

# School plan 2018-2020

## Bonshaw Public School 1296



# School background 2018–2020

## School vision statement

Bonshaw Public School staff will work collaboratively with its supportive community to provide engaging, differentiated learning, in a safe, nurturing environment. The school focus is on development of excellence in literacy, numeracy, and problem-solving, equipping students for success after school.

Staff will encourage and challenge students to become respectful individuals who participate in an ever changing global community, by emphasising values education and individual responsibility.

## School context

Bonshaw Public School is an isolated, rural and remote primary school located 98km north of Inverell on the New South Wales / Queensland border.

The students travel to and from school by private transport, bus, pushbike and by foot.

Bonshaw Public School maintains small student numbers and runs a nine day fortnight. A teaching principal leads the teaching and learning in a multi-stage K–6 classroom supported by qualified support staff.

Teaching and learning programs ensure every student has the opportunity to succeed academically, socially and emotionally. Differentiated learning programs reflect a clear understanding that students learn in a variety of ways and bring unique experiences to the learning environment.

## School planning process

During the latter half of 2017, the school initiated in-depth conversations with our parent body, our students, and the broader community, working towards consensus views on the school's vision, and strategic directions. Through the use of surveys, strength/weakness analysis, and individual and group meetings relating to available data on school performance, a set of agreed principles was developed.

Proposed improvement measures were discussed in the context of the Public Schools NSW Strategic Plan 2018–2020 and the Melbourne Declaration on Educational Goals for Young Australians. These documents informed our deliberations, with their emphasis on building Australia's best education system, and preparing our students for lives as engaged citizens in a complex and emerging society.

As a result of this lengthy process, the theme of the 2018–2020 School Plan highlights high quality teaching for Future Focused learning opportunities, and development of deep knowledge of the curriculum – how we teach, and what we teach.

# School strategic directions 2018–2020



**Purpose:**

Using research-based pedagogy, and thorough knowledge of current best practice, teachers will develop high quality instructional methods which will guide student achievement.



**Purpose:**

To build high levels of student engagement, and develop united staff focus on building strong foundations in curriculum, assessment practices, and evaluation, leading to future-focused learning, emphasising effective teaching of literacy and numeracy skills.

# Strategic Direction 1: Enhanced pedagogical practice for success in learning.

Purpose	People	Processes	Practices and Products
<p>Using research-based pedagogy, and thorough knowledge of current best practice, teachers will develop high quality instructional methods which will guide student achievement.</p>	<p><b>Leaders</b></p> <p>Leaders will initiate and embrace change for the improvement of student knowledge, skills and overall capacity. Leaders demonstrate a clear and concise knowledge and understanding of curriculum, NESA requirements, DoE policy and procedure documents. Leaders will provide TPL opportunities and support staff to implement initiatives across the school.</p>	<p><b>Visible Learning</b></p> <p>Set out learning intention for each module, using language which is clear to students, and provide effective feedback to students on their success in learning, in a timely manner.</p>	<p><b>Practices</b></p> <p>Programmed collaboration with other schools supports the teaching and learning program, and consolidates classroom practice.</p>
<p><b>Improvement Measures</b></p>			
<p>All students achieve at or above expected growth in Literacy and Numeracy as indicated by formative and summative assessment practices, including external and internal measures, and Literacy and Numeracy progressions .</p>		<p>Establish a culture of realisation of learning goals and responsibility for achieving them, in the minds of students.</p>	<p>Teachers make effective use of the learning intentions model through clear language, teacher evaluation, and effective follow-up assessment.</p>
<p>Teachers apply professional learning and effective pedagogy in sustained improved practices to better align classroom practice and documentation.</p>	<p><b>Staff</b></p> <p>Staff will expertly apply syllabus content, through effective delivery of this content and the development of student understanding in each of the curriculum areas. They need to build capacity in students' ability to develop skills and strategies. Staff need to be regularly involved in professional learning that enhances classroom practice and student learning outcomes.</p>	<p>Teachers use continuous assessment, measuring student improvement against learning intentions, and through developing consistent teacher judgement.</p>	<p>Students learning tasks and participation in class show critical and creative thinking.</p>
<p>Teaching and learning programs provide evidence of deep curriculum knowledge.</p>		<p><b>Effective Classroom Pedagogy</b></p> <p>Teaching and learning programs provide challenging opportunities for both independent and group learning.</p>	<p><b>Products</b></p> <p>Systematic planning around staff development, providing opportunities for staff to collaborate and share effective practices.</p>
<p>Effective collaboration with other schools supports the teaching and learning program, and is reflected in higher levels of engagement and professional dialogue and ideas-sharing.</p>	<p><b>Students</b></p> <p>For effective and visible learning, students must be partners in their education, essentially holding ownership over their learning. They must have an understanding of what they are learning, how they are learning it, why they are learning it and ultimately what success looks like. Students have a clear expectation of lesson content and standard for success.</p>	<p>Students work efficiently when working independently and display collaborative behaviours when completing group learning tasks.</p>	<p>Students develop the ability to articulate their learning goals, and are motivated to work responsibly and independently.</p>
	<p><b>Parents/Carers</b></p> <p>Parents must be given the opportunity to develop the skills and understanding to appropriately support their children to</p>	<p><b>Evaluation Plan</b></p> <p>Collect data including;</p> <ul style="list-style-type: none"> <li>Classroom observation feedback pro-forma used to develop responsive pedagogy</li> <li>Lesson observations – measuring the extent to which creative and critical thinking is being modelled and displayed</li> <li>Data Walls</li> <li>Student assessment and work samples collected inline with the assessment</li> </ul>	<p>Group work is a focused activity where all students contribute by applying creative and critical thinking techniques. This will result in high quality completion of learning tasks and less disruption through off task behaviours.</p> <p>Comprehensive and quality teaching and learning programs are implemented resulting in students working at or beyond their stage across all key learning areas.</p> <p>Alliances with like schools are developed and maintained resulting in the students having improved social skills, broader opportunities and the ability to make</p>

