

# School plan 2018-2020

## Bellata Public School 1175



# School background 2018–2020

## School vision statement

Our school is a place where everyone, regardless of background, can be successful learners equipped with the skills to succeed as confident, creative and resilient global citizens.

## School context

Bellata Public School is a small rural school with an emphasis on personalized learning designed to meet the needs of all students in a supportive, safe and happy environment. Our students come from both rural and urban settings with a diverse range of learning experiences.

The school community works collaboratively to ensure opportunities are made available for all students so they can each achieve their personal best. Students are caring, supportive and considerate of others with a strong sense of belonging.

Staff at Bellata Public School set high expectations for themselves and all students. They are committed to differentiated teaching and learning programs to ensure success for all.

They acknowledge that the quality of teaching that occurs each and every day is the single most important influence on student performance. Teacher professional learning is focused on continually strengthening teaching skills to improve student outcomes.

Classrooms are vibrant, flexible, fun and well resourced to engage every learner.

Modern technology is available in all areas of the school and students are encouraged to use it to aid their learning.

## School planning process

The writing of the school plan for 2018–2020 is in direct response to the findings of the previous three year plan.

Professional learning conversations were held with all staff in conjunction with the parent body, to establish the direction for learning for the next three years.

Data from internal assessments and evaluations from the previous school plan were used to direct the focus of the 2018–2020 School Plan.

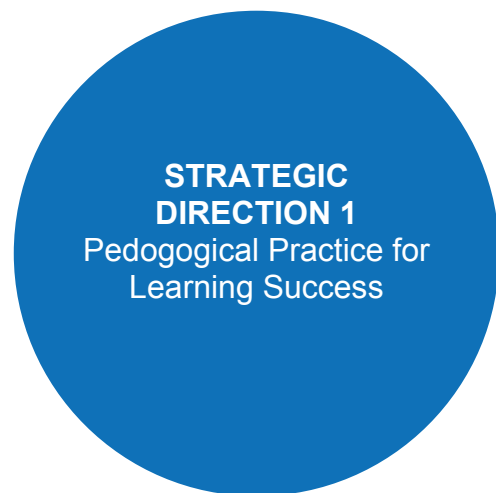
The parent community are still committed to a strong focus on Literacy and Numeracy without losing the more creative opportunities the school already provided. They still expect their children to exit Year 6 as confident young adults with a strong foundation for building further learning.

Student responses indicate a focus on personal well being and anti-bullying strategies.

Consultation with the staff indicated that a multi scope and sequence is needed.

Consultation is an ongoing process with all parties learning how to move forward.

# School strategic directions 2018–2020

**Purpose:**

To lead learning through researched based pedagogy to develop high quality educational leadership practices to guide student achievement

**Purpose:**

To collaboratively build strong foundations in curriculum, assessment and evaluation for future focussed learning with an emphasis on the teaching of literacy and numeracy skills across all learning areas

# Strategic Direction 1: Pedagogical Practice for Learning Success

Purpose	People	Processes	Practices and Products
To lead learning through researched based pedagogy to develop high quality educational leadership practices to guide student achievement	<b>Students</b>  Students have an understanding of the characteristics of an effective learner, learning intentions and success criteria  Students develop skills to be self directed learners, utilising feedback and reflection processes to build capacity	<b>Learning</b>  Develop aspirational expectations of learning progress for continual improvement.  Use learning intentions and success criteria as the basis for feedback to students about their learning.  Instil growth mindset culture to assist students to realise learning goals and demonstrate resilience	<b>Practices</b>  Students engage in challenging work and feel supported to take risks in their learning across the curriculum  Every teacher uses data to inform teaching practice and build learning programs based on student learning priorities.  Staff implement differentiated learning intentions and success criteria ensuring access to the curriculum for all students.  Staff review and explain student assessment with students and parents/caregivers..  Continuous collaboration between staff and students to track achievement and action learning results.  Students are given opportunities to develop strong self-efficacy.  Classroom observations, work samples and reports all reflect a deep understanding of the role of feedback in moving learning forward.
Improvement Measures	<b>Staff</b>  Staff build pedagogical knowledge and skills to understand learning intentions and growth mindset, to ensure successful access to the curriculum for all students	<b>Wellbeing</b>  Implement a whole school approach to student well being in which students can connect, succeed, thrive and build leadership capacity.  Develop and engage in learning experiences that explicitly teach core values for resilience and success.  Engage in self reflection to ensure a high expectations are met	<b>Products</b>  Structures are in place to allow regular meetings to collaboratively plan, reflect and deliver evidence informed pedagogy.  Confident use of data is demonstrated through maintenance of accurate records, documentation and assessment data to evaluate and adjust teaching strategies to maximise student learning.  Alliances with like schools are developed and maintained resulting in students having
Expert use of feedback and formative assessment are observable in all contexts as evidenced through classroom observation data and teacher self reflection sheets	<b>Leaders</b>  Leaders use evidence based pedagogy to provide vision, support and direction to enhance effective teaching and learning	<b>Evaluation Plan</b>  Evaluation of programs by using assessment data to measure, inform and monitor progress of the students.  Evaluate and reflect on personal teaching practices through programs such as peer coaching.  Effective quality feedback is provided in a timely manner.  Differentiation evident in teaching programs and assessment of professional	
Learning intentions and success criteria are visible, explicitly used in all settings and can be clearly articulated by all students.	<b>Parents/Carers</b>  Parents value high expectations and support students in their learning		
Wellbeing surveys indicate high levels of satisfaction (>4 on a 5 pt scale) in areas of belonging and engagement, and students can identify at least two staff members who can support them.	<b>Community Partners</b>  The community values and recognises that the school provides differentiated learning opportunities for all students.		

