

# School plan 2018-2020

## Binalong Public School 1230



# School background 2018–2020

## School vision statement

Our vision is to provide personalised and dynamic educational experiences and opportunities to engage and motivate all students to learn, discover and critically analyse the world around them. We aim to do this in a safe, supportive and caring environment where students thrive in becoming informed, active, resilient, connected citizens of the future.

## School context

Binalong Public School was established in 1861 with the school's most famous student being AB (Banjo) Paterson.

The school is a small TP1 school located an hour north–west of Canberra and is set on approximately 2.5 hectares, surrounded by native trees and shrubs in an attractive setting that is off the main road.

The school provides education for students predominantly from the Binalong town and surrounds, which is an agricultural community.

Students at Binalong Public School are provided with a rich and diverse educational experiences with an emphasis on literacy, numeracy and the creative and performing arts.

The school is well equipped both in human and physical resources. In 2018, the school is entering into its fourth year of Early Action for Success (EAfS), which is specifically designed to provide support to accelerate students in K–2 in literacy and numeracy. Staff and students collaborate with EAfS network schools to build on literacy and numeracy learning.

The school's motto "Towards a Higher Place", which is the meaning of the word Binalong in the Ngunnawal language.

## School planning process

School practices for evaluation and planning play a critical role in the determination of school priorities and programs.

In 2017, a school evaluation process led to the decision to continue to build on the 2015–2017 Strategic Directions of staff performance, student learning and communication, this time with an emphasis on excellence.

The school used the planning days provided by the Olympic Group (Cootamundra Principal network) (2 days) and days provided within the Cootamundra Principal Network meeting days to develop the school plan. At these meetings advice was sought from personnel in the High Performance Directorate and also from a range of Principals– School Leadership and from other schools in attendance.

Consultation was undertaken with staff, students, parents, the P&C and community members through surveys and feedback groups using an appreciative inquiry model. We focused on what the school does well and how we can continue to build upon this. Students and parents participated in the Tell Them From Me surveys to provide ongoing feedback.

An evaluation of school assessment data played a significant role in the decision–making process. National assessment data for NAPLAN together with local school assessment data were all given critical analysis.

The School Plan 2018–2020, reflects current DEC priorities and reforms. The School Plan is guided by the School Excellence Framework, and driven by the following reforms: Great Teaching, Inspired Learning (GTIL), Quality Teaching, Successful Students (QTSS) Early Action for Success (EAfS), and the introduction of School Leadership Strategy (SLS) to strengthen teaching quality and school leadership.

# School strategic directions 2018–2020

**STRATEGIC  
DIRECTION 1**  
Excellence in Learning

**Purpose:**

To promote high educational aspirations for all students and ensure that the whole school community value and hold high expectations for student learning. Students are motivated to engage, connect, succeed and thrive in learning.

**STRATEGIC  
DIRECTION 2**  
Excellence in Practice

**Purpose:**

To ensure that all staff engage in having a shared sense of responsibility to a positive school culture and a strong commitment to high levels of professional practice.

**STRATEGIC  
DIRECTION 3**  
Excellence through  
Collaborative Partnerships

**Purpose:**

To inspire a collaborative approach to student learning and wellbeing within the whole school community.

# Strategic Direction 1: Excellence in Learning

## Purpose

To promote high educational aspirations for all students and ensure that the whole school community value and hold high expectations for student learning. Students are motivated to engage, connect, succeed and thrive in learning.

## Improvement Measures

An increase in students consistently reaching or exceeding school-identified growth targets based on internal progress and external data in reading and comprehension.

An increase in students consistently reaching or exceeding school-identified growth targets based on internal progress and external data in numeracy and additive strategies.

## People

### Leaders

Establish and improve processes which build the capacity of staff to analyse literacy and numeracy achievement.

Lead, model and support the development and implementation of effective teaching and learning programs.

### Staff

Critically and regularly analyse student achievement and use this data to inform and drive teaching and learning programs. Maintain accurate records, work collaboratively with all staff and embed authentic technology practices.

### Students

Set personal learning goals based on Literacy and Numeracy Progressions.

### Parents/Carers

Are involved in meaningful ways with the school to promote high aspirations for student learning.

## Processes

Embed up-to-date learning programs reflective of school scope and sequences, to ensure differentiated and personalised learning and ensure that adjustments for learning are tracked within.

Employ effective, flexible and responsive literacy and numeracy strategies based on student needs along with the use of relevant and purposeful 21st century technologies and utilise Learning Progressions.

