

# School plan 2018-2020

## Ballimore Public School 1111



# School background 2018–2020

## School vision statement

Students at Ballimore Public School are encouraged and supported to become increasingly self-motivated. Students have exceptional skills in literacy and numeracy, the ability to learn, adapt and to be responsible citizens who demonstrate critical thinking, creativity, communication and collaboration as well as developing the vital skills for flourishing – now and in the future years.

Teaching at Ballimore Public School is distinguished by high levels of professionalism and commitment. The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.

## School context

Ballimore Public School is an Early Action for Success school, located 32km north east of Dubbo on traditional lands of the Wiradjuri People and belongs to the Mudgee Network of Schools. The school, with an enrolment of approximately 15 students, 7% indigenous, is a small rural school with a committed staff and high expectations that all students learn and grow through a supported and inclusive environment. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Ballimore Public School. The majority of students live in the outlying district surrounding Ballimore and travel to and from school by bus.

At Ballimore Public School we;

- have an experienced, dedicated staff committed to achieving improved student learning outcomes;
- showcase the academic, cultural and sporting achievements of our students at every opportunity;
- ensure our teaching and learning programs are differentiated to cater for the diverse learning needs of our students;
- are committed to our core values of Excellence, Respect, Participate and Co-operate, Responsibility and Care and explicitly teach expectations of behaviour across all settings;
- embrace the use of technology to enhance learning programs of students;
- actively engage our community in the decision making processes at school;
- are supported by a hard working P&C Association; and
- work closely with Small Schools Network to provide our students with a vast range of extra curricula experiences.

## School planning process

The school undertook a collective process to inform the strategic directions for the next 3 years. This process assisted the school in identifying its strengths and areas of need, the key issues impacting student learning and determining the priorities for future planning.

As part of this process,

- the school community; students, parents and staff, were consulted at meetings and through written surveys.
- Surveys were sent home and a high percentage of student, parent and staff feedback was received. This information was correlated to formulate two strategic directions.

The Ballimore Public School Plan has been developed collaboratively by staff, students and the community.

The Plan will be an evolving document that will be continually modified and enhanced to suit emerging needs.

1.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Inspired Learning

**Purpose:**

To engage all students in relevant and inclusive future focused learning activities to gain skills required for life long learning. To create a learning environment to enable students to connect, thrive and succeed.



**STRATEGIC  
DIRECTION 2**  
Excellence in Teaching

**Purpose:**

To develop the capacity of teachers to use evidenced based teaching and feedback strategies to improve student outcomes with a focus on Literacy and Numeracy. Through collaborative partnerships, teachers will share and embed best practice to drive on-going school wide improvement in teacher practice and student results.

# Strategic Direction 1: Inspired Learning

## Purpose

To engage all students in relevant and inclusive future focused learning activities to gain skills required for life long learning. To create a learning environment to enable students to connect, thrive and succeed.

## Improvement Measures

Every student achieves their individual set goals.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Increased number of learning opportunities which explore future focused learning skills.

## People

### Students

Articulate how they learn and why they learn.

Establish and maintain positive and respectful relationships.

Develop their critical thinking, problem solving, collaborative and communication skills while utilising appropriate technology.

### Staff

Personalised teaching to meet students' learning needs.

Collaborate with students and parents to develop and monitor student learning goals.

Model strategies to establish and maintain positive respectful relationships.

Investigate, trial and evaluate the use of technology as a learning tool.

### Parents/Carers

Collaboratively develop and monitor learning goals with student and teacher.

Understand and support the school's well being approach.

Share expertise to support student learning.

### Community Partners

Collaboratively support student learning opportunities.

## Processes

### Curriculum and learning

Deliver personalised student learning and experiences which enable students to self regulate, understand how they learn and identify where to next.

### Student Wellbeing

Develop a strategic and planned approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

### Future Focused Learning

Collaboratively investigate and implement innovative practices which build upon future focused learning skills.

## Evaluation Plan

All data will be analysed collaboratively:

- Personalised Learning Plans, Learning Progressions, assessment data, anecdotal feedback and student work samples
- Student attendance, participation rates, student and parent surveys, positive and negative behaviour data, 3 Way Meetings.
- Record of learning opportunities, student, staff and parent evaluations, work samples.

## Practices and Products

### Practices

Students, staff and parents collaboratively utilise the Learning Progression to monitor and track student learning and achievement.

Positive and respectful relationships are evident and widespread among students, staff and parents to promote student wellbeing.

Students and staff collaborate utilising technology to network, learn and deliver broader learning experiences.

### Products

Whole school consistent approach to the delivery of personalised learning and the engagement of students and parents in the process.

Structures for the innovative delivery of inquiry based learning projects.

Implementation of a whole school approach to student wellbeing.

# Strategic Direction 1: Inspired Learning

## People

### Leaders

Establish structures and processes to identify, address and monitor student learning needs.

Lead the development, implementation and evaluation of the whole school well being approach.

Establishing processes to develop partnerships to support innovative delivery of student learning.

# Strategic Direction 2: Excellence in Teaching

## Purpose

To develop the capacity of teachers to use evidenced based teaching and feedback strategies to improve student outcomes with a focus on Literacy and Numeracy. Through collaborative partnerships, teachers will share and embed best practice to drive on-going school wide improvement in teacher practice and student results.

## Improvement Measures

All teachers embed evidence informed teaching strategies into programs and practices.

All students meet expected or above expected growth in literacy and numeracy.

Increased collaborative professional learning within and across network.

## People

### Students

Provide timely and respectful feedback to teachers on their learning experiences.

### Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.

Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success.

### Parents/Carers

Engage in and understand literacy and numeracy learning.

### Leaders

Establish and improve processes which builds staff capacity.

## Processes

### Evidence based teaching

Continue to build teacher capacity implementing evidence based teaching practices, with a focus on Literacy and Numeracy.

### Professional learning

Develop and embed explicit systems within and across small school network that facilitates professional dialogue, collaboration, modeling of best practice, observations and provision of high quality feedback to drive improvement.

## Evaluation Plan

All data will be analysed collaboratively:

- Professional Development Plans
- NAPLAN data, learning progressions/PLAN2data, internal assessment data
- MyPL Records, professional learning evaluations, inter school collaborations.
- Teaching programs and evaluations, lesson observations, feedback.
- Staff minutes meeting

## Practices and Products

### Practices

Teachers implement the most effective teaching methods, with the highest priority given to evidence-based teaching strategies.

Teachers and leaders actively collaborate to share and embed best practice promoting school wide improvement in teaching and student results.

### Products

The structures are in place to collaboratively lead, plan, reflect, improve and deliver evidence informed pedagogy.

Explicit systems for professional learning is embedded into school and network structures.