is a focus on sustainable environmental programs with a proactive student ‘Green Team’ representing all classes... Leadership opportunities are provided in many contexts including SRC, Peer support, Buddy and Peacemaker programs. The school has an expansive music program K-6, a high level of student participation in representative sport, Chess and debating... Bungendore Public School has high expectations and a strong value centred ethos which underpins all our programs. Currently school based data shows approximately 50% of our Year 5 students make their expected growth in both Numeracy and Literacy which will be one of the major focuses when planning for improvement K-6. We have a very proactive P&C association, both very proud of their school and committed to ongoing improvement and have dedicated representatives as members of the school evaluation team.

<table>
<thead>
<tr>
<th>Priority Area</th>
<th>Intended Outcomes</th>
<th>Targets</th>
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</table>
| **Literacy**          | To continue the implementation of quality teaching practices to ensure growth and continuity in Literacy outcomes. | In Year 3 86% of students achieving above the national minimum standard in NAPLAN reading  
In Year 5 82% of students achieving above the national minimum standard in NAPLAN reading  
In Year 3 47% of students achieving proficiency in NAPLAN in reading  
In Year 5 35% of students achieving proficiency in NAPLAN in reading  
In Year 3 94% of students achieving above the national minimum standard in NAPLAN writing  
In Year 5 88% of students achieving above the national minimum standard in NAPLAN writing  
In Year 3 58% of students achieving proficiency in NAPLAN in writing  
In Year 5 26% of students achieving proficiency in NAPLAN in writing |
| **Numeracy**          | To continue the implementation of quality teaching practices to ensure growth and continuity in Numeracy outcomes. | In Year 3 85% of students achieving above the national minimum standard in NAPLAN  
In Year 5 86% of students achieving above the national minimum standard in NAPLAN  
In Year 3 33% of students achieving proficiency in NAPLAN  
In Year 5 27% of students achieving proficiency in NAPLAN |
| **Curriculum & Assessment** | To provide professional development for staff and implement the new Australian Curriculum along with aligned assessment practices. | • To provide TPL for staff to familiarise them with the changes and content of the Australian Curriculum  
• Full staff participating in professional learning around curriculum and assessment.  
• To provide consultancy and/ or support the trialling of the Australian Curriculum the implementation of the AC will occur from the beginning of 2014 |
| **Student Engagement & Attainment** | To promote a school culture and practice that respects and responds to student aspirations and learning potential. | • Attendance rates at or above regional targets  
• Quality transitional programs exist for students entering Kindergarten and Year 7  
• School leaders develop and promote quality student welfare  
• Provision of leadership opportunities for students  
• All students have access to innovative technology, including Connected Learning to enhance learning and engagement. |
| **Aboriginal Education** | To improve access, participation and outcomes for all Aboriginal students. | • Strong relationships with the local Aboriginal community support student learning and engagement.  
• All Aboriginal students will have improved access, participation and monitoring of their progress.  
• Ensure all Aboriginal students have quality Personal Learning Plans (PLP) which will assist them to match or better the broader student population. |

