

School plan 2015-2017

Bundanoon Public School 1414



School background 2015–2017

School vision statement

Our school is a true learning community, where all children are encouraged to explore ideas, expand their minds and express themselves in a safe and happy environment.

We aim to develop active, responsible, global citizens who engage in the challenges of sustaining our natural environment and human resources.

School context

Bundanoon Public School is situated on the lands of the Dharawal and Gundungurra people. We pay our respects to and acknowledge these traditional custodians of this land.

Our school enrolment of 190 students forms eight classes. Five percent have a language background other than English and three students identified as ATSI. The school ICSEA value is above the national average and fluctuations are evident. It caters for students from the full range of socio-economic backgrounds, reflecting our local community.

We have highly qualified, caring teachers who provide a curriculum which includes excellent literacy and numeracy programs, integrated technologies, healthy and active lifestyles, music, visual and performing arts, together with an inclusive and positive student welfare program. Our students regularly access state-wide and international events, competitions and local opportunities.

In classrooms, extra-curricular activities and the playground, our students perform successfully and behave well. They embrace the values of respect, responsibility and safety.

Our school is an inclusive school, with a strong focus on providing every student with every opportunity for personal growth and success. Intellectual quality, student engagement and significance of the learning underpin our planning, while our practices provide a high quality and balanced education for our students.

Parent and community involvement is integral to our daily programs and special events. This relationship is highly valued. Their generosity is a perfect model for students to learn about being an active, caring and responsible young person.

Our motto, Creativeness and Imagination, captures the atmosphere of our beautiful school which serves a village of about 2,500 residents in the Southern Highlands.

School planning process

Gathering opinions of students, parents, staff and the wider local community has been undertaken in Terms 3 & 4, 2014 and Terms 1 & 2 of 2015.

Students:

Student surveys Year 2–6

Class meetings with the Principal

Staff:

School Development Day 'Forum' with parent and local community members

Whole school staff meetings

Executive meetings

Information discussions with individuals

Staff Surveys

Parent & Community:

School Development Day 'Forum' with staff

P&C Meetings

Parent survey

Community survey

School Evaluation meeting

Informal discussions with parents at school

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Curriculum Implementation

Purpose:

To provide every student with quality learning experience through innovative curriculum delivery and evidence-based teaching practices.

To track and monitor individual student progress in literacy and numeracy through ongoing assessment in order to inform differentiated teaching programs.

To build a learning culture where *teachers see learning through the eyes of the student and students see themselves as their own teachers.* (Hattie)

STRATEGIC DIRECTION 2

Collaboration

Purpose:

To build a culture of genuine collaboration in learning, where students are empowered through engagement with 21st Century learning tools.

To build a culture of collegial collaboration to achieve shared and individual goals.

To continue the established and valued collaboration with the Bundanoon community

STRATEGIC DIRECTION 3

Communication and Wellbeing

Purpose:

To provide students, staff and parents with clear expectations of behaviour as part of an updated Wellbeing policy designed to help all students *connect, succeed and thrive.*

To provide parents with clear and timely feedback on student progress and achievements.

To provide the school community with an up-to-date system of financial management and communication.

Strategic Direction 1: Curriculum Implementation

Purpose	People	Processes	Practices and Products
<p>To provide every student with quality learning experience through innovative curriculum delivery and evidence-based teaching practices.</p> <p>To track and monitor individual student progress in literacy and numeracy through ongoing assessment in order to inform differentiated teaching programs.</p> <p>To build a learning culture where <i>teachers see learning through the eyes of the student and students see themselves as their own teachers.</i> (Hattie)</p>	<p>Students</p> <p>Engage in quality learning opportunities to order to achieve expected development in Literacy and Numeracy.</p> <p>Know what they can do and what they are learning to do next</p> <p>Develop skills in deep self-reflection before, during and after learning.</p> <p>Staff</p> <p>Participate in professional learning to support the implementation of current syllabus documents incorporating Quality Teaching practice (L3, Writing, Visible Learning)</p> <p>LAST teacher provides intervention for students at risk (as identified by PLAN data)</p> <p>Develop capacity in the use of PLAN to support valid teacher judgements of student achievement and drive differentiated teaching and learning programs.</p> <p>Parents/Carers</p> <p>Provide opportunities for parents/ carers to develop further knowledge of current teaching and learning practices.</p> <p>Provide parents with updates of student progress.</p> <p>Leaders</p> <p>Enable high quality curriculum implementation through strategic decision</p>	<p>Processes</p> <p>Provide regularly scheduled times for PLAN data entry and analysis</p> <p>Participate in COS Writing and Visible Learning projects</p> <p>Provide opportunity for K–2 teachers and LAST to attend L3 training</p> <p>Provide SLSO support for students with complex learning needs</p> <p>Use Visible Learning strategies to ensure a clear, mutual and shared understanding of learning goals which engage and extend all students.</p> <p>Evaluation Plan</p> <p>Qualitative data is collected from student work samples which are analysed and monitored.</p> <p>Quantitative data is derived from school based assessments which inform PLAN and L3 data in addition to NAPLAN data. Student grow this plotted using PLAN software and provides evidence based data for future planning.</p> <p>Written/ spoken student self- evaluations of work.</p> <p>Visible learning surveys: what makes a good learner and feedback.</p>	<p>Practices</p> <p>High quality teaching and learning activities in reading, viewing, speaking and listening enrich the creative process for our students.</p> <p>Students write regularly and frequently across all curriculum areas. The length, time and audience are varied.</p> <p>L3 and TEN are implemented in all classrooms K–2.</p> <p>LAST support is based on data and involves in-class support.</p> <p>Emerging technologies are used innovatively as a tool for creating, delivering and communicating ideas and differentiating the curriculum.</p> <p>Visible Learning strategies (eg use of learning Intentions/ Success Criteria & feedback) are evident in all classrooms.</p> <p>Products</p> <p>PLAN data indicates at least 80% of students meet or exceed minimum benchmarks along the literacy and numeracy continuums.</p> <p>Increase the percentage of students in the top two NAPLAN bands to be within 10% variance of state averages.</p> <p>PLAN data is updated at least every 10 weeks and is used to inform differentiated class programs.</p> <p>Visible Learning strategies (eg use of learning Intentions/ Success Criteria & feedback) are evident in all classrooms.</p>
Improvement Measures			
PLAN data indicates at least 80% of students meet or exceed minimum benchmarks along the literacy and numeracy continuums.			
Increase the percentage of students in the top two NAPLAN bands to be within 10% variance of state averages.			
PLAN data is updated at least every 10 weeks and is used to inform differentiated class programs.			
Student and staff surveys show an improvement in the type, regularity and usefulness of feedback			

