

# School plan 2018-2020

## Beelbangera Public School 1167



**STRIVE FOR THE BEST**

# School background 2018–2020

## School vision statement

As a school our commitment to the community is to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world.

Our school has quality staff, supporting quality learning every day for every student.

## School context

Beelbangera Public School (180 students) is located in the Riverina, 7.5km North East of Griffith.

Our school is the hub of a caring and supportive rural community with a highly involved and proactive Parents and Citizens' Association. We are committed to providing a safe and secure environment through the promotion of strong values in learning and behaviour.

We believe that throughout the early years of learning and student development each individual child will be known and understood, and their individual potential developed.

As students progress, it means knowing that they are identified and supported as increasingly self motivated learners who are confident and creative individuals.

Our dedicated, professional and experienced staff promote a culture of family, school pride, and responsibility.

## School planning process

### Staff

- \* Review and discuss previous school plans and the new strategic plan documentation and processes.

- \* Collect and analyse school, student and staff data via surveys, NAPLAN, school reports, assessment data, teaching programs, welfare reports and focus group interviews. Place in a hierarchy of needs and prioritise in initial draft strategic plan.

- \* Principal Liaison Officer reviews initial draft strategic plan with executive team and provides input into planning process.

- \* Draft plan published based on identified needs from data review and input from parents and the community.

### Students

- \* Survey students to ascertain engagement, involvement, academic rigour, values and wellbeing at school.

### Parents and Community

- \* Review and discuss previous school plans and the new strategic plan documentation and process.

- \* Collect further data on school culture via surveys and conduct focus group review of draft strategic plan.

- \* Schools Excellence Framework reviewed in collaboration with draft plan as the key driver to the process.

### Griffith Community of Schools

- \* Discuss the strategic planning process with community of schools and incorporate shared processes.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Wellbeing – Quality Systems

### Purpose:

The establishment of quality systems that promote professional development, productivity, consistency and wellbeing.

To develop, maintain and improve school systems in order to create a well-resourced, quality learning environment for all students, staff and the community.

## STRATEGIC DIRECTION 2

Learning

### Purpose:

To equip students with the skills and strategies to take ownership of their learning in order to succeed socially and academically now and in the future.

To develop the ability to communicate their learning needs effectively.

## STRATEGIC DIRECTION 3

Teaching and Leading

### Purpose:

To foster quality teaching and leadership characterised by ongoing, relevant evidence-based professional development focused on improving teacher capacity to maximise student learning outcomes.

To increase volunteer and community participation and collaboration to work together as a positive school community with a focus on students.

To improve school efficiency to streamline and modernise assessment and administrative tasks.

# Strategic Direction 1: Wellbeing – Quality Systems

Purpose	People	Processes	Practices and Products
<p>The establishment of quality systems that promote professional development, productivity, consistency and wellbeing.</p> <p>To develop, maintain and improve school systems in order to create a well-resourced, quality learning environment for all students, staff and the</p>	<p><b>Students</b></p> <p>All students will develop the skills to articulate their learning needs and identify that wellbeing is an important component to learning.</p> <p><b>Staff</b></p> <p>Develop knowledge and understanding of the wellbeing framework and how this drives student wellbeing across the school. They will develop knowledge and understanding of how to create quality Individual Education Plans according to DOE policy.</p> <p>Staff will have a deep understanding of what drives their own personal wellbeing.</p> <p><b>Leaders</b></p> <p>Will develop the knowledge and skills to support the implementation of quality systems to facilitate wellbeing across the school.</p> <p><b>Parents/Carers</b></p> <p>Establish effective forms of communication that relay the learning opportunities that are being provided by the school.</p> <p>Actively engaged in the creation of Independent Education Plans for their own students and setting up learning goals.</p>	<p><b>Wellbeing</b></p> <p>Develop staff and community understanding of the wellbeing framework, leading to the design and implementation of whole school wellbeing practices and policies which allow students to thrive, succeed and connect.</p> <p>Provide staff with the skills and evidence based strategies needed with the purpose of improving professional practice, collective efficacy and being better teachers for students, through a strategic focus on wellbeing.</p> <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• Student, staff and community</li> <li>• Focus group feedback.</li> <li>• Evidence of Individual Education Plans.</li> <li>• Meeting minutes recorded.</li> <li>• Use of EBScentral.</li> </ul>	<p><b>Practices</b></p> <p>Teachers, parents/ carers and students working collaboratively to develop individual and personalised plans driven through identified goals.</p> <p>Individual learning is supported by the effective use of school resources, systems and community expertise through collaborative decision making, planning and reviewing.</p> <p><b>Products</b></p> <p>The school has a comprehensive and inclusive framework to support the cognitive, emotional, social and physical wellbeing of students which improves individual wellbeing.</p> <p>There is a school wide collective responsibility for student learning and success.</p> <p>Clear and consistent referral processes for additional support including LaST, counsellor etc.</p>
Improvement Measures			
Staff are using the appropriate system when referring students for learning support.			
Student Independent Education Plans are created, implemented & updated for all identified students.			
Surveys reflect improved wellbeing across the school.			
The school is accessing appropriate external agencies to support students.			

# Strategic Direction 2: Learning

## Purpose

To equip students with the skills and strategies to take ownership of their learning in order to succeed socially and academically now and in the future.

To develop the ability to communicate their learning needs effectively.

## Improvement Measures

Improve student growth in NAPLAN to 50% between years 3, 5 and 7 for comprehension and 80% in all other areas of Literacy and Numeracy, with a focus on moving the students in the middle bands to the upper bands.

