

School plan 2018-2020

Bombala Public School 1288



School background 2018–2020

School vision statement

Bombala public School is a dynamic learning community committed to empowering our students to be active learners who are respectful, responsible, resilient and safe.

School context

Bombala Public School is very proud to have been educating children from the local district since 1863. The school is located in rural south eastern NSW and students come from both the township of Bombala and outlying farming areas. The school's motto is 'Come Let Us Reason Together' and the emphasis is on giving every child, every opportunity, every day to support them in reaching their full potential as individuals. The school promotes a student centred and caring environment fostering self worth, responsibility, cooperation, self motivation and equal opportunities for all.

Bombala Public School provides a comprehensive student welfare program including the Positive Behaviour for Learning (PBL) program. The school wide expectations of the PBL process are: to be respectful, to be responsible, to be resilient, to be safe and to be active learners. These expectations are taught explicitly in all settings and in all classes. The school promotes leadership in education and technological innovation.

All classrooms have an interactive whiteboard which is used as a teaching tool to enhance quality teaching. The school has excellent programs in literacy and numeracy, including L3 (the Language, Learning and Literacy program) and Focus on Reading (FoR). A wide range of sporting options is offered and sporting teams regularly compete at district and regional level.

The school continues to foster a productive partnership between the community, parents, students and staff in a climate characterised by flexibility, commitment and teamwork. Bombala Public School is a proud member of the Delegate and Bombala Schools Learning Community (DaBBs) and the Monaro Education Group (MEG)

School planning process

Consultative decision making continues to drive planning and initiatives at Bombala Public School. As a result this School Plan has been created following:

- Engagement with the Melbourne Declaration and in response to whole-school evaluations on: Teaching (the Tell Them From Me survey); Literacy and Numeracy teaching, resources and learning; Attendance; Student Management and Wellbeing.
- The implementation of the School Excellence Framework to set high expectations and improvement measures that align with the Department's reforms and priorities.
- Staff evaluations using questionnaires to evaluate practice and facilitate change.
- Community consultation through P&C meetings, and through questionnaires/surveys whereby parents, caregivers and community members were invited to give feedback on assessment data, school programs and proposed initiatives whilst also offering suggestions for improvement.
- Participation in developing school networks (DaBBs) strategic directions and milestones.
- Evaluation of staff Performance Development Plan.
- Extensive evaluation and discussion regarding internal and external student achievement data, looking at benchmarks, school trends and student growth.

As a result, the three key strategic directions articulate the school's priorities over the next three years and into the future, planning for quality teaching and learning, quality relationships and quality systems within our school community. The strategic directions are future focused and will drive our whole school culture of educational excellence.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Develop quality teaching and learning programs.

Purpose:

To ensure all students have equitable access to quality learning experiences that are personalised, engaging and differentiated to suit individual needs.

To develop highly motivated students capable of using technology, communication, creativity, collaboration and critical thinking skills to become future focused learners.

To evaluate and reflect on current pedagogy and practices.

Students will be equipped with the necessary literacy and numeracy skills to 'become successful learners, confident and creative individuals, and active and informed citizens'. (2008 Melbourne Declaration)

STRATEGIC DIRECTION 2

Develop staff capacity including high performance standards, innovative practice and collaboration.

Purpose:

To ensure all learning continues to be underpinned by high quality, innovative evidence based teaching and leadership.

To improve the learning outcomes of students.

To build and support a collaborative workplace.

To evaluate and reflect on current pedagogy and practices.

To affirm, share and celebrate our successes.

To identify our learning goals where and how we can improve individually and collaboratively.

STRATEGIC DIRECTION 3

Strengthen student wellbeing and community engagement.

Purpose:

To collaborate with partners to enhance learning opportunities and outcomes for students, staff and community.

To prepare our students to be world-class active and informed citizens.

To build a school culture where all members work towards achieving the school vision and goals, and the pursuit of equity and excellence.

To increase teacher capacity and engage students in meaningful learning opportunities while improving student social and emotional wellbeing.

