

School plan 2018-2020

Boomi Public School 1307



School background 2018–2020

School vision statement

Boomi Public School is committed to developing student potential in all areas of the curriculum. The school endeavours to empower students to take responsibility for their learning and to always try their best and to follow the school motto, “Be a Good Citizen”.

Boomi Public School strives to equip students with the necessary skills to be effective participants in future focused learning.

School context

Boomi Public School is a small school located in a rural setting. Our students travel from areas surrounding Boomi as well as from the village. The school was established in 1901.

Boomi Public School offers a learning environment that caters very well for students in all curriculum areas which are relevant to their stages of learning. The curriculum is comprehensive and innovative with a strong emphasis on literacy, numeracy, technology and the arts.

Boomi Public School has strong community partnerships and a very supportive P&C.

The school offers many extra-curricular activities in the areas of sports, arts and with activities such as our Small Schools Mini School.

Our school has a warm, caring, family environment where all students are valued. Through commitment and professionalism the staff aims to create a stimulating learning environment which is safe and gives students confidence and the experiences necessary to adapt to new situations.

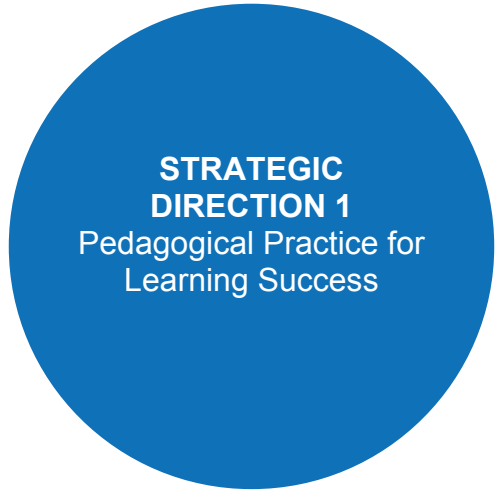
School planning process

The 2018–2020 strategic directions have been developed in consultation with the school community.

Feedback has been sort from students, staff and parents. This feedback has been in the form of focus groups, individual contact, surveys and comments from P&C meetings.

The school plan will be reviewed at the end of each term to determine the progress towards meeting the key milestones.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Pedagogical Practice for Learning Success

Purpose:

To lead learning through research-based pedagogy to develop high quality educational leadership practices to guide student achievement.



STRATEGIC DIRECTION 2

Excellence in Curriculum Application

Purpose:

To collaboratively build strong foundation in curriculum, assessment and evaluation for future focused learning, with an emphasis on literacy and numeracy skills across all learning areas.

Strategic Direction 1: Pedagogical Practice for Learning Success

Purpose

To lead learning through research-based pedagogy to develop high quality educational leadership practices to guide student achievement.

Improvement Measures

Expert use of feedback and formative assessment are observed in all contexts as evidenced through classroom observations and teacher self-reflection data.

Learning intentions and success criteria are visible, explicitly used in all settings and can be clearly articulated by all students.

Wellbeing surveys indicate high levels of satisfaction in the areas of belonging and engagement, and students can identify two staff members who can support them.

People

Staff

Staff build pedagogical knowledge and skill to understand learning intentions and growth mindset to ensure successful access to curriculum for all students.

Students

Students have an understanding of an effective learner, learning intentions and success criteria.

Students develop skills to be engaged learners utilising peer and self reflection to build leadership capacity.

Parents/Carers

Parents/Carers value high expectations and support students in their learning.

Leaders

Leaders use evidence-based pedagogy to provide provision, support and direction to enhance effective teaching and learning.

Processes

Visible Learning

Develop aspirational expectations of learning progress for continual improvement.

Use learning intentions and success criteria as the basis for feedback to students about their learning. (milestones 2018 Writing, 19 Learning Goals, 20 Feedback)

Instill a growth mindset culture to assist students to realise learning goals and demonstrate resilience.

Wellbeing

Implement a whole school approach to student wellbeing in which students can connect, succeed and thrive and build leadership capacity.

Develop engaging learning experiences that explicitly teach the core values for resilience and success. Encouraging self-reflection to ensure achievement of high expectations.

Evaluation Plan

Pre and Post Survey Data

Professional Learning Folios

Student Work and Assessment Samples

Video Analysis

Classroom Observation Feedback Sheets

Practices and Products

Practices

Visible Learning

Students engage in challenging work and feel supported to take risks in their learning across the curriculum.

Staff implement learning intentions and success criteria to ensure access to the curriculum for all students.

Develop opportunities that promote self-efficacy in all students.

Products

Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

Alliances with like schools are developed and maintained resulting in the students having improved social skills, broader opportunities and the ability to make adjustments and adapt to situations.

Strategic Direction 2: Excellence in Curriculum Application

Purpose

To collaboratively build strong foundation in curriculum, assessment and evaluation for future focused learning, with an emphasis on literacy and numeracy skills across all learning areas.

Improvement Measures

Embedded and explicit systems for focussed teacher collaboration within and across schools are used to plan, implement and evaluate targetted curriculum areas.

All students achieve at or above expected growth in literacy and numeracy as indicated by internal measures and Literacy and Numeracy Progressions. If this does not occur the school will implement explicit teaching programs to address concerns.

People

Students

Students are creative, critical and engaged learners who are confident to collaborate about their learning.

Staff

Staff will demonstrate and apply a comprehensive knowledge of the Australian curriculum to guide student learning.

Parents/Carers

Parents/Carers develop an understanding of the learning process and how to actively support their child/ren to achieve success.

Community Partners

Community recognises that the school provides differentiated learning opportunities for every student,

Leaders

Leaders focus on learning progress, effective practices and continuous improvement of staff to enhance their pedagogical and leadership capacity.

Processes

Curriculum

Draw on solid research to develop and implement high quality professional learning in Literacy and Numeracy teaching practices.

Design and implement high quality differentiated learning programs that meet syllabus requirements across all key learning areas.

Use authentic assessment and evaluation strategies to inform future focused teaching and learning.

Evaluation Plan

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Quality Teaching Rounds

Teaching and Learning Program

Data collection procedures and practices operating

Practices and Products

Practices

Every teacher uses data to inform differentiated teaching practice and build learning programs based on student learning priorities.

Collaboration with other schools supports teaching and learning programs that provide evidence of curriculum knowledge.

Collaboratively construct rubrics used for assessment and feedback purposes.

Products

Effective management and interpretation of data is used to develop Learning Plans that recognise the individual needs of each student.

Effective systems in place to maintain accurate records, documentation and assessment data to evaluate and adjust teaching strategies to maximise student learning.

Students develop the ability to work responsibly and independently resulting in quality learning.

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.