

School plan 2018-2020

Bolwarra Public School 1286



School background 2018–2020

School vision statement

A connective and cohesive school community that aspires to develop the social, emotional and academic skills of its learners by providing a high quality and relevant curriculum, producing individuals that make ethical and constructive choices about their personal, educational and social behaviours.

School context

Bolwarra Public School boasts a proud tradition of providing high quality public education to our community since 1852. Bolwarra is a vibrant and evolving learning community of 460 students, their supportive families and an experienced teaching staff. The school is located within a community that is experiencing significant housing growth. Bolwarra is set in a rural setting with 'park-like' grounds and surrounded by a wetlands area and council playing fields.

Bolwarra Public School is proud to have such a fine reputation within the Maitland area as a caring, close-knit community school that strives for excellence, and whose spirit is enriched by the principle of 'Success Through Effort.' This approach of equal responsibility for children's education is made possible by active participation and co-operation amongst parents, students and staff.

The school has 19 classes from Kinder to Year 6 with teaching staff supported by Learning and Support Teachers, School Learning and Support Officers and an active School Learning Support Team. NAPLAN results demonstrate excellent student growth and achievements above State and Regional averages in Literacy and Numeracy.

Bolwarra Public School's FOEI (Family Occupation and Education Index) is 59, compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. 58% of parents have achieved Year 12, with 28% with Bachelor degrees or above, 39% with trade certificates and certificates 1–1V, 18% with advanced Diplomas and 15% with no non-school qualification.

School planning process

Staff Consultation: 'Tell Them From Me' Survey; focus group discussions, Staff Development Days, staff meetings.

Community Consultation: Focus group discussions, Survey Monkey, phone survey, P&C and School Council Feedback.

Student Consultation: 'Tell Them From Me Survey', Student Representative Council feedback, Student Executive workshop.

Maitland Community Schools: Consultation and Planning Days.

Data Analysis: External/Internal sources.

Executive Consultation and Planning: three days planning in vacation break.

School Council and P&C: Consultation, discussions, focus group meetings.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Empowered Learners

Purpose:

To challenge all students to continually build upon their learning capacity, as engaged, future focussed learners.



STRATEGIC DIRECTION 2

Excellence in Teaching

Purpose:

To ensure a learning culture of high expectations and consistent teacher practices through the implementation of evidence based programs.



STRATEGIC DIRECTION 3

Leading Community

Purpose:

To enable a self-sustaining, self-improving community that fosters a shared sense of responsibility for student engagement and learning.

Strategic Direction 1: Empowered Learners

Purpose

To challenge all students to continually build upon their learning capacity, as engaged, future focussed learners.

Improvement Measures

80% of students will achieve at or above expected growth in Literacy and Numeracy

The school achieves excellent value-added results, significantly above the value added by the average school

5% increase in student engagement

People

Leaders

Leaders will ensure systematic processes are in place to identify and support the learning needs of all students.

Staff

Staff will use syllabus outcomes and assessment data to monitor achievement and plan appropriately for all students including those needing support, modification and extension.

Students

Students will have a clear understanding of what they are learning and how it will be assessed.

Parents/Carers

Parents will gain understanding of student expectations and assessment to support students at home.

Community Partners

The community will support consistent and systematic processes that support learning achievement.

Processes

Evidence Based Practice

Continuous tracking of student progress to ensure continued challenge and maximum learning. Assessment For/Of/As is an integral part of the teaching and learning cycle.

High Expectations

Teaching and Learning Programs support high expectations and are dynamic in response and feedback.

Implementation of evidence based programs support improvements in wellbeing and engagement.

Evaluation Plan

NAPLAN Analysis

SENTRAL

Tell Them From Me Survey

Seasons For Growth Evaluations

Milestone Evidence

Practices and Products

Practices

Teachers regularly use data tracking to drive differentiation in teaching and learning ensuring 12 months growth for 12 months teaching.

Wellbeing and resilience programs are implemented across the whole school to meet student needs.

All teachers regularly teach and reinforce consistent messages around high expectations for learning and behaviour.

Products

SENTRAL and class based continuum (learning progressions) data will show student growth each semester.

Teaching and Learning programs will show evidence of differentiated learning and assessment to drive future learning.