PRINCIPAL’S SIGNATURE: SED ENDORSEMENT: DATE:
<table>
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<tr>
<th>INTENDED OUTCOMES</th>
<th>TARGET 2012</th>
<th>TARGET 2013</th>
<th>TARGET 2014</th>
</tr>
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| **Curriculum & Assessment**  
- To provide professional development for staff and implement the new Australian Curriculum along with aligned assessment practices.  
- Full staff participating in professional learning around curriculum and assessment. |  
- To provide TPL for staff to familiarise them with the changes and content of the Australian Curriculum  
- To provide consultancy and/or support the trialling of the Australian Curriculum. |  
- the implementation of the AC will occur from the beginning of 2014 |
| **Literacy and Numeracy**  
- To continue the implementation of quality teaching practices to ensure growth and continuity in Literacy and Numeracy outcomes. |  
- In Year 3 78% of students achieving above the national minimum standard in NAPLAN reading  
- In Year 5 73% of students achieving above the national minimum standard in NAPLAN reading  
- In Year 3 40% of students achieving proficiency in NAPLAN in reading  
- In Year 5 27% of students achieving proficiency in NAPLAN in reading  
- In Year 3 86% of students achieving above the national minimum standard in NAPLAN writing  
- In Year 5 80% of students achieving above the national minimum standard in NAPLAN writing  
- In Year 3 50% of students achieving proficiency in NAPLAN in writing  
- In Year 5 18% of students achieving proficiency in NAPLAN in writing  
- In Year 3 82% of students achieving above the national minimum standard in NAPLAN Numeracy  
- In Year 5 82% of students achieving above the national minimum standard in NAPLAN Numeracy  
- In Year 3 26% of students achieving proficiency in NAPLAN in Numeracy  
- In Year 5 21% of students achieving proficiency in NAPLAN in Numeracy |  
- In Year 3 82% of students achieving above the national minimum standard in NAPLAN reading  
- In Year 5 78% of students achieving above the national minimum standard in NAPLAN reading  
- In Year 3 43% of students achieving proficiency in NAPLAN in reading  
- In Year 5 30% of students achieving proficiency in NAPLAN in reading  
- In Year 3 90% of students achieving above the national minimum standard in NAPLAN writing  
- In Year 5 84% of students achieving above the national minimum standard in NAPLAN writing  
- In Year 3 54% of students achieving proficiency in NAPLAN in writing  
- In Year 5 22% of students achieving proficiency in NAPLAN in writing  
- In Year 3 84% of students achieving above the national minimum standard in NAPLAN Numeracy  
- In Year 5 84% of students achieving above the national minimum standard in NAPLAN Numeracy  
- In Year 3 24% of students achieving proficiency in NAPLAN in Numeracy  
- In Year 5 24% of students achieving proficiency in NAPLAN in Numeracy |  
- In Year 3 86% of students achieving above the national minimum standard in NAPLAN reading  
- In Year 5 82% of students achieving above the national minimum standard in NAPLAN reading  
- In Year 3 47% of students achieving proficiency in NAPLAN in reading  
- In Year 5 35% of students achieving proficiency in NAPLAN in reading  
- In Year 3 94% of students achieving above the national minimum standard in NAPLAN writing  
- In Year 5 88% of students achieving above the national minimum standard in NAPLAN writing  
- In Year 3 58% of students achieving proficiency in NAPLAN in writing  
- In Year 5 26% of students achieving proficiency in NAPLAN in writing  
- In Year 3 85% of students achieving above the national minimum standard in NAPLAN Numeracy  
- In Year 5 86% of students achieving above the national minimum standard in NAPLAN Numeracy  
- In Year 3 33% of students achieving proficiency in NAPLAN in Numeracy  
- In Year 5 27% of students achieving proficiency in NAPLAN in Numeracy |
SCHOOL IDENTIFIED PRIORITY: LITERACY

OUTCOME/S:
- To continue the implementation of quality teaching practices to ensure growth and continuity in Literacy outcomes.

TARGET/S:
- In Year 3 86% of students achieving above the national minimum standard in NAPLAN reading
- In Year 5 82% of students achieving above the national minimum standard in NAPLAN reading
- In Year 3 47% of students achieving proficiency in NAPLAN in reading
- In Year 5 35% of students achieving proficiency in NAPLAN in reading
- In Year 3 94% of students achieving above the national minimum standard in NAPLAN writing
- In Year 5 88% of students achieving above the national minimum standard in NAPLAN writing
- In Year 3 58% of students achieving proficiency in NAPLAN in writing
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STRATEGIES

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<tr>
<th>INDICATORS</th>
<th>TIMEFRAME</th>
<th>RESPONSIBILITY</th>
<th>FUNDING SOURCE/BUDGET</th>
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</thead>
<tbody>
<tr>
<td>Teaching and learning spelling programs show strategies to cater for all ability levels.</td>
<td>2012 ✓ 2013 ✓ 2014 ✓</td>
<td>Stage Leaders – AP’s</td>
<td>TPL funds $3500</td>
</tr>
<tr>
<td>Staff using continuum to plot student progress</td>
<td>✓ ✓ ✓</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Staff using data to identify areas of need and use of strategies to inform teaching and learning programs for students</td>
<td>✓ ✓ ✓</td>
<td>Focus support team</td>
<td></td>
</tr>
<tr>
<td>T&amp;L programs have open ended tasks for engaging writers</td>
<td>✓ ✓ ✓</td>
<td>Principal and staff</td>
<td>TPL funds $3500</td>
</tr>
<tr>
<td>a new scope and sequence is developed.</td>
<td>✓ ✓ ✓</td>
<td>AP Stage 1</td>
<td></td>
</tr>
<tr>
<td>students engaged in writing</td>
<td>✓ ✓ ✓</td>
<td>Principal and Prof Learning teams</td>
<td></td>
</tr>
<tr>
<td>Resources developed and being used with all reading schemes</td>
<td>✓ ✓ ✓</td>
<td>Staff &amp; Stage Leaders &amp; principal</td>
<td></td>
</tr>
<tr>
<td>Students able to access text meaning</td>
<td>✓ ✓ ✓</td>
<td></td>
<td></td>
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</table>

