School plan 2018-2020

Bilpin Public School 1228

School vision statement

Bilpin Public School is a caring environment which engages students, parents and the community in a shared learning journey based on mutual respect. Our exceptional school offers a warm and friendly learning environment which prides itself on the social, emotional, physical and intellectual wellbeing of every child.

Bilpin Public School is an inclusive school that endeavours to engage all students in meaningful and relevant learning experiences.

Our staff have high expectations and provide quality teaching and best practice in the classroom. We believe that by providing a well–balanced, quality education, focused on learners as individuals, we encourage all students to become self–motivated learners who display empathy, resilience and a desire to achieve their best.

The values we instil in our students are to be **Safe, Respectful, Learners**, who strive for life–long learning and personal excellence.

We endeavour to engage students, parents and the community in shared learning experiences, working in partnership to support students in becoming successful, confident, creative, informed and engaged learners who respect themselves and others.

School context

Bilpin Public School is a small school located in a semi–rural area on the fringe of the Hawkesbury District nestled amongst orchards. 59 students attend our school. In addition, three percent of our students identify as being Aboriginal and seven percent of our students from a language background other than English.

At Bilpin Public School, an experienced and dedicated team of qualified staff is committed to improving educational outcomes for all of its students. Bilpin Public School is a member of the Colo Learning Community of schools. In addition, we are an active member of the Hawkesbury Small Schools Network.

The school continues to focus on the quality of student outcomes in literacy, numeracy, technology and engagement and caters for a broad range of activities from performing arts, leadership, sporting, environmental, academic and cultural pursuits.

At Bilpin Public School our mission is "Learn to Live". All staff members strive to provide students with the skills, knowledge and values necessary for success in education and in life. The school works closely with all families to nurture and develop the potential of every child.

At Bilpin we value strong partnerships between our school, our parents and our community. The enduring partnership between our school and the wider community works collaboratively to deliver outstanding educational opportunities for all students.

School planning process

Bilpin Public School has undergone a rigorous process of self– evaluation and reflection throughout 2017 across the whole school community to review current practices and capture the views of students, staff and community.

Through surveys and consultation, evidence was collected from staff, students and community to be used in planning sessions to identify priorities for the 2018 –2020 school plan. The process included school surveys identifying the strengths and areas for improvement, analysis of school and external assessment data and the collection of information on learning, teaching and leading based on the School Excellence Framework self–assessment.

As a result, three key strategic directions to be developed were identified.

These are:

Resilient, Engaged, Self–directed Learners

Collaborative, Innovative Teaching

Collaborative, Connected, Community Partnerships

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Resilient, Engaged, Self–directed Learners

Purpose:

To provide evidence based learning experiences catering for a diverse range of learners inspiring students to be responsible, engaged, self–directed, global citizens.

STRATEGIC DIRECTION 2
Collaborative, Innovative Teaching

Purpose:

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

STRATEGIC DIRECTION 3
Collaborative, Connected, Community Partnerships

Purpose:

To build inclusive collaborative teams and school networks, through quality community partnerships with parents, learning community partnerships and the broader school community which has student engagement, learning and wellbeing as its central focus.

Strategic Direction 1: Resilient, Engaged, Self–directed Learners

Purpose

To provide evidence based learning experiences catering for a diverse range of learners inspiring students to be responsible, engaged, self–directed, global citizens.

Improvement Measures

The school demonstrates an increased proportion of all students, including students of Aboriginal and Torres Strait Islander background, performing in the top two NAPLAN bands for Reading, Writing and Numeracy in Year 3 and Year 5.

School data shows that student progess is greater than students at statistically similar schools on external measures and is consistent with progress and achievement on internal measures.

Student learning is student–directed and they can identify where they are learning and what their next learning steps will be.

People

Students

Demonstrate increased self–confidence regarding their own learning. Students are able to engage in goal setting, progress monitoring and relfection to map their own learning.

Staff

Demonstrate a deep understanding of the impact of their own teaching practice. Teachers demonstrate a collaborative, evaluative approach to their practice. Teachers are able to provide individualised instruction based on student need.

Leaders

Aspirational school leaders, lead and manage key projects at school to develop their leadership and management capabilities through professional learning opportunities and collegial meetings.

Parents/Carers

The school engages in strong collaborations between parents, students and the community, demonstrating aspirational expectations of learning progress and achievement for all students, committed to the pursuit of excellence.

Community Partners

Positive and respectful relationships are evident across the broader school community and network of schools, underpinning a productive learning environment, supporting students' development of strong identities as learners.

Processes

Engage students in explicit Visible Learning experiences to equip them with the necessary skills to develop further independence in learning.

Equip students to see the value in adopting a growth mindset to ensure they understand the value in perserving to set and achieve personal goals.

Continue to implement and sustain a whole school integrated approach to student wellbeing through a strong and focussed PBL program in which students can connect, succeed and thrive at each stage of their schooling.

Staff will implement high quality, evidence–based programs in literacy and numeracy to drive student improvement through individualised instruction – including L3, Multi–Lit, 7 Steps for Writing Success, Words Their Way, Mathematical Building Blocks for Numeracy and TEN.

Evaluation Plan

Regular monitoring of internal and external data (NAPLAN, Learning Progressions, L3, Reading Intervention and TEN data) in order to analyse student achievement in Literacy and Numeracy.

Analysis of trend data for student attendance and behaviour to ensure school programs and strategies are implemented effectively.

Practices and Products

Practices

High expectations are set for all students, relative to their starting points. Students are challenged through engaging and differentiated learning opportunities.

Teachers will challenge students through established learning intentions and success criteria requiring students to develop an understanding of goal setting and their individual progress.

