School plan 2018-2020

Bonnells Bay Public School 2532

School vision statement

Safe, Respectful, Engaged Learners

The Bonnells Bay Public School learning community will:

Have high expectations and aspire to personal excellence;

Immerse students in future focussed learning;

and Thrive in a safe, supportive and inclusive environment

School context

Bonnells Bay Public School is located on the western edge of Lake Macquarie and has an enrolment of 472 students. 13% of students identify as Aboriginal and Torres Strait Islander and 5% are from language backgrounds other than English. The school has 19 classes and is dedicated to maximising student outcomes through quality teaching and learning programs. The staff is supported to integrate technology into classroom practice. Differentiation of literacy and numeracy programs is a school priority. Our school has a dynamic staff who share a genuine partnership with positive students, an active and supportive parent body and the wider community. The school and the community have high expectations of students and value the provision for a variety of innovative learning opportunities.

The Western Shores Learning Alliance (WSLA) provides opportunities for students and staff to collaborate in a variety of activities beyond the school community.

School planning process

The annual evaluation was led by the school principal and involved participation of and consultation with key stakeholders. These stakeholders included executive staff, teaching staff, ancillary staff, students, parents, P&C and community groups.

Extensive evaluation was completed throughout 2017 and the school completed External Validation in Term 4. The results were shared with the P&C and the jointly constructed vision statement was endorsed. Surveys and forums provided particularly useful information related to community values and aspirations for the school.

The three strategic directions of this school plan relate directly to the school's Vision Statement with analysis of school data informing the improvement measures. Staff worked in teams to determine processes, practices and products in relation to each of the directions.

The school works closely with the other schools in the Western Shores Learning Alliance. Collaboration across the WSLA is embedded into each strategic direction. Consultation has been undertaken with the Itji Marru AECG and the WSLA Aboriginal Education Group for improved engagement and outcomes for Aboriginal students.

The Window of Certainty by Rob Stones and Judy Hatswell was used to scaffold the vision building process.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
High Expectations & Personal Excellence

STRATEGIC DIRECTION 2
Future Focused Learning

STRATEGIC DIRECTION 3
Wellbeing

Purpose:

To ensure a high expectations learning environment where all students and staff are given opportunities to reach their full potential, are motivated to strive for excellence and to be life–long learners.

Purpose:

To equip students with the skills to become collaborative, creative and critical thinkers who effectively communicate their ideas in a diverse and dynamic technology driven society.

Purpose:

To create a safe and supportive environment where each student thrives and is empowered to be successful emotionally, physically, socially and academically. Students will develop the skills to be independent, confident and successful global citizens.

Strategic Direction 1: High Expectations & Personal Excellence

Purpose

To ensure a high expectations learning environment where all students and staff are given opportunities to reach their full potential, are motivated to strive for excellence and to be life–long learners.

Improvement Measures

Progress and achievement of equity groups within the school is equivalent to the progress and achievement of all students in the school.

Student growth matches or exceeds state expected growth in reading, writing and numeracy.

School data demonstrates that all students achieve one year's growth for one year's learning

People

Students

Build skills to self–assess utilising the literacy and numeracy progressions.

Leaders

Build capacity in staff to drive school improvement through the effective implementation of change processes.

Staff

Utilise current research based pedagogy to plan units, lessons and assessment tasks with high expectations, explicit learning criteria and appropriate differentiation.

Parents/Carers

Support school in having high expectations for students and understanding the school's educational directions.

Processes

Professional Learning

Embedded and explicit systems facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

Teaching pedagogy

Evidenced based teaching methods optimise learning progress for all students, across the full range of abilities.

Data

Teachers use data to identify student achievements and progress in order to reflect on their practice and inform future directions

Evaluation Plan

Charting and evaluation of progress against the SEF2.

Classroom observations.

Analysis of school–based and external assessment data and teaching programs.

Practices and Products

Practices

Teachers actively engage in professional development opportunities to improve teaching and learning in their classes, stage groups and across the school.

