

School plan 2018-2020

Bellbrook Public School 1178



School background 2018–2020

School vision statement

At Bellbrook Public School we equip students with the tools to be successful, confident, creative individuals. We are committed to providing quality education in a nurturing, innovative learning environment where all learners aspire to succeed and thrive. This is achieved through our innovative and dynamic staff, providing leadership that inspires learning. We work together as a whole school community to prepare and invigorate our students to become active, confident participants within our ever-changing, challenging world.

School context

Bellbrook Public School (BPS) was opened in 1883 and is located 56 kilometres west of Kempsey on the Mid North Coast. Bellbrook is a small rural school and due to isolation, attracts funding as a remote outer regional school.

The school takes pride in being a community resource that is dedicated to educating children in partnership with the community. It works to provide an excellent education for students in a caring, safe, tolerant and stimulating environment.

We have 26 students enrolled here, 85% identify as Aboriginal. We also draw students from low socio-economic backgrounds. Our school receives funding through the Resource Allocation Model. This allows us to offer tailored programs to meet individual student needs.

We have innovative and highly trained staff that incorporate the latest technology into their classrooms. Students are catered for on an individual level and engagement in learning is high. The school's motto "friendship, responsibility and lifelong learning" is evident in all aspects of school life. We are committed to student's development of core academic knowledge and their ability to apply their knowledge and skills with flexibility and creativity to become lifelong self-directed learners.

Bellbrook Public School is a member of the Macleay Public School community. BPS is actively involved in promoting opportunities for students to learn, socialise and integrate with, students from our surrounding community of schools. This is achieved through sporting events, camps,

School planning process

Our strategic directions and 5P planning for the 2018–2020 school plan was developed from data gathered from;

1. Parent forums
2. P&C meetings
3. Student, parent and staff surveys
4. Professional learning with our Principal School Leadership Officer
5. Collegial planning with our Instructional Leader and EAfS small schools community
6. Consultation with the Director of Public Schools NSW
7. Whole staff discussions both formal and informal
8. Location evaluation
9. Analysis and review of current processes including the development of the 2017 Annual School Report
10. School Excellence Framework school self assessment.
11. Regular review of processes with staff and parents.

From this comprehensive process of consultation and review of current practices our school's strengths and areas for development were identified which have formed our three strategic directions.

Our school planning was guided by; School Excellence Framework, Local Schools Local Decisions, Australian Professional Standards For Teachers and the Melbourne Declaration of Education Goals for Young Australians (December, 2008)

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Inspired, reflective learners

Purpose:

We believe that in order for learners to be self directed they need an understanding of how they learn to develop student autonomy. Our purpose is to ensure the school has a strong culture which actively values educational aspiration and ongoing performance improvement. There is a strategic and planned approach to positive growth mindset so that all students can connect, succeed, thrive and learn. Students benefit from quality teaching, curriculum planning and delivery, and assessment which allows a responsive point of need approach to learning excellence.



STRATEGIC DIRECTION 2

Building teacher capacity and capabilities

Purpose:

At Bellbrook Public School, we believe writing is a crucial element in communicating effectively. Our purpose is to have highly skilled and passionate teachers who identify, understand and implement the most effective, explicit, evidence based teaching practices in literacy and numeracy in a stimulating, challenging and supportive professional environment . We understand the need for genuine collaborative planning, dialogue and reflection. and use whole school data to identify student achievement, progress and inform school directions.

Strategic Direction 1: Inspired, reflective learners

Purpose

We believe that in order for learners to be self directed they need an understanding of how they learn to develop student autonomy. Our purpose is to ensure the school has a strong culture which actively values educational aspiration and ongoing performance improvement. There is a strategic and planned approach to positive growth mindset so that all students can connect, succeed, thrive and learn. Students benefit from quality teaching, curriculum planning and delivery, and assessment which allows a responsive point of need approach to learning excellence.

Improvement Measures

School self evaluation against the School Excellence Framework determines a movement from delivering to sustaining and growing in the domain of Learning, elements Learning Culture and Curriculum.

All students can articulate significant progress against individual learning maps using video evidence and the learning dispositions they have used.

All students are on track in literacy and numeracy as evidenced by personalised learning goals, syllabus outcomes and learning progressions.

People

Students

Demonstrate a commitment to and understand how to actively engage in their learning. Are risk takers, self starters, reflective and participate in peer learning feedback.

Staff

Adopt the mind-frame of being an enabler of self-directed learning. Demonstrate commitment with the school community that all students make learning progress. Regularly monitor and review individual student learning needs, with a strong focus on using data well.

Parents/Carers

Collaborate with the school and understand the factors that contribute to successful learning, how their child learns best and are confident to support their child's continuity of learning. Develop understanding of the assessment approaches used by the school and their benefits for learning.

Leaders

Enable an effective learning culture with learning as the focus and establish systems to facilitate effective feedback practices.

Processes

Competent and resilient learners, knowing how to learn

Plan, implement and evaluate a variety of programs to support students in articulating and developing their skills in what good learning looks like.

Expectations are clear and evident to all stakeholders and linked to syllabus outcomes. Teach students reflective practice and provide opportunities to give and receive feed-back.