Students engaged in strategies for resilience and are confidently participating in all school programs.

Greater student respect of and responsibility for learning.

Our students display high expectations and can articulate achievement towards their goals.

Class lessons demonstrate a high level of student engagement involving learning intentions, future focused IT and self reflection.

Strategic Direction 2: Excellence in Teaching

Purpose	People	Processes	Practices and Products
To ensure a learning culture of high expectations and consistent teacher practices through the implementation of evidence based programs.	Leaders Plan, support and deliver targeted quality professional learning for all teachers to implement evidence based practice.	High Performing Staff Develop outstanding teacher expertise and collaborative practice across all settings with a focus on Futures Learning.	Practices Teachers providing explicit, specific and timely feedback to support learning and improvement.
Improvement Measures	Staff Align PDP to School Plan, personal goals and development pathways.	Explicit Teaching Use of Evidence based pedagogy to inform explicit teaching and whole-school collaborative planning of Literacy and Numeracy	Teachers will self-assess, plan collaboratively and develop learning experiences that meet the needs of all students.
NAPLAN growth 3–5 5–7 at or greater than state average for 75% of students.	Students Reflect on their learning to promote their engagement and responsibility for continuous improvement and a standard of personal best.	Effective Feedback Use of effective feedback to provide staff and students with a clear understanding of how to improve.	Learning goals for students informed by analysis of data.
100% of teaching programs demonstrate expected pedagogy, learning goals and content delivery.	Parents/Carers Collaborate and engage with staff to be partners in their child's achievement and progress.	Evaluation Plan NAPLAN Analysis Classroom Observations Program Analysis PDP Feedback Progression Data Analysis Milestone Evidence	Interschool and across stage collaborative practice and maximisation of resource management.
100% of lesson delivery demonstrates evidence based practice.	Community Partners Interschool relationships facilitate professional dialogue and mentoring, coaching support to all staff, sharing of best practice and expertise.		All teachers will utilise explicit learning intentions success criteria.
			Products Students, staff and parents confident with the use of continuum mapping (learning progressions). Assessments For/Of/As learning developed across class and stage levels. Consistent teacher judgement used to plot all students appropriately on learning continuums. Enhanced teacher capacity to engage students in future focused learning.

Strategic Direction 3: Leading Community

Purpose

To enable a self-sustaining, self-improving community that fosters a shared sense of responsibility for student engagement and learning.

Improvement Measures

Successful achievement of school plan as per milestone evidence and progress mapped against SEF

Staff form learning networks as part of the MLC and evaluate effectiveness

Increased parental support for learning at home as measured by the Tell Them Me Survey– Partners in Learning Baseline data 6.5 (2017)

People

Leaders

Support evidence based practice through the analysis of evidence to drive teaching and learning.

Embeds clear processes for effective implementation of the school plan.

Staff

Proactively seek to improve performance through the Performance and Development Cycle.

Students

Students lead and engage in school activities that are responsive to their needs.

Parents/Carers

Advocate school programs and explain their impact on student learning.

Actively support the schools programs and show understanding of the school's focus.

Community Partners

Responsive to school needs in providing the expertise needed to achieve best practice and meet the needs of all students.

Processes

School Excellence

The school regularly reviews its performance against the School Excellence Framework and develops plans and systems for continuous improvement towards an excelling standard.

Collaboration

Collaborative teaching practices within and outside the school are based on continuous improvement and high expectations.

Future Focus

Long term financial planning focussing on physical environment, technology and staff expertise.

Evaluation Plan

SEF Analysis

PDP Reflection

Partners in Learning Data

Tell Them From Me Analysis

Milestone Evidence

NAPLAN Analysis

NCCD Survey

Anti Bully Survey Analysis

Practices and Products

Practices

The leadership team supports a focus on distributed instructional leadership.

Teachers collaboratively use evidence based teaching practices and assessment processes.

The school regularly engages with other schools to develop effective practices and continuous improvement.

Teachers develop expertise in future focused pedagogy, flexible learning spaces and authentic use of technology.

Products

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.

All students are taught by high supporting teachers and the leadership team supports the recognition of this through the teacher accreditation process.

Programs and assessment tasks will reflect changes to teaching practices and future focused learning.