Students are explicitly taught the knowledge and skills required to achieve high standards in Literacy and Numeracy.

Products

All students are equipped with the skills and knowledge to identify individual learning goals and draw on appropriate strategies to progress through the learning progressions.

All students are equipped with effective strategies to become resilient learners engaging with growth mindset practice.

Strategic Direction 2: Collaborative, Innovative Teaching

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Improvement Measures

Evidence–based change to whole school practices, results in measurable improvements in wellbeing and engagement to support learning.

School self–evaluation will accurately reflect findings of external validation.

Evidence based programs in literacy and numeracy indicate impact through increased percentage of students achieving at expected growth and above expected growth.

People

Students

Students apply new learning strategies to all aspects of their learning. Students demonstrate an understanding of goal setting and have the ability to articulate their next learning steps. Student learning is student–directed and enhanced through peer feedback and self–regulation.

Students

Staff model a coordinated approach to student learning through explicit teaching and adopting evidence–based practice, fostering a growth mindset to improve teaching practice and student learning.

Leaders

Leaders provide enhanced visibility into school performance and improved decision making based on evidence.

Parents/Carers

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Parents and carers support and encourage the aspirations of their children and the school.

Community Partners

Partneships of collaboration and involvement with the community towards building aspirations of learning and engagement in our society, are actively promoted.

Processes

Implement the Visible Learning Plus Program to provide a long term, sustainable solution to improve student learning and increase school wide achievement.

Implement high quality, evidence based programs in literacy and numeracy to drive student improvement through individualised instruction including; L3, Multi–Lit, 7 Steps for Writing Success, Mathematical Building Blocks for Numeracy and TEN.

Resourcing is directed towards supporting the implementation of key programs and initiatives to build capacity of staff and meet identified improvement goals for student learning.

Evaluation Plan

Evaluation of consistent use of school processes and procedures; teaching and learning program supervision, formal and informal observations and reflection of Performance and Development Plans will be undertaken to ensure compliancy.

Regular data collection to analyse, reflect and report on the impact of planned programs and initiatives identified in milestones.

Engagement with learning communities to review the quality and effectiveness of the implementation of evidence–based programs.

Practices and Products

Practices

Every teacher uses qualitative and quantitative data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

A whole school approach to explicit teaching, incorporating the methodologies of Visible Learning and other evidence based practices, are employed by teachers to optimise the learning progress for all students.

Teaching and learning programs show evidence that they are differentiated to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Products

Embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers are in place. This drives ongoing, school wide improvement in teaching practice and student results.

Professional learning and Performance and Development Plans are aligned to system requirements, the school's strategic directions and individual goals of all staff.

School policies and processes meet compliancy requirements including; NESA, DoE, H & S and Finance.

Strategic Direction 3: Collaborative, Connected, Community Partnerships

Purpose

To build inclusive collaborative teams and school networks, through quality community partnerships with parents, learning community partnerships and the broader school community which has student engagement, learning and wellbeing as its central focus.

Improvement Measures

Effective professional partnerships are evident through scheduled professional learning, joint projects and initiatives.

Sustained enrolments through the implementation of effective transition programs (Pre–school to Kindergarten and Stage 3 – high school) and other extra–curricular opportunities.

Increased parent and community engagement in school projects, forums and key initiatives that directly support the schools' strategic directions.

People

Students

Students are engaged in effective leadership, transition, wellbeing and extra–curricular programs to develop emotional resilience, social intelligence, confidence and proactive leadership

Staff

Staff develop positive collegial relationships with the broader teaching community. Staff effectively communicate with students and parents to build a strong link between home and school.

Leaders

All staff are provided with opportunities to lead and manage projects across the Colo Learning Community, Small Schools Network and Hawkesbury Network. Opportunities for professional learning within these learning communities and beyond, are provided to build capacity of all staff.

Parents/Carers

Positive and respectful relationships are evident across the school community to underpin a productive learning environment and support students' development of strong identities as learners.

Community Partners

Strengthen learning alliances with the Colo Learning Community, the Small Schools' Network and Hawkesbury Network to support the school's strategic directions through the delivery of professional learning and joint projects.

Processes

Encourage involvement of parents and community members in school projects, parent forums and key events utilising parent expertise and linkages within the community. Effectively use Filmpond movies to engage community in school activities.

Promote and sustain partnerships with the Colo Learning Community, Small Schools Network and broader Hawkesbury Network of schools through improved communication mediums, regular planning meetings and the provision of quality professional learning.

Engage in rigorous programs to support the implementation of effective curricular and extra–curricular activities such as; indigenous education, student leadership, student transition, student wellbeing, enrichment days, creative arts projects, environmental programs, STEAM projects and sporting activities.

Evaluation Plan

Progress towards improvement measures will be evaluated through monitoring and evaluating the effectiveness of community partnerships, learning alliances and their effects on student engagement.

Tools used to gauge effectiveness and impact of partnerships will include; focussed interviews, student, teacher and parent surveys, community of schools feedback and self–assessment.

Practices and Products

Practices

The school has embedded explicit systems to effectively and positively communicate with all members of our school community.

The school has positive relationships with other school communities and external agencies for the purpose of professional learning and student engagement.

Effective programs and inter–school initiatives are in place to strengthen learning partnerships with established community of school groups ensuring effective transition programs and curriculum based projects occur for the benefit of all students.

Products

Enhanced leadership capacity, reflected in greater collaboration, self–reflection, higher expectations and cohesive school teams.

Sustained high levels of student engagement and learning, directly resulting from strong community partnerships.

Increased parental engagement in school activities, fundraising events and parent forums to support the strategic directions of the school.