

# School plan 2018-2020

## Bonalbo Central School 1290



# School background 2018–2020

## School vision statement

### **&quot;Lifelong learning for a Positive Future&quot;**

Bonalbo Central School develops confident, capable citizens who are prepared for life and driven to succeed.

We use the *Stronger, Smarter* guiding principles to promote high expectations amongst, students, staff, parents/carers and the wider community:

- Honour
- Courage
- Patience
- Presence
- Challenge

## School context

Bonalbo Central School is situated in the upper reaches of the Clarence Valley, approximately seventy kilometres from Casino and provides a full K–12 curriculum.

The school draws the majority of its students from surrounding areas to the north, south and west in approximately equal proportions with some students having up to three bus changes involved in their journey to school.

Parents are on the whole isolated from the Bonalbo village without any public transport links.

Being a K–12 school Bonalbo Central School draws some of its secondary students from its own primary school. Partner schools are up to 30km from Bonalbo.

The school is committed to the provision of comprehensive, quality education: quality teaching and assessment practices; an emphasis on literacy and numeracy K–12; comprehensive student welfare structures; developing school community partnerships; provision of a broad and balanced curriculum.

There are approximately 56 students in Years K–6 and 80 in Years 7–12. Of these 137 students approximately 25% are of ATSI descent.

## School planning process

Consultation took place involving all stakeholders – students, staff, parents and the AECG..

A range of strategies were used to develop the school plan including staff meetings consultation at P&C meetings, Tell Them From Me surveys and parent interviews. Discussions occurred around the previous plan, school vision, rules and motto and included goal setting for the future.

Ongoing evaluation occurred after each whole school event to gather feedback on various aspects of the school throughout 2017.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Excellence in Learning

### Purpose:

The wellbeing of every student is a priority. A whole-school focus on wellbeing will enhance student engagement and success in learning.

By sharing information about learning development, teachers work in partnership with parents as active participants in their children's education.

At the other end of schooling, teachers and schools support students to make successful transitions to future learning and employment.

To ensure that learning is personalised and differentiated for every student.

## STRATEGIC DIRECTION 2 Excellence in Teaching

### Purpose:

Teachers are responsible for improving their teaching practice in order to improve student learning.

Teachers need to be supported in a collaborative environment to review their progress based on evidence, self-reflection and feedback, including the observation of each other's practices.

To provide quality teaching and learning experiences to ensure every student is actively engaged in order to achieve and thrive.

## STRATEGIC DIRECTION 3 Excellence in Leading

### Purpose:

Strong, strategic and effective leadership is the cornerstone of school excellence. Leaders are committed to fostering a school-wide culture of high expectations and a shared responsibility for improved student and school outcomes.

To drive whole-school improvement and foster a collaborative ethos for sustained growth

To streamline administrative systems, structures and processes that underpin ongoing school improvements

# Strategic Direction 1: Excellence in Learning

## Purpose

The wellbeing of every student is a priority. A whole-school focus on wellbeing will enhance student engagement and success in learning.

By sharing information about learning development, teachers work in partnership with parents as active participants in their children's education.

At the other end of schooling, teachers and schools support students to make successful transitions to future learning and employment.

To ensure that learning is personalised and differentiated for every student.

## Improvement Measures

Targeted recommendations of Learning and Support (L&S) Advisory Team are implemented

Increased parent participation in L&S processes and 3-way conferences

Attendance rate of 85% and above K-12

100% of K-12 students have a Personal Learning Plan (PLP) and/or Individual Learning Plan (ILP)

Tell Them From Me (TTFM) data

## People

### Students

- Participate actively in their learning and reflect on their progress
- Identify own strengths and weaknesses and develop strategies to enhance their own wellbeing, and that of other students
- Engage with 3-way conferences, SistaSpeak, MGoals, PLPs, ILPs, wellbeing events etc