# Strategic Direction 1: Pedagogical Practice for Learning Success

## Processes

discussions.

Data collection policy and practices operating.

Lesson observations focussed on high expectations and the Quality Teaching model.

Pre and post survey data

PDPs

Professional learning portfolios

Student work and assessment samples

Classroom Observation feedback sheets

Quality teaching rounds

## Practices and Products

improved social skills, broader opportunities and the ability to make adjustments and adapt to situations

# Strategic Direction 2: Excellence in Curriculum Delivery

Purpose	People	Processes	Practices and Products
To collaboratively build strong foundations in curriculum, assessment and evaluation for future focussed learning with an emphasis on the teaching of literacy and numeracy skills across all learning areas	<b>Students</b>  Students develop skills to be intrinsically motivated learners, utilising peer and self-reflection to build leadership capacity.  Students are creative, critical and engaged learners who are confident to collaborate about their learning	Teaching and learning programs reflect evidence based practice and consistent tracking of student achievement on the Literacy and Numeracy progressions.  Understand and use the Literacy and Numeracy Learning Progressions as an indication of learning formative assessment principles and evaluation strategies to inform future pathways and improved student performance.  Standardised IEP/PLP and Learning Adjustments are negotiated and endorsed by parents.  Design and implement high quality differentiated learning programs that meet syllabus requirements across all key learning areas.  Differentiate assessment to meet the learning needs of all students.  Draw on solid research to develop and implement high quality professional learning in Literacy and Numeracy teaching practices.	<b>Practices</b>  Collaboratively construct rubrics used for assessment and feedback purposes  Every teacher uses data to inform differentiated teaching practise and build learning programs based on student learning priorities  Collaboration with other schools supports teaching and learning programs that provide evidence of curriculum knowledge.  Teachers provide feedback based on learning intention and success criteria.
Improvement Measures	<b>Staff</b>  Staff will demonstrate and apply comprehensive knowledge of the Australian Curriculum to guide student learning.  Staff understand learning intentions and growth mindset ensuring successful access to curriculum for all students	<b>Evaluation Plan</b>  Evaluation of programs by using assessment data to measure, inform and monitor progress of the students.  Quality constructive feedback is provided in a timely manner  Evaluate and reflect on personal teaching practices through programs such as peer coaching.  Differentiation evident in teaching programs	<b>Products</b>  Effective management and interpretation of data is used to develop learning plans that recognise the individual needs of each student  Effective systems in place to maintain accurate records, documentation and assessment data to evaluate and adjust teaching strategies to maximise student learning.  Alliances with like schools are developed and maintained resulting in the students having improved social skills, broader opportunities and the ability to make adjustments and adapt to situations.  All student progress is tracked against the Literacy and Numeracy Learning Progressions with all students attaining at or above achievement
Embedded and explicit systems for focussed teacher collaboration within and across schools are used to plan, implement and evaluate targeted curriculum areas  All students achieve at or above expected growth in literacy and numeracy as indicated by the Literacy and Numeracy Progressions and internal measures.  Formative assessment strategies are embedded across the school and evident in every classroom. Students reflect on, and take responsibility for their learning, monitor progress and design personal learning goals.  Curriculum programs demonstrate knowledge and understanding of future learning pathways and teaching practices are evidence based.	<b>Leaders</b>  Leaders provide vision, support and direction to the school community to enhance pedagogical and leadership capacity.  Leaders focus on learning progress, effective practices and continuous improvement of staff to enhance their pedagogical and leadership capacity		
	<b>Parents/Carers</b>  Parents/carers will develop an understanding of the learning process and how to actively support their child/ren to achieve success		

## Strategic Direction 2: Excellence in Curriculum Delivery

### Processes

and assessment of professional discussions.

Data collection policy and practices operating.

Lesson observations focussed on high expectations and the Quality Teaching model.

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