Strategic Direction 1: Develop quality teaching and learning programs.

Purpose

To ensure all students have equitable access to quality learning experiences that are personalised, engaging and differentiated to suit individual needs.

To develop highly motivated students capable of using technology, communication, creativity, collaboration and critical thinking skills to become future focused learners.

To evaluate and reflect on current pedagogy and practices.

Students will be equipped with the necessary literacy and numeracy skills to 'become successful learners, confident and creative individuals, and active and informed citizens'. (2008 Melbourne Declaration)

Improvement Measures

- To increase the percentage of students in Years 3 and 5 achieving in the top two bands of Literacy to 30% by the end of 2018 with Aboriginal students being recognised in the proficient cohort.
- To increase the percentage of students in Years 3 and 5 achieving in the top two bands of Numeracy to 30% by the end of 2018 with Aboriginal students being recognised in the proficient cohort.
- To increase the percentage of students in Year 3 achieving above the NMS in Reading and Spelling from 91% to 94%.
- To increase the percentage of students in Year 3 achieving above the NMS in Grammar and Punctuation and Numeracy from 82% to 86%.
- To increase the percentage of students

People

Students

- Students will achieve Literacy and Numeracy standards enabling them to problem solve, think critically and engage in real life contexts.
- Students are engaged in authentic learning experiences where they understand purpose and can use feedback and self reflection to achieve their goals.
- Students will become visible learners who set goals through the use of learning intentions in order for them to become more independent learners, motivating them to achieve their full potential in Literacy and Numeracy.
- Students will access Learning and Support Programs and interventions to meet expected individual targets..

Staff

- Have high expectations of students learning
- Implement quality teaching and learning programs to develop Literacy and Numeracy skills.
- Demonstrate best teaching practice, high expectations, effective feedback, use of data to inform practice, wellbeing and collaboration.

Parents/Carers

- Understand, are informed of and discuss their child's development and support needs to assist in progressing achieving at the next level.
- Parents actively participate in school professional learning to build community

Processes

- Implementation of THRASS and PEG Spelling programs to support reading, spelling and writing.
- MiniLit program implemented across K–2.
- CER program implemented for students with specific needs
- Staff use rigorous identification and monitoring processes to ensure levels of support are provided for identified students (LST documentation and differentiated programs).
- Student assessment practices are aligned and identify what a years' progress look like for each child. These processes will identify how progress is measured and will help to ensure that every child achieves a year's progress.
- Data collected to inform teaching and learning using Best Start, PLAN, PAT Literacy and Numeracy, SA Spelling and Learning Progressions.
- Staff implementing English and Mathematics Scope and Sequences aligned to NSW Syllabus ad Australian Curriculum.

Evaluation Plan

- Analysis of internal and external assessment data to monitor, track and report on student performance, growth and trends.
- Review of teacher programs focusing on assessment and evaluation.

Practices and Products

Practices

- 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.
- PLPs and IEPs will be developed for identified students.
- Staff provide explicit feedback to guide students' future learning.
- Provide opportunities for students to celebrate, share and learn about cultural groups within the school.
- Establish and strengthen partnerships with organisations such as the local AECG to improve learning and social outcomes for students.
- Technology is integrated effectively in teaching and learning programs and is accessible to all.

Products

- To increase the percentage of students in Years 3 and 5 achieving in the top two bands of Literacy to 30% by the end of 2018 with Aboriginal students being recognised in the proficient cohort.
- To increase the percentage of students in Years 3 and 5 achieving in the top two bands of Numeracy to 30% by the end of 2018 with Aboriginal students being recognised in the proficient cohort.
- 100% of staff updating PLAN data every semester

Strategic Direction 1: Develop quality teaching and learning programs.