# Strategic Direction 1: Enhanced pedagogical practice for success in learning.

## People

achieve. Through enhanced partnerships with the school and class teachers, parents will develop understandings of how to best support their children in the key learning areas of Literacy and Numeracy.

### Community Partners

Community partners, especially teachers in partner schools, must have a clear understanding of the importance of collaborating to improve all aspects of learning for the students and staff. Strengthening community partnerships through involving outside organisations will provide students with greater opportunities.

## Processes

schedule.

- Distribute, collect and collate surveys on engagement and collaborative learning.
- NAPLAN – growth data
- Staff and Parent assessment using the National School Improvement Tool.
- Quality Teaching rounds

## Practices and Products

adjustments and adapt to situations.

Teachers use rich data to inform differentiated teaching practices, building learning programs based on student learning priorities .

# Strategic Direction 2: Excellence in Curriculum Application .

## Purpose

To build high levels of student engagement, and develop united staff focus on building strong foundations in curriculum, assessment practices, and evaluation, leading to future-focused learning, emphasising effective teaching of literacy and numeracy skills.

## Improvement Measures

Students are engaged and confident in attempting challenging learning opportunities, both supported and independently.

Students' families are engaged in students' learning, and contribute to the whole school environment.

Build and maintain educational alliances with outside agencies, focusing on local like schools, providing opportunities to build specific capacity within students.

## People

### Leaders

Leaders are to provide and maintain an educationally safe learning environment for effective learning, in which learners feel motivated and challenged. Leaders are to support and encourage positive relationships between staff and families as well as outside agencies and the school.

### Staff

Staff need to maintain an educationally safe learning space where students feel confident when engaging in risk taking behaviours associated with challenging learning opportunities. Staff foster and promote positive and productive relationships with families and outside agencies.

### Students

Students learn skills of self-direction and self-reflection.

Students feel confident in risk taking behaviours within the learning space and confidently challenge themselves and others. Students work with outside agencies to develop a particular skill set – eg music.

### Parents/Carers

Parents support and encourage students to attempt challenging learning opportunities within a safe learning environment. Parents contribute effectively to the school as a whole through attending meetings, supporting events and engaging with their child and their learning.

## Processes

Staff provide a learning environment where students are motivated to complete challenging learning opportunities. Increased expectations of learning placed on students results in an increase in learning outcomes which is reflected in both internal and external assessment data.

Positive relationships are developed between home and school providing solidarity when addressing individual's learning and behaviours. Parents feel confident in establishing and maintaining this relationship with the school resulting in open, honest communication.

Educational alliances are built and maintained, to support specific skill development of individuals. Support from outside agencies is accessed to improve the learning outcomes of students.

## Evaluation Plan

Collect data including;

- development of Consistent Teacher Judgement in evaluation and assessing students' work samples
- lesson observations – measuring the extent to which students are being challenged
- Data Walls – including attendance
- Student assessment and work samples collected inline with the assessment schedule.
- Distribute, collect and collate surveys on engagement and collaborative learning.
- NAPLAN – growth data
- Staff and Parent assessment using the

## Practices and Products

### Practices

Students are engaged and confident in attempting challenging learning opportunities both supported and independently.

Student's families are engaged in student's learning and contribute to the whole school environment.

Build and maintain educational alliances with outside agencies to build specific capacity within students.

### Products

Students confidently attempt and complete challenging learning tasks and happily engage in educational risk taking resulting in stronger, smarter individuals.

Through open, honest communication with parents, students are confident in taking their learning experiences home. As connections between home and school strengthen knowledge and understanding of education may change.

Strong educational alliances are developed and maintained resulting in additional opportunities for social skill development. Additional agency support provides extra resources to assist teaching and learning programs.

# Strategic Direction 2: Excellence in Curriculum Application .

## People

### Community Partners

Community partners, especially those representing outside agencies, will continue to develop, maintain and build upon the relationship established between them and the school to support individual students and the school as a whole.

## Processes

National School Improvement Tool.

- Increased skill base in students after access to outside agencies.
- Increase involvement of families positively contributing to the school as a whole.