Strategic Direction 1: Curriculum Implementation

Improvement Measures

People

making based on data and current research

Build a culture of creativity, with high expectations, where the strengths and interests of students, staff and community are valued, challenging us to be courageous in our learning.

Processes

Practices and Products

Strategic Direction 2: Collaboration

Purpose

To build a culture of genuine collaboration in learning, where students are empowered through engagement with 21st Century learning tools.

To build a culture of collegial collaboration to achieve shared and individual goals.

To continue the established and valued collaboration with the Bundanoon community

Improvement Measures

Students in Years 3–6 (and their teachers) are engaging with various technologies as part of their teaching and learning program.

100% of teachers have professional learning goals aligned to the school plan and meet Performance and Development Framework requirements.

Bundanoon Public School participates in and supports various community events throughout the year.

People

Students

- Actively use technology for learning
- Every student grows in self-awareness and shows increasing self-regulation as they build positive relationships and actively contribute to our school and community.

Staff

- All staff demonstrate personal responsibility for maintaining and developing their professional standards.
- Teachers attain and maintain accreditation to meet BOSTES requirements by 2018.
- Participate in community events

Leaders

- Leadership roles are defined by the capacity and expertise of students, staff, parents and community to engage others in meaningful learning.
- Build the capacity of staff in the use of technology for learning
- Support staff in achieving PDP goals

Parents/Carers

- Parents engage in and understand the learning progress of their children and how to effectively support them to learn.

Processes

BYOD policy developed and implemented. Students and parents receive information about cyber safety.

Staff provided with Professional Learning in the development of PDPs and the teaching standards.

Teachers engage in collegial lesson observations

Students, staff and parents are involved authentically in a range of community events.

Evaluation Plan

Qualitative Data

Formal and informal evaluation of school targets, student learning and teaching practice.

Surveys (Tell them from Me), Minutes of meetings, Observation notes, Written evaluations, Professional dialogue / feedback

Quantitative data:

Principal Network Information indicates increased technology usage

Practices and Products

Practices

Teachers participate in peer partnerships which facilitate professional growth leading to improved student learning outcomes.

Parents and community members collaborate with staff in the planning, implementation and evaluation of key school programs.

Products

Students in Years 3–6 (and their teachers) are engaging with various technologies as part of their teaching and learning program.

100% of teachers have professional learning goals aligned to the school plan and meet Performance and Development Framework requirements.

Bundanoon Public School participates in and supports various community events throughout the year.

Strategic Direction 3: Communication and Wellbeing

Purpose

To provide students, staff and parents with clear expectations of behaviour as part of an updated Wellbeing policy designed to help all students *connect, succeed and thrive*.

To provide parents with clear and timely feedback on student progress and achievements.

To provide the school community with an up-to-date system of financial management and communication.

Improvement Measures

PBL surveys indicate that staff, students and parents believe that clearly defined expectations for behaviour are in place and can be articulated.

School Excellence Framework data indicates an improvement in the *Assessment and Reporting Learning Element* from *Delivering* to (at least) *Sustaining and Growing*.

Tell Them From Me parent survey indicates high levels of satisfaction with school communication.

People

Students

- Can articulate clear expectations of behaviour in all school settings.
- Actively participate in the assessment process.

Staff

- Collaboratively develop and implement new school wellbeing policy incorporating PBL.
- Collaboratively review and update report format.

Parents/Carers

- Contribute to the development of school wellbeing policy.
- Participate in *Tell Them From Me* survey.

Leaders

- Plan for the strategic use of resources to support new wellbeing policy.
- Lead the review of report format
- Provide information for parents re new report format and progress with wellbeing policy.

Processes

Participate in professional learning for PBL... Plan and deliver PBL lessons.

Provide clear feedback to parents through written reports and parent teacher interviews.

Principal and SASS attend LMBR Training

Evaluation Plan

Reporting on student achievement reflects a range of evidence of learning.

Survey of staff, parents and community members on the success of change in practice.

Practices and Products

Practices

A common language for behaviour expectations is used by students, staff and parents.

A system for regular and meaningful communication to parents is in place.

Processes and practices for LMBR implementation are in place

Products

PBL surveys indicate that staff, students and parents believe that clearly defined expectations for behaviour are in place and can be articulated.

School Excellence Framework data indicates an improvement in the *Assessment and Reporting Learning Element* from *Delivering* to (at least) *Sustaining and Growing*.

Tell Them From Me parent survey indicates high levels of satisfaction with school communication.