To improve individual achievement with more than 80% of students achieving recommended Cluster for Literacy – Comprehension and Reading Texts. Kinder – C4, Yr 1 – C6, Yr 2 – C8, Yr3 – C9, Yr4 – C10, Yr5 – C11, Yr6 – C12.

Effective Independent Education Plans that are authentic, fluid, ongoing and regularly reviewed.

Achieve 80% of students in proficient bands for NAPLAN – Band 2 for Year 3, Band 4 for Year 5 and Band 5 for Year 7.

Staff demonstrate growth against the Australian Teaching Standards.

## People

### Staff

- Staff will collaboratively develop consistent teacher judgement when utilising assessment for learning, assessment as learning and assessment of learning to determine teaching direction and their own effectiveness.
- Staff will develop their understanding of current research and strategies to refine their capacity to maximise individual and collective wellbeing.
- Regularly evaluate teaching and learning programs, including the assessment of student learning, and engage in peer conversations and feedback.
- Staff build knowledge of the importance of feedback to move students forward and empower their learning.

### Students

- Students will be provided with the support to develop positive learning habits through the How2Learn program which will transcend across all key learning areas.
- Undergo regular assessment and monitoring of progress in all areas of literacy and numeracy to ensure progress and growth.
- Students receive effective feedback to improve their learning.
- Students are encouraged and supported to develop their own learning goals and strategies to achieve them.

### Parents/Carers

## Processes

### Data Analysis

Focus professional learning on building the understanding of and capacity of staff to collect, interpret, analyse and use data to develop differentiated classroom programs to support Literacy and Numeracy.

### Research Based Pedagogy

Develop staff knowledge through researched based pedagogy and focused, targeted professional learning aimed at improving student outcomes with a focus on Literacy and Numeracy.

### Professional Capacity

Develop and implement a professional development framework for all teachers which is personalised and driven by the Australian Teaching Standards.

## Evaluation Plan

- Monitor student progress on the Literacy and Numeracy continuums in PLAN, L3 data collection, student observation and discussion, effective use of and verbalisation by students using 'I can' statements and other data evaluation.
- Student, staff and parent feedback.
- Monitoring and sharing of teaching programs during stage meetings and the use of collegial feedback.
- Regular targetted staff professional learning in identified areas.

## Practices and Products

### Practices

Quality teaching and learning strategies are evident throughout the school with a focus on Literacy.

Students are engaged in quality learning experiences where they reflect on their learning and actively engage in goal setting and self-improvement activities.

Learning experiences for all students are differentiated according to the needs of the individual students. Students are able to articulate where they are in terms of their own learning and where to next.

### Products

Effective student assessment and data collection and analysis (PLAN) on a 5 weekly cycle.

There is a whole school collective responsibility for student learning and success.

Systematic and explicit programs in place that lead to improved results for students on school based assessment and external testing.

## Strategic Direction 2: Learning

### People

- Establish a collaborative learning community by providing opportunities for parents and teachers to work together.
- Build an awareness and understanding of what is being taught and the strategies being used.

### Leaders

- Monitor learning in the school by team teaching and direct involvement.
- Staff are supported with coaching and mentoring in classrooms.

# Strategic Direction 3: Teaching and Leading

## Purpose

To foster quality teaching and leadership characterised by ongoing, relevant evidence-based professional development focused on improving teacher capacity to maximise student learning outcomes.

To increase volunteer and community participation and collaboration to work together as a positive school community with a focus on students.

To improve school efficiency to streamline and modernise assessment and administrative tasks.

## Improvement Measures

All student development is tracked along the literacy and numeracy continuums using PLAN and reviewed regularly in accordance with school data collection timelines.

New supervisory procedures have been established and implemented and 95% of staff identify that these are productive and conducive to change in the teaching and learning culture.

All teaching and non-teaching staff have Professional Development Plans that reflect personal, school and department goals and priorities.

## People

### Students

Develop self-assessment and reflective practices – 'I can..' statements – based on continuums and develop the skills to use feedback constructively in their learning.

### Staff

- Develop knowledge and understanding of continuums and PLAN software.
- Develop systems of consistent teacher judgement in reporting and assessing student achievement.
- Engage in the Performance Development Process establishing personal goals that align with school plan and personal aspirations.

### Parents/Carers

Informed through multiple means of communication about student progress and ways in which they can support their child with their learning goals.

### Leaders

Provide quality support and supervisory systems for leaders to enhance their ability to mentor and review the performance and development of staff.

## Processes

### Consistent Teacher Judgement

Put in place structures and processes allowing staff to collaborate on the collection and evaluation of materials to ensure consistency of judgement within and across classrooms.

### Systems & Structures & Processes

Review, develop and implement effective systems and structures to support student learning and school management.

## Evaluation Plan

- PLAN tracking
- Monitor progress School Excellence Framework
- Performance/Development Framework
- Staff surveys and focus groups.
- L3 data tracking
- Regular targeted staff professional development in identified learning areas.
- Increased parent participation

## Practices and Products

### Practices

A collaborative approach to professional learning and quality teaching is established, valued and used to build the capacity of staff.

All staff are engaged in critical reflection and use of formal and informal feedback to develop deeper insights into the effectiveness of their own teaching practice, making ongoing adjustments to maintain best practice.

All teachers utilising PLAN and assessment data to track student achievement and develop quality teaching and learning programs to meet their needs.

All staff take part in regular peer observations linked to key program initiatives and Professional Development Plans.

### Products

All student development is tracked along the literacy and numeracy continuums using PLAN.

100% of teaching and non-teaching staff have professional growth plans reflecting professional standards

Collaborative school-wide responsibility for technology, wellbeing and teaching/learning/leading through shared leadership and communication.