

School plan 2018-2020

Bowral Public School 1335



School background 2018–2020

School vision statement

Bowral Public School is committed to providing rich educational experiences where engagement, learning and emotional wellbeing are fostered through challenging programs in a nurturing, supportive and creative learning environment. Our aim is for all students to become active, resilient, confident participants within our ever-changing world. Our students are guided to meet their full potential by passionate, professional staff and supported by strong parent and community partnerships.

'Life isn't fair, but good teaching and good schools are the best means we have of overcoming disadvantage and opening the doors of opportunity for young people' (Steve Dinham: Improving the Quality of Teaching in Australia 2011)

In summary, our vision, consistent with the Melbourne Declaration, is to promote the success of our students through quality teaching and inspired learning, underpinned by inclusive wellbeing practices.

School context

Bowral Public School strives to be a leading primary school in the Southern Highlands. Our profile has continued to be raised due to our exemplary and unique programs. We are recognised in the wider community as being committed to continuous improvement and upholding standards of excellence.

The school's prime purpose, emphasised by its motto: *"Striving, Thinking, Learning"*, is modelled through the commitment of teachers and parents, in the provision of quality learning opportunities, enabling students to perform to the best of their abilities. We proactively build the capabilities of all staff as learners, teachers and leaders, to strengthen and sustain a shared culture of high expectations. Our staff recognises they need to engage with evidence-based, relevant and future focused professional development, to support the ongoing delivery of quality learning practice. Student success in academic, sporting, cultural and social activities is celebrated by the school community.

Anticipated enrolment for 2018 is 600 students, including a small number of Aboriginal students and 10% of students from a non-English speaking background. The school provides a happy, safe and tolerant learning environment for its students. Students are encouraged to develop the values, skills and attitudes to ensure they can make a valuable contribution to their current community and the society they will shape in the future.

The families of the school are most supportive and enthusiastic and take pride in and ownership of the school and its grounds. The school is well resourced and appreciative of the significant funds raised by the P&C and contributed to the school each year.

In 2016 a comprehensive building program was completed, complementing our existing heritage site, ensuring our students have modern and up to date facilities to support their learning.

School planning process

Bowral Public School continually strives to provide a rich, inclusive learning environment for our students. The school self-evaluation process is transparent and inclusive of all stakeholders.

Our findings from self-assessment using the School Excellence Framework across the three domains of Learning, Teaching and Leading formed an integral component of the external validation process we undertook in late 2017. The staff examined the School Excellence Framework and its implications for informing, monitoring and validating our self-assessment journey. Time was dedicated to analyse school practices to determine how we address the elements of the School Excellence Framework. Staff reflected on progress being made across the school, based on the expectations identified in the Framework. Milestones were examined, and evidence of impact was discussed in detail to ensure the accuracy of the evaluation. This self-assessment process formed a strong foundation as we identified the strategic priorities for our 2018–2020 School Plan.

In 2017 the school held meetings and conducted surveys to ascertain the viewpoints of parents, students and staff. These included active participation in the *Tell Them From Me* surveys completed by students. Parents, through the P&C and School Council, were encouraged to complete a detailed survey on many aspects of school life and their findings have been tabled as part of the self-evaluation process.

The 2018–2020 school planning process has included extensive discussion with both staff and parent meetings to ascertain our vision and strategic directions. We have considered the value of current strategies and programs and the need to develop and implement new strategies and programs to bring about transformational change in those areas that reflect the Premier's Priorities and those identified in the external validation process.

This school plan, in conjunction with accompanying milestones, acts as a working document to drive school improvement.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality Learning: Provision of quality learning experiences, responsive to the needs of all students.

Purpose:

Our purpose is to provide a differentiated learning environment that promotes a culture of personalised learning where every student is provided with opportunities to be an engaged and successful learner and take responsibility for their ongoing learning. Student learning, with a focus on literacy and numeracy, is underpinned by quality teaching as we engage students in rich, purposeful learning experiences and apply evidence-based teaching strategies. Consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.

STRATEGIC DIRECTION 2

Quality Teaching: Accomplished and committed staff

Purpose:

Our passionate and skilled teachers aim to inspire lifelong learning. High expectations are the focus as they teach, nurture, inspire and care for our students. We will proactively and collaboratively build the capabilities of all staff as learners, teachers and leaders, to strengthen and sustain a shared culture of high expectations for success. Every staff member recognises they need to engage with evidence-based, relevant professional development, to support the ongoing delivery of data driven, innovative and explicit teaching practice (with a focus on literacy and numeracy).

