

School plan 2018-2020

Bellingen Public School 1181



School background 2018–2020

School vision statement

To make learning meaningful, relationships positive and individuals successful.

School context

The student population in 2018 at Bellingen Public School is 378 students, of which 10% are Aboriginal students. Our school has a Family Occupation and Employment Index (FOEI) of 83 which places the school as 'slightly advantaged'. All teachers have developed their own professional learning plan referenced to National Professional Standards for Teachers.

The 2018 school budget is \$3,208,263 from which all staff salaries are paid. This also includes a total of \$248,677 in Equity Funding (Socio-economic \$60,886; Aboriginal \$37,632.; Low level adjustment for disability \$150,159); teacher's professional learning (\$25,451) and technology support (\$9,000). Other funds, including supplementary funds received throughout the year, making up our total budget allocation, are then used for additional student needs/support, asset replacement, utilities, maintenance and supplementation of teachers' professional learning plans.

High quality teaching and support staff, along with respected programs in the creative arts and for students with additional needs attract enrolments as families 'tree change' to this beautiful area. Our school highly values its partnership with local preschools, high schools, businesses, community agencies and families as we commit to providing an inclusive, collaborative and compassionate quality learning environment which enhances learning experiences for our students.

School planning process

The school's evaluation process has included a review of the strengths, opportunities and areas for development across the school. The development of this plan is seen as evolutionary in nature, building on the strengths of the previous school plan.

The development of the 2018–2020 school plan included these key strategies:

- Surveys of teachers, students and parents including: Tell Them From Me surveys;
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- Full analysis and review of current processes including analysis of 2017 NAPLAN data and NAPLAN data trends over time, analysis of policies and programs, plans and budgets, attendance and communications to meet future needs;
- Evaluation of professional learning with a focus on impact of the learning on student learning, and alignment to the Australian Professional Standards for Teachers (NESA);
- Analysis of semester 1 & 2, 2017 school based assessments; and
- the findings of the External Validation process the school undertook in 2017.
- Once the plan is in place, further reviewing of the progress of the plan in realising its core improvement measures will be undertaken.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Excellence in Learning

Purpose:

Bellingen Public School is committed to leading learning for all students, staff and community. We provide a comprehensive and inclusive framework to equip students, staff and the community with the skills to –

- Access the curriculum at point of need.;
- Foster high expectations for all students and staff members.;
- Engage in Visible Learning;
- Engage every student in future focused learning;
- Have clear success criteria and learning intentions

STRATEGIC DIRECTION 2 An Expert Teaching Team

Purpose:

Bellingen Public School has teachers and school leaders who take personal and collective responsibility for improving student learning and wellbeing, concentrating on future focused meaningful learning. We work together and learn from each other's innovative practices. We will continue the development of a team of highly effective, professional staff who work collaboratively and demonstrate best practice. We embed a strong culture of continuous professional skill development.

STRATEGIC DIRECTION 3 Collaboration and connection – community

Purpose:

Bellingen PS enjoys strong, positive partnerships with its school learning community. We will continue to work collaboratively and proactively to –

- embrace a shared approach to learning that is holistic, inclusive, values diversity and is responsive to change.
- demonstrate aspirational expectations of learning progress and achievement for all students, and a commitment to the pursuit of excellence.
- support positive, respectful relationships and promote student wellbeing to ensure optimum conditions for student learning across the whole school,

making learning meaningful, relationships positive and individuals successful.

Strategic Direction 1: Excellence in Learning

Purpose

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Improvement Measures

All students engaged in differentiated learning experiences leading to individual success as measured by: staff programs and assessment data.

All students will achieve at or above a year's growth in Literacy and Numeracy demonstrated from collation of a range of assessment data.

All staff will articulate a deep knowledge of syllabus documents demonstrated by effective implementation in learning programs.

The wider school community trust and speak highly of the learning that occurs within our school as shown from surveys and written feedback

People

Students

Students: will become visible learners who use learning intentions to understand success criteria in order for them to become independent learners, motivating them to achieve their full potential in literacy and numeracy.

Staff

Staff: will ensure appropriate assessment and reporting practices are used consistently to monitor learning outcomes and they will use their understanding of current research and pedagogy to refine their capacity to maximise individual and collective wellbeing.

Leaders

Leaders: will plan and promote school practices that support the cognitive, emotional, social, physical and spiritual well-being of students.

Parents/Carers

Parents: will work to collaboratively develop and support their child in the implementation and monitoring of PLP's, ensuring their child's engagement, wellbeing and aspirations are met.

Community Partners

Community Partners: work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.