### Staff

- Deliver quality learning experiences to engage and motivate students
- Engage in PL appropriate to learning and support and wellbeing
- Engage with 3-way conferences

### Leaders

- Oversee implementation of practices by leading and coordinating programs and developing a team approach
- Investigate appropriate DoE staff to support professional learning around wellbeing

### Parents/Carers

- Engage with 3-way conferences, Learning and Support, PLP and ILP processes
- Provide feedback at transition points
- Engagement with construction of relevant documents of student support

## Processes

### • Implement effective transition plans and processes for important transition points

Establish specific plans to ensure a smooth transition for students into Kindergarten; Yr6-7; Yr10 to Yr11 and Yr12 to post-school options

### • Develop a whole school approach to learning and support

Evaluate and implement recommendations of Advisory Support Team (2017)

### • Develop a whole-school approach to wellbeing

Integration of the Wellbeing Framework to promote positive behaviour and engaged learning

## Evaluation Plan

- Learning and Support and Wellbeing Teams to monitor and evaluate student data, referrals and programs to support students
- Feedback from Community of Schools, school staff students and parents/carers
- Transition effectiveness
- Review TTFM data
- School Excellence Framework (SEF) survey on relevant aspects

## Practices and Products

### Practices

Use of whole-school L&S documentation in a systematic manner

Regular evaluation of L&S documentation to ensure alignment with practice via the L&S Team Matrix

Training in and use of 3-way conferences as a vehicle for student-staff-parent engagement with learning

Implementation and ongoing evaluation of Wellbeing Framework across the school

Consistent, on-going contact with parents, community of schools and post-school agencies to give correct and timely information and support to students

Update transition plans K-12

Investigation of senior curriculum structure models to better meet the needs of students

Implementation of MGoals and SistaSpeak

### Products

Improved documentation of Learning and Support, Wellbeing and Transition practices

Effective 3-way conferences leading to increased parent participation

Wellbeing Framework embedded in practice

Improved measures of engagement, participation, social wellbeing and academic progress as seen in TTFM

# Strategic Direction 1: Excellence in Learning

Practices and Products
Data/IPI Data/Attendance Data
Students feel supported through transition points
PLPs and/or ILPs for all students
Presentation of a preferred model of curriculum delivery, Stage 6

# Strategic Direction 2: Excellence in Teaching

## Purpose

Teachers are responsible for improving their teaching practice in order to improve student learning.

Teachers need to be supported in a collaborative environment to review their progress based on evidence, self-reflection and feedback, including the observation of each other's practices.

To provide quality teaching and learning experiences to ensure every student is actively engaged in order to achieve and thrive.

## Improvement Measures

Improved levels of student engagement and use of Higher Order Thinking (HOT) skills reflected in Instructional Practices Inventory (IPI) data

All Teaching and Learning (T&L) programs reflect the new syllabuses and embed Quality Teaching (QT) practices, evidence of differentiation and a literacy focus

NAPLAN growth data – 90% of students achieve expected growth or better in literacy and numeracy in Years 3, 5, 7 and 9

HSC Results Analysis Package data reflects improvements to extended written responses

All staff have a Professional Development Plan (PDP) that reflects their commitment to the school's improvement agenda and their T&L programs have appropriate registration and reflection

## People

### Students

- Understand teacher expectations and track their own achievement K–12

### Staff

- Actively participate in the processes and practices to improve classroom practice, build professional knowledge and reflect on teaching

### Leaders

- Establish school-wide processes and practices for the development of teachers, provide Professional Learning (PL) opportunities and monitor implementation

## Processes

### • Enhancement of Quality Curriculum Delivery

Professional learning to support quality teaching and new syllabus implementation in all KLAs

### • Implementation of Quality Teaching Practice

Establish a K–12 model to improve teacher practice; peer teaching, shared reflection, coaching and mentoring

### • Development of a whole-school literacy focus

Literacy Team established to collaborate with teachers to model and build capacity for quality literacy instruction