STRATEGIC DIRECTION 3

Wellbeing: a planned approach

Purpose:

Quality learning experiences, along with positive, respectful and caring relationships, underpin an aspirational learning culture which supports the cognitive, emotional, social, physical and spiritual wellbeing of all students. Our aim is to equip all students with the necessary skills to achieve at their full personal potential and to become happy, creative, competent, responsible, resilient and independent learners. We will empower teachers to facilitate consistent wellbeing and learning support systems. The Wellbeing Framework is to be used as a tool to strengthen and address student wellbeing focusing on the key areas of '*connect, succeed and thrive*'. (Wellbeing for Schools, NSW DET)

Strategic Direction 1: Quality Learning: Provision of quality learning experiences, responsive to the needs of all students.

Purpose

Our purpose is to provide a differentiated learning environment that promotes a culture of personalised learning where every student is provided with opportunities to be an engaged and successful learner and take responsibility for their ongoing learning. Student learning, with a focus on literacy and numeracy, is underpinned by quality teaching as we engage students in rich, purposeful learning experiences and apply evidence-based teaching strategies. Consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.

Improvement Measures

Increase in student growth as demonstrated in aggregate data including NAPLAN is achieved through a differentiated approach in classroom programs.

Student growth data analysis is embedded into classroom practice through enhanced collaborative practice.

Teachers demonstrate commitment and professionalism in delivering a high quality, evidence-based practice, and continually improving student learning using the Visible Learning pedagogy.

People

Students

Articulate their understandings and prior knowledge as they develop their critical thinking, problem solving, collaborative and communication skills.

Teach strategies for empowering students to reflect on their own learning and performance.

Staff

Differentiate programs with student learning needs as a focus, with appropriate, targeted intervention in literacy and numeracy.

Directly and regularly engage with parents to improve their understanding of student learning.

Be actively involved in the writing of IEPs' and PLPs' to ensure student achievement and growth.

Leaders

Establish structures and processes to identify, address and monitor student learning needs. Leaders actively support and lead their teams as we implement whole school processes in working collaboratively to develop teaching and learning programs that reflect evidence based teaching practices.

Parents/Carers

Work collaboratively with teachers as they support student learning both in, and out, of school. Effective partnerships inform planning and motivate students.

Processes

Literacy and numeracy lessons are differentiated to provide equity and enrichment to all students.

Assessment and reporting is enhanced through the collection of quality evidence and the tracking of student data through a whole school database.

The teaching and learning cycle is informed by collaborative analysis of student growth data that is consistently tracking, monitoring and enhancing student performance.

Teachers will embrace evidence-based practice to ensure a clear, mutual understanding of student learning goals.

Evaluation Plan

Monitor student achievement and growth data including: NAPLAN; PLAN 2; Best Start.

Analysis of PLAN2 data as a basis for relevant and effective learning programs.

Review practices to ensure differentiated learning is evident through teacher programs and lesson observations.

Practices and Products

Practices

There is an integrated approach to teaching, curriculum planning and delivery. Assessment promotes excellence, informs teaching and is responsive to the needs of students.

Teachers will collaborate to regularly review learning, ensuring all students have a clear understanding of how to improve their learning

Student assessment data is tracked and monitored to enhance students' growth.

Products

Teaching and learning programs are differentiated to address individual student needs, ensuring that all students are challenged and that adjustments lead to improved learning.

Teaching and learning programs show revisions based on feedback on teaching practices, consistent and reliable student assessment, data and continuous tracking of student progress and achievement.

Learning activities are underpinned by evidence based teaching practice and data analysis to support students to set their own high expectations and evaluate their own learning.

Students are achieving higher than expected growth on internal school progress and achievement data. All students requiring support have an effective individual learning plan with goals that are appropriate.