Improvement Measures

- in Year 5 achieving above the NMS in Reading and Spelling from 95% to 97%.
- To increase the percentage of students in Year 5 achieving above the NMS in Spelling, Grammar and punctuation from 90% to 93%.
- 80% of targeted students in K–2 (MiniLit) program will achieve expected growth.
- Students will achieve at or above expected growth as measured by NAPLAN and PLAN data. No child is to below NMS in NAPLAN (Unless they have an IEP/PLP and are working towards personal goals)
- School performance will be measured using the SEF.

People

education capacities through Literacy and Numeracy programs and curriculum implementation.

Community Partners

- Engage with the school to provide varied learning experiences and opportunities through ANU, UOW and online forums such as Aurora College.

Leaders

- Use an instructional leadership approach, modelling and promoting effective evidence based practices
- Review teaching and learning programs to meet NESA requirements.
- Provide opportunities and structures for teaches to collaborate and observe professional practice and to implement new programs.

Practices and Products

- 100% of Aboriginal students and parents accessing PLPs

Strategic Direction 2: Develop staff capacity including high performance standards, innovative practice and collaboration.

Purpose	People	Processes	Practices and Products
<p>To ensure all learning continues to be underpinned by high quality, innovative evidence based teaching and leadership.</p> <p>To improve the learning outcomes of students.</p> <p>To build and support a collaborative workplace.</p> <p>To evaluate and reflect on current pedagogy and practices.</p> <p>To affirm, share and celebrate our successes.</p> <p>To identify our learning goals where and how we can improve individually and collaboratively.</p>	<p>Students</p> <ul style="list-style-type: none"> • Will be provided with opportunities that allow them to increase their expectations, capacity and achievements in the classroom • Have a deep understanding of expectations and skills to be future focussed learners <p>Staff</p> <ul style="list-style-type: none"> • Use coaching to assist staff to develop their personal goals for improvement • Provide quality, differentiated teaching and learning programs, catering for individual needs, gifted and talented and PLPs for Aboriginal students. • Participate in professional learning that will increase their skills in differentiating learning <p>Leaders</p> <ul style="list-style-type: none"> • Establish a program of personalised professional learning using a range of innovative strategies including planned peer observation, QT Lesson coding, document /data analysis linked to teaching standards and focused on the implementation of curriculum. <p>Parents/Carers</p> <ul style="list-style-type: none"> • Have an understanding of how teaching is delivered, how learning is individualised and what skills they may need to assist their children in achieving their own learning goals. • Parents engage with children's learning • Parents participate in information sessions focusing on teaching and 	<p>Processes</p> <ul style="list-style-type: none"> • All staff engage in regular monitoring processes including classroom observations, feedback sessions and program evaluations. • Staff involved in peer coaching and mentoring processes. • Ongoing professional learning focusing on quality teaching and learning programs • Mentoring and collegial support provide to staff to develop quality practices to attain and maintain NESA Accreditation and linked to PDPs. • Provide professional learning opportunities to develop skills in coding, IT and STEM. • Develop an assessment and reporting schedule. • Collect data to inform teaching and learning (Best Start and PAT Assessment – Literacy and Numeracy) • Plan and participate in two teacher observation lessons • Implement QT lesson coding and build in feedback and discussion. <p>Evaluation Plan</p> <ul style="list-style-type: none"> • Analysis of staff professional learning and PDPs to drive Professional learning plans 	<p>Practices</p> <ul style="list-style-type: none"> • Teaching and learning programs reflect the Quality teaching Framework; embed technology and show clear differentiation of learning. • Student performance data is displayed and used for staff to discuss and take collective responsibility for performance and development. Data is used to inform interventions. • Further develop 'train the trainer' model to implement STEM/Coding programs K–6. <p>Products</p> <ul style="list-style-type: none"> • School based teacher classroom observations embedded in school professional learning plans and teaching/learning cycle. • Differentiated programs and assessment tasks. • Improved school Literacy and Numeracy performance as evidenced by PLAN data, NAPLAN and learning progressions.
Improvement Measures			
<ul style="list-style-type: none"> • 85 % Teacher satisfaction on survey results • Documentation of teachers and SASS Performance and Development Plans • Evidence of alignment of goals within the annual PDP and Australian Professional Teaching Standards. • 100% staff demonstrate differentiated teaching and learning programs that are data driven. • School performance will be measured against the SEF. 			

