

# School plan 2018-2020

## Bourke Public School 1326



# School background 2018–2020

## School vision statement

Providing quality education for all.

## School context

Bourke Public School is a member of the Connected Communities group of schools. We have an enrolment of 210 students, 78% identify as Aboriginal and Torres Strait Islander and 4% of students speak English as a second language..

Bourke Public School has a focus on literacy, numeracy and technology. The school endeavours to ensure students have a healthy lifestyle by providing opportunities to engage in a variety of sporting activities and Kitchen and Garden lessons to develop skills which extend across the entire school curriculum.

There is a major focus on improving and maintaining attendance at Bourke Public School. Innovative programs and community partnerships are established to ensure all students achieve academic growth in supported learning environments.

## School planning process

Completion of the External Validation process against the School Excellence Framework in 2016 helped to drive the direction of the Bourke Public School 2018 – 2020 School Plan, as it helped to identify areas of strength and areas for development. The 'Key Areas of Improvement' identified as a part of the self-assessment process helped to formulate major components of the plan. Additionally, staff participated in the School Excellence Framework Self Assessment at the end of the school year, which also helped to outline the future direction of the school.

There are consistent practices in place at Bourke Public School for ongoing consultative planning and data analysis to monitor the effectiveness of interventions and programs implemented.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Engaged Students

**Purpose:**

Provide innovative and engaging learning opportunities which are supportive and inclusive.



## STRATEGIC DIRECTION 2 Quality Staff

**Purpose:**

Collaborative practices develop expertise to improve outcomes for students. Staff are committed to continuous professional growth.



## STRATEGIC DIRECTION 3 Meaningful Community Partnerships

**Purpose:**

Culturally inclusive programs foster engagement and positive relationships with the community.

# Strategic Direction 1: Engaged Students

## Purpose

Provide innovative and engaging learning opportunities which are supportive and inclusive.

## Improvement Measures

Quality feedback will be used to inform teaching practice. Students will utilise feedback to inform their learning.

Increase the readiness of students at key transition points throughout their schooling.

## People

### Students

Take an active role in their learning through feedback to teachers and peers.

### Staff

Actively implement and support transition programs.

Develop skills in effective assessment and feedback.

### Parents/Carers

Understand and support transition initiatives and feedback.

## Processes

Development of clear transition processes, including transition to kindergarten and high school.

Build staff and student understanding of evidence based feedback.

## Evaluation Plan

- Attendance data
- TTFM surveys
- Class engagement data
- Academic data
- LST data
- Wellbeing data
- Anecdotal observations of class programs

## Practices and Products

### Practices

Implementation of whole school transition plans.

Evidence based feedback is embedded in all classrooms.

Collaboratively developed and evidence informed peer observation practices developed across the school.

### Products

Increased student engagement in lessons and transition programs.

Staff providing students with consistent, targeted feedback to inform their learning.

Students providing feedback to staff to inform effective teaching and learning.

## Strategic Direction 2: Quality Staff

### Purpose

Collaborative practices develop expertise to improve outcomes for students. Staff are committed to continuous professional growth.

### Improvement Measures

Staff engage in peer observations, reflection and feedback.

Teaching and learning programs are responsive to student needs.

Increase student growth in literacy and numeracy when measured against national standards.

### People

#### Students

Students participate in responsive, quality learning experiences.

#### Staff

Staff understand and implement collaborative practices and cultural / community connections.

#### Leaders

Lead staff understanding of collaborative practices and cultural understanding.

### Processes

Professional learning and feedback supports staff to personalise teaching and learning programs for all students.

Develop consistent peer mentoring and coaching protocols.

### Evaluation Plan

- Student performance data
- Staff, student and family feedback
- TTFM surveys
- Teaching and Learning programs
- LaST interventions

### Practices and Products

#### Practices

Peer coaching and instructional leadership supports collaborative practices and quality teaching.

Professional learning for staff supports cultural understanding, community connection and differentiated learning.

#### Products

Shared reflection and feedback to inform effective and collaborative teaching and learning practices.

Collaboratively developed high quality and responsive teaching and learning programs which meet students' needs.

# Strategic Direction 3: Meaningful Community Partnerships

## Purpose

Culturally inclusive programs foster engagement and positive relationships with the community.

## Improvement Measures

Programs across the school are culturally inclusive and support community engagement.

Meaningful partnerships increase students and community reports that the school values their identity, culture, goals and aspirations.

## People

### Students

Students value their identity, culture and have aspirations.

### Staff

Develop local cultural awareness and knowledge to provide culturally inclusive learning environments.

### Parents/Carers

Active partners in improving educational outcomes.

### Community Partners

Support the implementation of initiatives and strategies that benefit students.

### Leaders

Lead staff to develop meaningful community partnerships and embed culturally inclusive teaching and learning programs.

## Processes

Staff engage in professional learning to effectively implement culturally appropriate practices.

Build staff capacity to develop meaningful relationships with community stakeholders.

## Evaluation Plan

- Program supervision
- Class observations
- Induction
- Work samples
- TTFM surveys
- Staff feedback
- Student feedback
- Community feedback

## Practices and Products

### Practices

School collaborates with community stakeholders to support students.

Build staff capacity to effectively embed culturally inclusive programs across the school.

### Products

Students are supported to actively engage in their education.

Culturally inclusive programs implemented to support community engagement and reporting that the school values their identity, culture, goals and aspirations.