Strategic Direction 2: Quality Teaching: Accomplished and committed staff

| Purpose | People | Processes | Practices and Products |
|--|--|---|---|
| <p>Our passionate and skilled teachers aim to inspire lifelong learning. High expectations are the focus as they teach, nurture, inspire and care for our students. We will proactively and collaboratively build the capabilities of all staff as learners, teachers and leaders, to strengthen and sustain a shared culture of high expectations for success. Every staff member recognises they need to engage with evidence-based, relevant professional development, to support the ongoing delivery of data driven, innovative and explicit teaching practice (with a focus on literacy and numeracy).</p> | <p>Students</p> <p>Students are explicitly taught feedback processes in order to provide timely and meaningful feedback to teachers on their learning experiences.</p> <p>Staff</p> <p>Staff are committed to individual professional development and learning, self-evaluation and personal goal setting.</p> <p>Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.</p> <p>Through ongoing professional learning and mentoring, staff are able to identify and use data to collaboratively develop differentiated learning and teaching programs.</p> <p>Leaders</p> <p>Recognise the significance of providing strong and effective leadership as they are committed to the professional development of their teams.</p> <p>Build the capacity of staff to use many forms of data to inform explicit teaching (with a focus on literacy and numeracy).</p> | <p>Capacity of teachers will be enhanced through the implementation of coaching and mentoring practices .</p> <p>The collaborative analysis of data and systematic evaluation informs the impact of literacy and numeracy interventions and initiatives.</p> <p>Teachers will embrace evidence-based practice to ensure a clear, mutual understanding of Learning Intentions and Success Criteria (LISC).</p> | <p>Practices</p> <p>Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.</p> <p>Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future directions.</p> |
| Improvement Measures | | Evaluation Plan | |
| <p>All teachers have quality professional development opportunities that are aligned to and clearly reflect Australian Professional Standards for Teachers.</p> | | <p>Teaching programs are evaluated each term.</p> <p>classroom observation data as recorded from agreed observations.</p> | <p>The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.</p> |
| <p>Use of evidence-informed pedagogy is embraced by teachers and is embedded into teaching and learning programs.</p> | | <p>NAPLAN & PLAN 2 data analysed to demonstrate students' strengths and define any gaps.</p> | <p>Products</p> <p>Regular and embedded collaboration to facilitate professional dialogue, to support improved classroom practice and whole school professional development.</p> |
| <p>Data strategically informs the planning, teaching and assessing cycles to be responsive to students at their point of need.</p> | | <p>Professional Development Plans reflect the Australian Teacher Standards.</p> | <p>Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.</p> |
| <p>The school uses embedded and explicit systems that facilitate professional dialogue, collaboration and classroom observation.</p> | | | <p>The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.</p> |

Strategic Direction 3: Wellbeing: a planned approach

Purpose

Quality learning experiences, along with positive, respectful and caring relationships, underpin an aspirational learning culture which supports the cognitive, emotional, social, physical and spiritual wellbeing of all students. Our aim is to equip all students with the necessary skills to achieve at their full personal potential and to become happy, creative, competent, responsible, resilient and independent learners. We will empower teachers to facilitate consistent wellbeing and learning support systems. The Wellbeing Framework is to be used as a tool to strengthen and address student wellbeing focusing on the key areas of '*connect, succeed and thrive*'. (Wellbeing for Schools, NSW DET)

Improvement Measures

Successful implementation of a centralised system to consistently record and analyse wellbeing related data.

Implementation of a strategic and planned approach to develop whole school processes that support the wellbeing of all.

The school has implemented evidence-based whole school practices, resulting in measurable improvement in wellbeing and engagement to support

People

Students

Students actively engage with whole school wellbeing systems that facilitate them in becoming resilient, independent and confident learners who take an active role in their own learning. They will develop and sustain a sense of belonging, self worth, self-awareness and a personal identity.

Staff

All staff members contribute to a collaborative culture that supports the implementation of a multi-tiered whole school approach to wellbeing, leading to high levels of engagement within a positive learning environment.

Leaders

School leaders create a positive climate that increases the capacity of staff to implement effective practices. They facilitate systems and procedures to identify, promote and monitor wellbeing.

Parents/Carers

Strong and effective family and school partnerships are established to promote a shared understanding and engagement with the whole school wellbeing expectations and processes.

Processes

Consistent use of a central tracking system to monitor and analyse data related to wellbeing.

Staff will enhance their understanding of wellbeing to support students to connect, succeed and thrive.

Active ongoing partnerships enabling collaboration between students, staff and community, to foster school spirit and connectedness, focusing on the wellbeing of every child.

Implementation of a whole school approach to student wellbeing through positive behaviour and engagement in learning.

Evaluation Plan

Tell Them from Me survey data Yrs 4–6

Track and evaluate student behaviour through school reflection room and ESR data collection, creating a positive learning environment.

LST referrals analysed for engagement, behaviour, attendance, resilience/anxiety

Annual School Council parent sentiment survey measuring school culture; quality learning environment; and satisfaction levels.

Wellbeing Self Assessment Tool (NSW DET)

Review of Individual Learning and Behaviour Plans.

Practices and Products

Practices

School culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

Data analysis of student achievement drives personalised and authentic learning experiences resulting in increased student engagement.

Whole school wellbeing processes support the wellbeing of all and create an effective learning environment.

Products

Positive, respectful relationships are evident and widespread among students and staff and promote student and staff wellbeing to ensure optimum conditions for student learning.

There is school-wide, collective responsibility for student learning and success, which is shared by staff, parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs.

Measurable improvements in wellbeing and engagement in learning within a differentiated and supported environment.