

School plan 2018-2020

Breadalbane Public School 1345



School background 2018–2020

School vision statement

Breadalbane Public School– A small school with big opportunities. Breadalbane Public School is committed to catering to the diverse needs of every student. Breadalbane Public School prides itself on providing the best of both worlds, with intensive individualised learning that our small school nurtures collaborative social and extra curricula learning opportunities and vast educational experiences within our schools learning networks.

School context

Breadalbane Public School is a small, rural school situated 25kms south of Goulburn with current enrolment of 8 students. The school is very well resourced providing innovative, engaging and individualised learning opportunities with an active focus on literacy and numeracy, technology and the creative and performing arts. Students, staff and parents collaborate to achieve quality education outcomes for all. Students learn to work and play together in a supportive environment. The school is part of a variety of local school networks including the Tablelands Regional Educational Community and Goulburn Community of Public Schools. This provides opportunities for students to engage in learning experiences within the broader community as well as an opportunity for teachers and staff to develop professional learning networks.

School planning process

In October 2017 we started the process of reviewing the 2015–2017 school plan, looking at the successes and progress the school and community made. We surveyed parents and held meetings to discuss the successes of the last school plan and the goals for the 2018–2020 school plan. The school community has made a commitment to continue the planning process in an ongoing capacity and agreed to participate in ongoing assessment and updating of the plan to meet the evolving needs of our students.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality teaching and learning practices to achieve optimal learning outcomes for individuals.

Purpose:

Deliver innovative teaching and learning programs with intent to provide targeted, individualised teaching to move students along the learning progressions.

STRATEGIC DIRECTION 2

Effective network to facilitate learning and wellbeing

Purpose:

To successfully engage and collaborate with all stakeholders. In order to create interconnected learning, professional and community networks that support student learning and holistic wellbeing.

Strategic Direction 1: Quality teaching and learning practices to achieve optimal learning outcomes for individuals.

Purpose

Deliver innovative teaching and learning programs with intent to provide targeted, individualised teaching to move students along the learning progressions.

Improvement Measures

Students improving at expected rates of growth as measured against Literacy and Numeracy outcomes on the Literacy and Numeracy Learning Progressions

Survey results indicate that the school community is committed to the school's strategic directions and practices to achieve educational priorities.

Increase the percentage of students, including Aboriginal students, who achieve year appropriate level or higher and meet expected growth in Literacy and Numeracy.

Increase the percentage of students in the top two NAPLAN bands by 8% by 2020.

People

Students

Will develop skills to be able to understand the literacy and numeracy continuums and identify where they are on the continuums.

Develop self-awareness of learning needs and develop capacity to use feedback to reflect on their learning.

Staff

Develop understanding of innovative classroom practices such as, The Daily 5, Focus on Reading, How2Learn and TEN.

Use holistic and effective assessment strategies to collect, analyse and report on students learning.

Participate in and facilitate Aboriginal Professional learning courses to increase teacher competency in delivering quality teaching and learning that integrate Aboriginal perspectives as well as develop culturally and historically accurate quality teaching/learning units of work around Aboriginal Education.

Parents/Carers

Parents are engaged in and understand the learning progress of their children and how to effectively help them to learn. Parents track student learning through class stories and learning diaries on Class Dojo.

Processes

Implement innovative teaching and learning programs to develop the knowledge, understanding and skills of all students. Including the Daily 5, Focus on Reading, How2Learn and TEN

Individual learning needs–

Individualised learning experiences to develop independence and engagement. Including Robotics, special interest programs, agricultural programs, collaborative learning experiences with TREC network.

Formative assessment–

Use assessment data to monitor achievement and gaps in student learning to inform teaching and learning programs that target individual needs.

Increase exposure to Aboriginal culture through cultural experiences and excursions. Increase understanding of Aboriginal culture through an integrated perspective throughout the curriculum.

Evaluation Plan

- Regular reporting against milestones and feedback from surveys and personal responses from staff, students and parents.
- Monitor and review Individual Learning Plans
- School Excellence Framework
- Analysing student data and track progression on the Literacy and Numeracy learning progressions
- Creating and adjusting all staff Professional Learning Plans

Practices and Products

Practices

Students identify weekly individual learning goals and can articulate where they are headed with their learning.