Responsive and engaging learning opportunities

Implement a whole school approach to building learning dispositions in all students focusing on the teaching of components of what makes a great learner.

Students and staff develop an understanding of personal and social capabilities through the "You can do it" program, Learning Pit, Hatties Mainframes and Growth Mindset

Evaluation Plan

Analysis of teaching programs and classroom observations reflect an application of Hattie's Mind Frame, Growth Mindset and learning dispositions.

ACARA Personal and Social capability learning continuum

Learning Progressions

PLAN 2 data

Learning Maps

Practices and Products

Practices

Competent and resilient learners, knowing how to learn

Teachers regularly collaborate with students and their families to provide opportunities for rich discussion around learning progress and to share learning data.

Students regularly engage with learning maps to inform their progress as a learner and can confidently articulate their learning processes.

Teachers and students provide relevant formative feedback to improve their learning and regularly reflect on their practice.

Responsive and engaging learning opportunities

Staff, students and parents understand the concept of growth mindset and can use different learning capabilities to move forward increase children's motivation for and engagement in learning.

There is a school wide cultural shift to maximise learning using dispositions to optimise social, emotional, and academic development allowing students to take responsibility for their learning, behaviour and emotional wellbeing.

Products

Competent and resilient learners, knowing how to learn

Strategic Direction 1: Inspired, reflective learners

Processes

8 Ways PDP's and parent discussion

student work samples

classroom observation

Practices and Products

All students have academic and social learning goals developed through Parent/student/teacher meetings evidenced by 8 ways PSP's.

Learning intentions and success criteria are embedded in literacy and numeracy programs and are known and understood by students and parents.

Responsive and engaging learning opportunities

Learning dispositions are taught and understood by teachers staff and students evidenced by classroom programs, surveys, learning map discussions

Strategic Direction 2: Building teacher capacity and capabilities

Purpose

At Bellbrook Public School, we believe writing is a crucial element in communicating effectively. Our purpose is to have highly skilled and passionate teachers who identify, understand and implement the most effective, explicit, evidence based teaching practices in literacy and numeracy in a stimulating, challenging and supportive professional environment . We understand the need for genuine collaborative planning, dialogue and reflection. and use whole school data to identify student achievement, progress and inform school directions.

Improvement Measures

School self evaluation against the School Excellence Framework (V2) determines a movement from delivering to sustaining and growing in the domains of: Teaching (Data skills & use) Learning (Differentiation) Teaching (Learning and Development, Collaborative practice and Feedback).

Technology that explicitly supports learning is expertly integrated into classroom programs by teachers as evidenced teacher reflection, classroom observation and by movement from delivering to sustaining and growing in Leading (School resources, technology).

People

Students

Understand the writing process and digital technology concepts and increase oral language and vocabulary to become self reflective critical learners.

Staff

Staff have confidence and skills in teaching all aspects of the writing process, use data to inform teaching and are supported by positive growth mindset towards teaching literacy and numeracy.

Value work collaboratively across EAfS small schools group to evaluate and adjust teaching strategies leading to measurable improvements an student learning

Parents/Carers

Parents are aware of our schools strategies to improve student outcomes in literacy and numeracy and are provided with opportunities to engage meaningfully with the school around their child's learning.

Community Partners

CoS activities and professional learning opportunities are designed to improve the consistency of teacher judgement, syllabus knowledge and celebrate success.

School community provides an audience to celebrate and value students achievement.

Leaders

Understand the implication of tools to support learning.

Processes

Improving student outcomes in literacy and numeracy

Use research and data to implement and evaluate whole school approach to teaching of writing concepts supported by high quality professional learning practices in literacy and numeracy.

Digital Technologies in Focus (ACARA Project)

Staff have a greater awareness and understanding of how the Digital Technologies curriculum can be effectively implemented in their programming and embedded in daily teaching, leading to students becoming more aware of using technology to develop thinking skills.

Students are regularly exposed to, operating and understanding digital technologies in everyday school life.

Evaluation Plan

Analysis of quality of work samples

Regular data on student growth

Records of regular conferencing between teacher and student

Success criteria clearly visible in classrooms and teaching programs for literacy and numeracy

Feedback and observational opportunities within and between schools.

Strategically planned analysis, discussion and tracking of learning data with all staff including Instructional Leader to ensure

Practices and Products

Practices

Improving student outcomes in literacy and numeracy

Teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions and against the syllabus.

All teachers utilise explicit, specific and timely formative feedback to improve their teaching and learning practice in literacy and numeracy as evidenced by classroom observations, regular feed forward discussions and collegial planning opportunities.

Digital Technologies in Focus (ACARA Project)

Students articulate their learning processes particularly in relation to their computational, critical and creative thinking.

Teachers regularly and confidently integrate technology into lessons to enhance student learning.

Products

Improving student outcomes in literacy and numeracy

All teaching/learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

Leaders provide regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed

Strategic Direction 2: Building teacher capacity and capabilities

Processes
continuous improvement, collegiality and individual personal learning priorities.

Practices and Products
pedagogy.

Digital Technologies in Focus (ACARA Project)
Digital technologies are embedded in classroom practice and IT capabilities are evident in teacher programs as measured by ACARA matrix for IT capabilities and teacher program checklist.