Teachers provide explicit, specific and timely feedback related to defined success criteria in order to improve student learning.

Every teacher uses data to inform their teaching and learning by tracking student progress on the learning progressions.

Products

Through targeted professional learning and PDPs, teachers are competent in using a range of pedagogies to meet the needs of all students.

Students are able to verbalise the learning intentions that they are working towards and explain what they need to achieve their goals.

100% of teaching and learning programs show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Strategic Direction 2: Future Focused Learning

Purpose

To equip students with the skills to become collaborative, creative and critical thinkers who effectively communicate their ideas in a diverse and dynamic technology driven society.

Improvement Measures

Evidence of future focussed teaching and learning practices in all teaching programs.

Increase the percentage of students in the top two bands in literacy and numeracy.

People

Students

Build skills in being collaborative, creative, critical thinkers who communicate effectively.

Leaders

Adopt a coordinated approach to literacy and numeracy based on high and explicit expectations, ongoing data collection and analysis and evaluative thinking.

Staff

Implement future focused pedagogies with a focus on developing collaborative, creative, critical thinking and communication skills in their students.

Parents/Carers

Support and contribute to the implementation of STEAM programs.

Processes

Outstanding Literacy and Numeracy programs

A coordinated approach to literacy and numeracy teaching ensures that there is an expectation of improvement in literacy and numeracy standards across the school.

Future Focused Pedagogy

Teachers draw on research to develop and implement future focused teaching and learning strategies.

STEAM

Inquiry based learning opportunities enable students to be collaborative, creative and critical thinkers through real world problem solving opportunities.

Evaluation Plan

Charting and evaluation of progress against the SEF2.

Collecting evidence to support milestoning

Classroom observations

Analysis of school–based and external assessment data and of teaching programs

TTFM surveys – targeted question related to Future Focused pedagogies

Practices and Products

Practices

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in the school to improve whole school practice.

Teacher implement practices and systems that incorporate technology, student ownership and a goal oriented mindset.

Products

All teachers routinely utilise a range of assessment strategies to measure growth and achievement.

All teachers have a clear understanding of what future focused pedagogies are and how they are best implemented into the classroom environment as evidenced through classroom observations.

All teaching programs incorporate STEAM based learning.

Strategic Direction 3: Wellbeing

Purpose

To create a safe and supportive environment where each student thrives and is empowered to be successful emotionally, physically, socially and academically. Students will develop the skills to be independent, confident and successful global citizens.

Improvement Measures

A well–being self assessment tool demonstrates improved learning culture.

TTFM well–being data demonstrates an increase in the number of students who feel a sense of belonging and that they have an advocate within the school.

People

Students

Develop the skills to become independent, confident and successful global citizens.

Leaders

Promote the well–being of students, staff and community.

Staff

Consistently implement effective well–being practices in accordance with school expectations.

Parents/Carers

Demonstrate high expectations of student behaviour and work ethic at school.

Processes

Whole School Well–being Practices

Implement a whole school integrated approach to student well–being in which students can connect, succeed and thrive at each stage of their schooling.

Learning and Well–being Support Processes

Planning for learning is informed by sound holistic information about each student's well–being and learning needs in consultation with parents/carers.

Transition

Engage in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points.

Evaluation Plan

Charting and evaluation of progress against the SEF2.

Tell them from me surveys in Term 1 & 3 of each year.

Well–being self assessment tool

Practices and Products

Practices

Collect, analyse and use data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to well–being and engagement, to improve learning.

The LAW team utilises evidence based approaches, programs and assessment processes to identify, monitor and review individual student learning needs.

Collect, analyse and share information to inform and support student's successful transitions.

Products

Tracking systems aligned to incident monitoring will indicate an improvement in student well–being.

Effective Learning and Wellbeing (LAW) practices ensure that referrals are successfully actioned in a timely manner. Referred students are supported by the team, classroom teachers and parents/caregivers.

Plans and support mechanisms are in place to ensure successful transition for students.