Processes

Students are engaged in differentiated and authentic learning experiences that foster creativity, communication, collaboration and visible learning intentions, success criteria and feedback is evident. Students have a clear understanding of where they are at in literacy and numeracy and where to next.

Staff use rigorous identification and monitoring processes to ensure high levels of support are provided for identified students. Assessment is used as a tool for learning and successful individualised feedback is given to each student of where they are "at" and where to "next".

Tiered interventions are provided for students 'at risk' and involve integrated and intensive support in literacy and numeracy. These interventions include: L3, TEN and Multi Lit / Mini Lit and Spelling Mastery.

Parent work in collaboration to develop individualised learning plans and develop their skills to engage their child in Literacy and Numeracy through information workshops.

Evaluation Plan

Practices and Products

Practices

Product and PracticesStudents are involved in reflective assessment and reporting processes.

Students are given successful feedback to drive their improvement through clear success criteria / learning intentions.

Every student is actively and consistently engaged in learning that is meaningful and developmental. Visible learning will be used to give all students a clear understanding of where they are at and where to next.

Learning across the school will be driven by assessment data and differentiated to meet the needs of all students. This will be evident in classroom practice, programming and reporting.

Products

Product and Practice– The school has a comprehensive and inclusive framework to support the whole child which measurably improves individual and collective wellbeing.

Positive and respectful relationships across the school community underpin a productive learning environment, positive behaviour and effective engagement. Evidence of learning will be demonstrated through classroom practice, programming and reporting.

Strategic Direction 2: An Expert Teaching Team

Purpose	People	Processes	Practices and Products
<p>Bellinghen Public School has teachers and school leaders who take personal and collective responsibility for improving student learning and wellbeing, concentrating on future focused meaningful learning. We work together and learn from each other's innovative practices. We will continue the development of a team of highly effective, professional staff who work collaboratively and demonstrate best practice. We embed a strong culture of continuous professional skill development.</p>	<p>Students</p> <p>All students benefit from excellent instruction in literacy through strategic skill development using the L3 and Focus on Reading programs.</p> <p>Staff</p> <p>Teachers improve fundamental skills in English curriculum delivery through focused professional learning in L3 for teachers K–2 and Focus on reading 3–6.</p> <p>Teachers utilise the assessment schedule to monitor and respond to trends in student achievement at individual, group and whole school levels.</p> <p>Teachers maintaining professional accreditation and seeking higher levels of accreditation are supported through an established mentoring system.</p> <p>Teachers feel supported and valued within the school and enjoy a positive work environment that caters to their wellbeing needs.</p> <p>Parents/Carers</p> <p>Parents and carers have the opportunity to attend information sessions detailing innovations in English teaching to build their understanding of Focus on Reading.</p>	<p>Students</p> <p>All student benefit from expert teaching at their assessed level in reading and comprehension through participation in the L3 and <i>Focus on Reading</i> programs.</p> <p>Staff</p> <p>All teachers are committed to the identification of student progress in literacy and are assisted in this process through maintaining expertise in L3 and building skills 3–6 with Focus on Reading.</p> <p>Teachers respond to trends in student achievement at individual, group and whole school levels.</p> <p>Teachers assess their need for professional learning against the Teaching Standards through the PDP process, working towards maintenance or advanced levels of accreditation.</p> <p>Individual staff and teams understand and support each other to meet their requirements for wellbeing.</p> <p>Parents</p> <p>Benefit from information workshops to support their children as learners in reading within the L3 Focus on Reading framework.</p> <p>Evaluation Plan</p> <p>–L3 teaching is maintained k–2 and Focus on Reading is established in years 3–6.</p> <p>–Student data is collected and assessed by teachers and executive and teaching</p>	<p>Practices</p> <p>Practice 1</p> <p>All teachers are committed to identifying and implementing the most effective teaching methods in reading with high priority given to evidence based strategies.</p> <p>Practice 2</p> <p>The school implements and analyses a systematic approach to assessment of student achievement data.</p> <p>Practice 3</p> <p>The school supports and promotes teachers seeking to achieve accreditation at all levels and through this practice, promotes continuous growth in teacher expertise, bringing high quality teaching to every student.</p> <p>Practice 4</p> <p>All staff members are supported and valued and are helped to build skills that maintain wellbeing through their whole teaching career.</p> <p>Products</p> <p>Product 1</p> <p>All teachers deliver rigorous literacy lessons. K–2 maintaining a focus on L3 and teachers of years 3–6 develop excellence in teaching reading through the Focus on Reading program and can confidently utilise collected results to maximise reading success for students.</p>
Improvement Measures			
<p>Curriculum and Learning</p> <p>The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools and organisations such as L3 Focus on Reading, where useful and practical.</p>			
<p>Student Performance Measures</p> <p>Effective collection of school data shows that student progress is consistent with strong student progress and achievement on internal and external measures.</p>			
<p>Learning and Development</p> <p>Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.</p>			
<p>Assessment and Reporting</p> <p>The school uses systemic and reliable assessment information to evaluate student</p>			

Strategic Direction 2: An Expert Teaching Team

Improvement Measures

learning over time and implements changes in teaching that lead to measurable improvement.