## Evaluation Plan

- Collection and monitoring of T&L programs each term by executive team
- Monitoring of engagement data and present to staff
- Teachers review their classroom practice and engage in critical colleague conversations
- Reflection on Professional Learning and feedback to staff
- School Excellence Framework survey on relevant aspects

## Practices and Products

### Practices

Critical Colleague observations and conversations using Australian Institute for Teaching and School Leadership (AITSL) classroom practice continuum and Professional Teaching Standards for reflection

Continued development of IPI process across the school

Professional Learning K–12 of Quality Teaching Framework, HOT skills, Visible Learning, differentiation and syllabus changes

Teaching and Learning programs embed Quality Teaching principles and reflect a collegial approach to professional development

K–6 embed literacy and numeracy progressions into T&L programs

7–12 embed subject specific writing instruction into T&L programs

### Products

IPI data

Scope & Sequences documents (K–12)

Teaching and learning programs

Classroom practice that clearly links to the QT Framework, IPI strategies and quality literacy instruction

Staff engagement with Professional Learning and reflection on teaching practice

# Strategic Direction 2: Excellence in Teaching

## Practices and Products

Staff PDPs

# Strategic Direction 3: Excellence in Leading

## Purpose

Strong, strategic and effective leadership is the cornerstone of school excellence. Leaders are committed to fostering a school-wide culture of high expectations and a shared responsibility for improved student and school outcomes.

To drive whole-school improvement and foster a collaborative ethos for sustained growth

To streamline administrative systems, structures and processes that underpin ongoing school improvements

## Improvement Measures

Each team meets regularly, establishes goals, implements plans and initiatives and evaluates them

Increased participation in Professional Learning and network meetings

Increased numbers of students standing for leadership positions

Increased numbers of student-driven activities

100% of staff complete administrative tasks effectively and on time

## People

### Students

- Participate in student leadership initiatives eg SRC, House Captains, community events
- Have a vested interest in improving school life and have a strong voice

### Staff

- Participate in collegial networking and seek out leadership opportunities
- Engage in collegial discussions regarding school improvement and practices
- Follow administrative processes to ensure effective management and practice
- Participate in evaluations of school processes

### Leaders

- Identify leadership potential and develop skills through modelling and support
- Have high expectations for school improvement
- Lead the improvement agenda
- Deploy teaching and non-teaching staff to make best possible use of expertise

### Parents/Carers

- Support students to be proactive in the school and with their education
- Provide feedback on school processes as required

## Processes

### • Establishment of shared leadership for School Improvement

Developing teams to lead, implement and evaluate various aspects of school programs

### • Development of Leadership Capabilities

Fostering aspiring leaders by encouraging collegial network building and professional learning, and strengthening student voice

### • Evaluation of administrative systems and processes

Reviewing school organisational practices to ensure effectiveness

## Evaluation Plan

- Ongoing staff and community reviews of administrative practices
- Monitoring of systems and structure
- Review of initiatives
- School Excellence Framework survey on relevant aspects

## Practices and Products

### Practices

Develop effective processes for student voice through training and support

Establish Wellbeing, Aboriginal Education, Information Communications Technology (ICT) and Literacy teams

Participation in aspiring leadership, new teachers and experienced teacher learning networks within the school and beyond

Embedding succession planning into school processes to build capacity in staff

Reviewing current processes and documentation for various systems ie Variations to Routine (VTRs), Professional Learning applications and feedback to staff, school reports and exam papers

### Products

Effective teams that implement and monitor initiatives

Increased attendance at collegial network meetings

SistaSpeak/MGoals/Stronger Smarter initiatives

Calendar of wellbeing activities

Increased student involvement ie SRC Participants and school events

Professional learning

Improved documentation and increased take-up of use

Reviewed school Aboriginal Education

# Strategic Direction 3: Excellence in Leading

Practices and Products
Policy