STRATEGIES

- Review Spelling programs K-6
- Staff training in effective use of Literacy continuum
- All staff trained in use of all SMART tools
- Staff review the teaching of text types
- Visiting authors work with staff and students
- Staff professional development in strategies for developing students higher order comprehension skills
- Reading programs have a focus on developing students depth of vocabulary meaning. 2014 – focus on 3 levels of comprehension & particularly on writing ‘in your head’ questions
- Implement Writing Initiative with Jenny Dearden working in all classrooms modelling and planning for the explicit teaching of writing. Trial for 2 terms 2013 with an extension in 2014 x 4 terms.
- Program extended 2014 timetabled each class once per fortnight all year – staff have opportunities to discuss writing focus for terms 3&4 based around new syllabus
- PLAN training for 3-6 – time provided. All staff have training in Literacy continuum and consistent judging of students work.
**SCHOOL IDENTIFIED PRIORITY**: NUMERACY

**OUTCOME/S**

To continue the implementation of quality teaching practices to ensure growth and continuity in Numeracy outcomes

**TARGET/S**

- In Year 3 85% of students achieving above the national minimum standard in NAPLAN
- In Year 5 86% of students achieving above the national minimum standard in NAPLAN
- In Year 3 33% of students achieving proficiency in NAPLAN
- In Year 5 27% of students achieving proficiency in NAPLAN

**STRATEGIES**

Regional Focus school for 2012 & 2013. This initiative will provide:
- Consultancy support to implement 2 year plan
- Staff training in Team Leadership for school improvement
- All staff trained in use of all SMART tools
- A review of the Mathematics teaching and learning at our school which will inform further strategies

- Trial single Stage maths groups 3-6 with 4 classes becoming 6 with the use of SLSP funding.
- Professional learning teams planning Patterns and Algebra T&L programs collaboratively for maths groups K-6.
- Staff professional development in open ended tasks to enhance students skills in working mathematically.
- SLST and SLSO used to implement a program of support targeting moving students into the top bands. K-2 staff trained in TEN Scope and Sequence developed with consultant Prof learning teams program for commencement of 2013
- Primary staff provided with Prof Learn in TEN strategies for the primary classroom
- 3 x new staff trained in TEN 2013 & 6 trained in 2014

- PLAN training for 3-6 –time provided. All staff have training in Numeracy continuum and consistent judging of students work.

**INDICATORS**

- School Focus support team identified and informing staff.
- School team using school improvement tools when working with staff to identify areas for focus
- Staff using data to identify areas of need and use of strategies to inform teaching and learning programs for students.
- Review findings are actioned in school plan
- 6 streamed classes engaged in maths activities focusing on patterns and algebra
- Planned programs are implemented in classrooms.
- Teaching and Learning programs have open ended tasks embedded in all maths units.
- Student cohort percentage in the top bands will increase approximately 4%

**TIMEFRAME**

- 2012 Term 1
- 2013 Term 1
- 2014 Term 1 & 2

**RESPONSIBILITY**

- School team and principal
- Principal and regional consultancy
- Review committee and principal
- Stage AP’s and staff
- Stage AP’s and staff
- Regional consultancy and principal
- Executive, SLST and staff

**FUNDING SOURCE/BUDGET**

- $4000 regional funds
- 4000 regional funds
- SLSP funding 2 hrs per week
- TPL funds $3500
- SLSP funds $9600
- Regional funds
- Staff meetings $3600
- SDD $3000
### SCHOOL IDENTIFIED PRIORITY: CURRICULUM & ASSESSMENT

**OUTCOME/S**

To provide professional development for staff and implement the new Australian Curriculum along with aligned assessment practices.