Processes

programs show response to this data direction.

- The PDP process reflects all teachers' professional development needs against the teaching standards and towards gaining higher-level accreditation.
- On survey, all teachers feel supported at school in an environment that caters to their wellbeing needs.

Practices and Products

Product 2

All teachers utilise effective and consistent collection of student progress data to best meet the needs of students and reflect on teaching practice.

Product 3

All staff are on a planned journey of continuous professional growth. Teachers utilise the teaching standards to evaluate teaching practice and maintain or seek higher levels of accreditation.

Product 4

All teachers have a deep understanding of their individual requirements to achieve wellbeing and how they can be supported to meet these needs.

Strategic Direction 3: Collaboration and connection – community

Purpose

Bellingen PS enjoys strong, positive partnerships with its school learning community. We will continue to work collaboratively and proactively to –

- embrace a shared approach to learning that is holistic, inclusive, values diversity and is responsive to change.
- demonstrate aspirational expectations of learning progress and achievement for all students, and a commitment to the pursuit of excellence.
- support positive, respectful relationships and promote student wellbeing to ensure optimum conditions for student learning across the whole school,

making learning meaningful, relationships positive and individuals successful.

Improvement Measures

*Gumbayngirr language taught by community tutor across stages 2 and 1.

*100% Aboriginal families attend or involved (contacted) in Yarn Up program.

*100% families attend or contacted as part of P/T interview process.

*All staff maintain regular contact (each term) with families in regards to goals, student progress and wellbeing.

*Parent sessions organised and conducted by 'expert' staff in Habits of Mind, Growth Mindset, Literacy Numeracy, wellbeing, GaTS.

*Continued growth and improvement in

People

Students

Students understand that learning relies upon taking responsibility and working collaboratively with staff and community members.

Future focused students demonstrate deep knowledge and understanding through purposeful, strategic and authentic assessments; opportunities to give and receive quality feedback from/to peers and teachers.

Students feel valued and respected through recognition of Aboriginal culture within the school community.

Staff

Broaden and deepen the teaching of educational curriculum, extending student learning with future focused mindsets and capabilities.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Parents/Carers

Parents and community are actively involved in collaborative planning and decision making as appropriate.

Parent and community participate and engage in school professional learning to build understanding of the syllabus and future focused learning.

Processes

Develop deeper understanding of whole school wellbeing framework and their responsibilities within it.

Increase personal responsibility for their learning journey through authentic conversation/goal setting with parents and staff.

Develop an awareness of their own and others special qualities and contribute to building positive relationships, actively contributing to the school and their communities.

Acknowledgement and importance of Aboriginal culture within the school and wider community.

High expectations for academic achievement, engagement and attendance of all students.

Importance of Aboriginal culture within the school and wider community is acknowledged and supported.

High expectations for academic achievement, engagement and attendance of all students are highly supported across the school community.

Evaluation Plan

T/L programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged & all adjustments lead to improved learning. Teachers involve students & parents in planning to support learning, & share expected outcomes.

Practices and Products

Practices

Staff engage in relevant cultural experiences leading to meaningful perspectives embedded in T/L programs

Meaningful, relevant adjustments written as PLPs for identified and all Aboriginal students.

Consistent use of explicit language, dialogue and values across all school settings, including Habits Of Mind, Growth Mindset and School Values.

School utilises staff expertise to provide learning sessions in literacy, numeracy, wellbeing, project based learning etc each term.

Products

Continued partnership with local Gumbayngirr Community.

Open, regular communication between students, parents/carers and staff about learning, goals and wellbeing fostering a culture of high expectations at school and community level.

Positive, respectful relationships are evident and widespread among students and staff, promoting student wellbeing and ensuring optimum conditions for student learning

Parents and community members build their understanding and capacity to assist their children with current syllabus and future focused learning.

Strategic Direction 3: Collaboration and connection – community

Improvement Measures

school behaviour data.

*Recognition in community that BPS is a positive learning environment for all students.