Strategic Direction 2: Develop staff capacity including high performance standards, innovative practice and collaboration.

People

learning programs.

Strategic Direction 3: Strengthen student wellbeing and community engagement.

Purpose	People	Processes	Practices and Products
<p>To collaborate with partners to enhance learning opportunities and outcomes for students, staff and community.</p> <p>To prepare our students to be world-class active and informed citizens.</p> <p>To build a school culture where all members work towards achieving the school vision and goals, and the pursuit of equity and excellence.</p> <p>To increase teacher capacity and engage students in meaningful learning opportunities while improving student social and emotional wellbeing.</p>	<p>Students</p> <ul style="list-style-type: none"> • Demonstrate positive and respectful relationships • Care for self and contribute to the wellbeing of others and the wider community <p>Staff</p> <ul style="list-style-type: none"> • Explicitly teach behaviour expectations relating to all school settings <p>Parents/Carers</p> <ul style="list-style-type: none"> • Provide constructive feedback on school wellbeing and PBL initiatives, practices and procedures. <p>Leaders</p> <ul style="list-style-type: none"> • Ensure staff maintain currency of knowledge and policies and procedures. • Ensure the school provides a range of extracurricular opportunities for student development. <p>Community Partners</p> <ul style="list-style-type: none"> • Provide support and opportunities for students to be engaged in activities for future learning. 	<p>A consistent whole approach and implementation of the PBL program through:</p> <ul style="list-style-type: none"> • whole school lesson implementation and discussion, • Attendance support with HSLO assistance • Acknowledgement of achievements and celebrations • SRC Program – meeting regularly to lead initiatives and problem solve across the school • Provision of extra curricular activities • Primary Principal's Public Speaking • K–6 Whole school drama performance • K–6 Assemblies • Education Roadshow • Crunch and Sip /Veggie Crunch Days/Live Life Well • Excursions <p>Maintain effective relations with external agencies working with our school to support all stakeholders (Mission Australia, Brighter Futures, FACS, CAMHS, William Campbell Foundation and Anglicare)</p> <p>Implementing transition programs – Preschool to Kindergarten and Year 6 to high School</p> <p>Middle School Days and Transition programs</p> <p>Ongoing Communication through weekly newsletter, newspaper articles and regularly updated Facebook page.</p>	<p>Practices</p> <ul style="list-style-type: none"> • To build and maintain positive relationships with the local AECG. To embed Aboriginal perspectives in teaching and learning programs and school initiatives. • Expected student behaviour acknowledged and celebrated within the PBL Framework • Student voice is developed through the SRC Program and leadership opportunities provided by the Peer Support Program. • Participation in networks – PBL, MEG, DaBBS and the Eden Monaro Network. • Communicate, promote and lead practices to enhance continuity of learning at transition points. <p>Products</p> <ul style="list-style-type: none"> • Explicit processes in place to ensure ongoing and effective communication across partnerships. • Attendance rates regularly monitored and action taken promptly to address issues. • Increased parent and community engagement in all school based events, P&C Meetings, and parent learning forums. • Student wellbeing and achievement is evident for all students and is clearly communicated and celebrated in the school community.
Improvement Measures			
<ul style="list-style-type: none"> • Attendance rates monitored at or above State average. • Increased parent and community engagement. • 50% reduction in classroom behaviour referrals. • Students reaching PBL celebration milestones. each term. 			

Strategic Direction 3: Strengthen student wellbeing and community engagement.

Processes

Evaluation Plan

Tell Them from Me Survey – growing satisfaction with school methods of communication and effectiveness

Ongoing monitoring of community attendance at school events

Tracking of data on SENTRAL

- Wellbeing
- Behaviour incidents
- PBL Acknowledgements
- Analysis of staff professional learning and PDPs
- Whole school coaching model development