**TARGET/S**

- To provide TPL for staff to familiarise them with the changes and content of the Australian Curriculum
- Full staff participating in professional learning around curriculum and assessment.
- To provide consultancy and/or support the trialling of the Australian Curriculum.
- The implementation of the AC will occur from the beginning of 2014

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<tr>
<td>Focused professional development of 1 Curriculum Area per semester over two years.</td>
<td>School Scope and Sequence formulated and evident in teaching programs</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Staff led to analyse, plan and implement new curriculum in -2014 History and Numeracy (Maths) Literacy (English) and Science</td>
<td>Staff feedback from TPL reflects successful familiarisation and implementation of AC</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>School Review and update of assessment practices in line with the new curriculum and policies</td>
<td>Successful update of assessment practices in line with new curriculum</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>To inform and familiarise parents and school community on the changes to AC</td>
<td>Parent information workshops completed and positive feedback available</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Collaborative Professional Development with the QCOS with the aim of establishing curriculum focus schools</td>
<td>Data indicates improved learning outcomes and opportunities for all students including Aboriginal students.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Staff plan for effective integration of technologies in all Australian Curriculum</td>
<td>Technology is reflected in classroom programs in all curriculum areas reflecting the Australian Curriculum</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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### SCHOOL IDENTIFIED PRIORITY: ENGAGEMENT & ATTAINMENT

**OUTCOME/S**

To promote a school culture and practice that respects and responds to student aspirations and learning potential

**TARGET/S**

- Attendance rates at or above regional targets
- Quality transitional programs exist for students entering Kindergarten and Year 7
- All staff develop and promote quality student welfare.
- Improved students engagement and attainment in all curriculum areas
- All students have access to innovative technology to enhance learning and engagement.

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| - The school Learning Support Team (LST) develop a systemic approach to the collection and use of data to support students needs  
- The LST and SLST consult with staff to develop and implement support programs with a focus on moving the middle to the top and individual student needs.  
- IEP’s are developed at the beginning of each school year in consultation with previous class teacher, LST and parents.  
- Professional Learning teams design differentiated teaching strategies in literacy and numeracy to  
- Continue with extra curricula experiences of Dance, Strings Ensemble, Chess, Debating and Sport. Expand current K-6 Music program  
- Review current Kindergarten and Year 6 transition programs  
- Consolidate the school welfare policy through ongoing work with students and communication to parents  
- Staff professional learning in additional strategies for using technologies for student learning and engagement | ➢ programs designed and implemented to meet student needs  
➢ 4% increase in students in the top 2 bands in NAPLAN Numeracy  
➢ IEP’s reflect student needs and detail strategies to accommodate and adjust educational programs.  
➢ improved student attainment in literacy and numeracy  
➢ All students participate in K-6 music program. High level of student participation in extra curricula activities  
➢ action review recommendations result in effective transition programs  
➢ All learning areas have agreed rules and expectations implemented. All families provided with rules and expectation grid.  
➢ Connected Learning facilities are used effectively as an engagement tool. | 2012 2013 2014 | LST Principal and all staff LST and classroom teachers Principal AP ES1 & AP S3 Stage Leaders & Staff Stage Technology Leaders | SLSP funds $16000 Int funds $1500 TPL 43500 |
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| Improved educational access, participation and outcomes for all Aboriginal students | • Strong relationships with the local Aboriginal community support student learning and engagement.  
   • All Aboriginal students will have improved access, participation and monitoring of their progress.  
   • Ensure all Aboriginal students have quality Personal Learning Plans (PLP) which will assist them to match or better the broader student population. |

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| Professional Learning teams plan learning strategies in Literacy and numeracy to engage Aboriginal students in their learning | • Data reflects improved learning outcomes for all Aboriginal students  
   • Goals in PLP are being achieved.  
   • Staff demonstrate an improved Aboriginal Cultural Awareness  
   • Teaching and Learning programs show planning including Aboriginal Perspectives  
   • strong relationships formed with Aboriginal community.  
   • All students are involved and aware of the significance of Aboriginal culture  
   • attendance rates above regional data | 2012 | 2013 | 2014 | Stage Leaders  
   Principal and staff  
   Principal and Local Aboriginal personnel  
   Principal and Stage teams  
   School Team  
   Principal and executive  
   Prin / Melisa Donaldson  
   Aboriginal Ed committee & Ben Ballard 9consultant) | TPL $3500  
   $1500  
   $5000 |