## Evaluation Plan

All data will be analysed collaboratively with the regular gathering of valid data for analysis, reflection and reporting on the impact of planned activities identified in milestones

Analysis of school-based and external assessment data

Lesson plans/teaching programs

SMART Data

Tracking and monitoring of PLAN 2

Learning Progressions

Student goal setting

IEP's and PLP's

Parent workshops

## Practices and Products

### Practices

All students articulate, reflect on and revise personal learning goals around numeracy, reading and comprehension and personal/social improvements.

Teachers use evidence-based teaching strategies and valid data that is responsive to student needs to plan for and deliver differentiated learning.

### Products

Students are engaged in meaningful, relevant and current pedagogical practices and learning programs.

Quality teaching and learning programs are collaboratively developed, data informed and evidenced-based to meet the needs of students in a multi-stage class.

# Strategic Direction 2: Excellence in Practice

## Purpose

To ensure that all staff engage in having a shared sense of responsibility to a positive school culture and a strong commitment to high levels of professional practice.

## Improvement Measures

All staff actively engage in professional observations which improve practice.

All staff take responsibility for purposeful leadership in an area which develops their expertise.

## People

### Leaders

Lead, model and support the development of frameworks to guide staff through the PDF and PDP processes.

Establish, model and maintain positive school culture where all staff members are a part of a collaborative team.

Model collaborative practices with professional networks.

### Staff

Accept personal responsibility for actively engaging in the Performance and Development Framework and use this to guide Performance Development Plans.

Use the School Excellence Framework and the Australian Professional Teaching Standards as guiding documents to set professional and personal goals.

Work collaboratively to create a harmonious and positive school culture with a strong commitment to the School Plan.

## Processes

Staff participate in professional networks, professional observations and feedback processes to improve practice and engage in reflective practices to improve student learning and school management.

Systems and processes are established to develop a whole school understanding and implementation of all policies, frameworks and practices.

## Evaluation Plan

- Excellence in School Customer Service 360 Reflection Tool.
- PDP's
- Accreditation
- Meeting minutes
- Observations
- Teaching and learning programs
- Induction/information booklet/folder.

## Practices and Products

### Practices

All staff develop and nurture authentic collaborative partnerships to improve student learning and enhance professional practice.

Shared school-wide responsibility is evident through purposeful leadership, administrative practices, quality teaching and learning and, community engagement.

### Products

Staff engage in reflective practices to improve student learning and school management based on the Australian Professional Standards for teachers and the School Excellence Framework.

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

# Strategic Direction 3: Excellence through Collaborative Partnerships

## Purpose

To inspire a collaborative approach to student learning and wellbeing within the whole school community.

## Improvement Measures

All stakeholders value and promote high educational aspirations for students, with student learning and wellbeing at the forefront of all decision making.

There is an increase in parents/carers and community members attendance and participation at all school events.

100% or parents/carers participate in three-way interviews each year.

## People

### Leaders

Lead and create opportunities for all staff to develop and maintain authentic collaborative relationships.

Lead the evaluation of all wellbeing programs and the implementation of wellbeing processes.

Improve processes which build the capacity of the school community to understand and engage in student learning and wellbeing.

### Staff

See themselves as valued and active members of the school team who contribute to all students learning and wellbeing and seek opportunities for collaborative networks for students and staff.

### Students

Accept responsibility for their own behaviour and wellbeing, demonstrating all aspects of the School Code of Behaviour and seek opportunities to extend personal and academic growth.

### Parents/Carers

Actively support the efforts of the school and attend interviews, workshops, events and social activities within the school and community.

### Community Partners

See the school as an active part of the community and are involved in community/school activities.

## Processes

Surveys are conducted to seek information about parental and community involvement in the school, students' wellbeing and staff support.

Implement a whole school integrated approach to student wellbeing in which students can connect, thrive and succeed at each stage of their schooling.

Community expertise is utilised in delivering engaging teaching and learning programs.

## Evaluation Plan

- Parent, staff and student surveys
- Parent attendance at school workshops, interviews, events and activities
- Wellbeing data
- Transition processes with preschool and high school
- Meeting Minutes

## Practices and Products

### Practices

Student achievements are celebrated in a variety of ways using innovative communication processes.

Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning.

### Products

An effective and authentic School Wellbeing Framework is in place.

Students feel connected to their community and the wider world, and seek opportunities to be involved with it.