Learning intentions are displayed, referred to and students can explain what they are learning.

Growth mindset and How2Learn terminology is used to develop student awareness and positivity around life long learning.

Students identify where they are on the literacy and numeracy progressions, articulate why and what their targets are for progression. Data walls and tracking books display this information.

Products

Students, staff and families work collaboratively to identify individual learning goals.

Personalised Learning plans are used to inform teaching and learning planning and programming.

Strategic Direction 2: Effective network to facilitate learning and wellbeing

Purpose

To successfully engage and collaborate with all stakeholders. In order to create interconnected learning, professional and community networks that support student learning and holistic wellbeing.

Improvement Measures

The school community is able to identify the values and directions of the school and is able to understand, acknowledge and is engaged with the schools directions.

Increase in variety of collaborative learning opportunities for students to participate in with various learning networks and communities.

Student, staff and parental surveys indicate an increased level of student wellbeing, engagement and satisfaction

Increase in number of parents engaged in day to day learning and school activities and events.

People

Students

Participate in programs and activities to build self-awareness and awareness of the wellbeing of others

Students collaborate to identify their behavioural expectations, responsibilities and consequences as part of the PBL framework

Students collaborate with peers from learning networks to participate in rich and engaging learning programs and experiences

Staff

Engage in effective and positive professional networks to create a shared vision and consistent teacher judgement for the Tablelands Rural Education Community

To develop professional capacity to enhance teacher quality and achieve teacher accreditation

Participate in the development of school policies and practices and engage with the school community to support the wellbeing of students

Leaders

Develop leadership skills and professional development through leading professional learning in the TREC network.

Build and further develop relationships with learning networks to increase opportunities for students.

Create engaging and collaborative units of

Processes

Caring for students–

Student resilience and wellbeing is supported through the Bounce Back program facilitated in partnership with the school counsellor.

Behaviour–

Design and implement our schools framework for Positive Behaviour for Learning in consultation with the community.

A Planned approach to wellbeing–

Students participate in collaborative learning programs, integrated units and experiences across the learning networks including TREC and other learning communities.

Transitions and Continuity of Learning–

Involvement of students in a variety of peer networking and transitional activities K–6 to support social relationships beyond our school.

This includes the stage three students participating in leadership programs and experiences through participation in Young Leaders Day and the GRIP Leadership conference. They will also be given opportunities within the TREC learning community to develop their leadership skills.

Continuous improvement–

Integrated staff meetings and professional learning across the networks are used to support the embedding of explicit

Practices and Products

Practices

Implementation of Positive Behaviour for Learning (PBL)

Collaborative programs and units of work with Tablelands Regional Educational Community Schools and Goulburn Community of Public Schools and the Binit Binit Learning Community (Yass Community of Schools).

A system wide approach to student learning and wellbeing is evident through shared responsibility from all stake holders.

Products

Quality Teaching rounds are use to ensure explicit systems that facilitate professional dialogue, collaboration, observation and the modelling of effective practice.

Partnerships between parents, students and the community are evident through consistent practices that inform and support continuity of learning for all students.

A stimulating and engaging learning environment within networks is established to educate students and enable them to experience a variety of activities and learning opportunities that are flexible, reflective, relevant and dynamic.

Strategic Direction 2: Effective network to facilitate learning and wellbeing

People
work and learning opportunities across networks to minimise geographical isolation.
Parents/Carers
Parents are invited and encouraged to make meaningful connections with student learning and wellbeing within the school.
Community Partners
Actively engage community partners and providers with the school to continue to build relationships.

Processes
leadership, quality teaching and leaning and community practises.
Community engagement–
Develop relationships and networks with the local Indigenous community through participating in and engaging with the newly establish AECG in Goulburn.
Technology–
Collaborative STEM programs; using robotics, drones, 3D printing and coding programs students will share their knowledge of coding and problem solving strategies through combined learning days with TREC and the Binit Binit Learning Community.
Evaluation Plan
Staff, Student and Parental surveys.
Results and discussion generated through Quality Teaching Rounds
PBL and rewards system
Attendance and behavioural records
School Excellence Framework
Milestone targets
Class Dojo and story data.