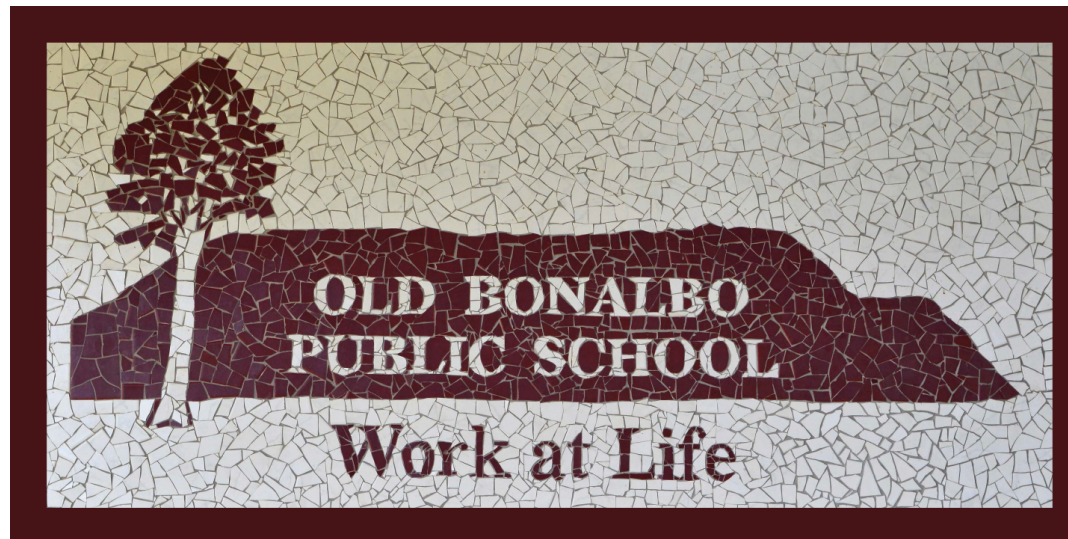


School plan 2018-2020

Old Bonalbo Public School 2800



School background 2018–2020

School vision statement

Old Bonalbo Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child.

This means the school, community members, parents and carers work in partnership, with the commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world, and to develop each individual child.

School context

Old Bonalbo Public school is a small, rural school. It is located 112 kilometres north west of Lismore and 35 kilometres south of the Queensland border.

Our school is highly regarded by its community. All school events attract strong parent and community support. Our parents and community are proud of the considerable achievements of our students. We have an active and supportive P&C. They hold an annual Fireworks Spectacular that raises funds to purchase resources for our students.

School planning process

Students, parents, community members and staff have been involved in shaping the new school plan.

In 2017 the students and parents participated in the Tell Them from Me (TTFM) survey and parents and carers were invited to a school planning meeting. The results from these were analysed and used to form the 2018–2020 school plan.

In staff meetings staff used the feedback from all stakeholders and the School Excellence Framework to formulate 3 strategic directions and how these directions would be implemented in the new school plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Excellence in Learning

Purpose:

For students to develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. To prepare students for rewarding lives in an increasingly complex world.

STRATEGIC DIRECTION 2 Excellence in Teaching

Purpose:

For teachers to demonstrate personal responsibility for improving their practice in order to improve engagement and student learning.

STRATEGIC DIRECTION 3 Excellence in Leading

Purpose:

For the school leadership team to foster high expectations and a shared sense of responsibility for student engagement, learning, development and success with all stakeholders within the school. The school leadership team must ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community.

Strategic Direction 1: Excellence in Learning

Purpose	People	Processes	Practices and Products
<p>For students to develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. To prepare students for rewarding lives in an increasingly complex world.</p>	<p>Students</p> <p>Know their strengths and areas for improvement in literacy and numeracy.</p> <p>Know their strengths and areas for improvement in developing healthy relationships and social interactions with their peers and teachers</p>	<p>Drawing on research to develop and implement high quality professional learning in literacy and numeracy teaching practices.</p>	<p>Practices</p> <p>Every teacher uses data to inform and differentiate their teaching and learning by tracking students progress on the learning progressions.</p>
Improvement Measures			Products
<p>Increase of students achieving at or above expected indicators on the learning progressions</p>	<p>Develop personal values and positive relationships through Positive Behaviour for Learning (PBL) framework</p>	<p>Implementing a whole school approach to students well-being in which students can connect, succeed and thrive at each stage of their schooling.</p>	<p>100% of Teaching and Learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.</p>
<p>All teachers recording progression data on PLAN 2 every 5 weeks, then using that data to inform their programming.</p>	<p>Staff</p> <p>Plan systematic and explicit (modelled, guide, independent) teaching and learning activities to support student progress along the literacy and numeracy progressions.</p>	<p>Meet with our community of schools to ensure collaboration towards improves transition to high school and collegial networks.</p>	<p>Teachers involve students and parents in planning to support learning and share expected outcomes.</p>
<p>Teachers implement PBL and Stronger Smarter strategies across the school.</p>	<p>Foster a classroom and school culture that clearly links positive student behaviour, student learning and classroom practice.</p>	<p>Evaluation Plan</p> <p>Principal to monitor PLAN 2 data, teacher programs and resource allocation for literacy and numeracy.</p>	<p>Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school. PBL is evident at Old Bonalbo PS.</p>
<p>The school continues to collaborates with Bonalbo Central to build strong links for students transitioning to high school.</p>	<p>Parents/Carers</p> <p>Inform the process of developing ILPs for their child.</p> <p>Are provided with a sample of literacy and numeracy strategies to support their children's learning at home.</p>	<p>Increase of students showing positive behaviours and wellbeing for effective engagement in learning</p>	<p>The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. Staff train</p>
	<p>Leaders</p> <p>Engage in ongoing conversations with teachers to identify their level of understanding of the progressions.</p> <p>Provide opportunity for Professional Development for teachers in areas of need guided by PDP's.</p>		<p>The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points –Kindergarten and high school.</p>

Strategic Direction 2: Excellence in Teaching

Purpose	People	Processes	Practices and Products
For teachers to demonstrate personal responsibility for improving their practice in order to improve engagement and student learning.	Students Students feel supported to take risks in and their learning Develop personal values and positive relationships through Positive Behaviour for Learning (PBL) framework	All staff develop PDP's inline with school strategic directions Teachers and school leadership team engage in evidence based professional development	Practices Every teacher uses data to inform their teaching and learning Differentiated teaching based on student learning priorities
Improvement Measures	Staff Teachers have pedagogical knowledge and skills to differentiate teaching and learning.	Evaluation Plan Principal and staff meet each term to review PDP's	Products Data collection and protocol to monitor student progress and inform teaching and learning High expectations are visible in the learning environment Teachers are engaged in evidence based professional learning A well-developed and clearly stated framework for PBL that is readily understood by students, staff and parents
All teachers use professional standards and PDP's to identify and monitor specific areas for development or continual improvement.	Leaders The school leadership team provide instructional feedback to teachers in relation to evidence informed pedagogy. Develop personal values and positive relationships through understanding and implementing the PBL framework		
All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.			
The learning goals for students are informed by analysis of internal and external student progress and achievement data.			
A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.	Parents/Carers Parents value high expectations and support student in their learning.		

Strategic Direction 3: Excellence in Leading

Purpose

For the school leadership team to foster high expectations and a shared sense of responsibility for student engagement, learning, development and success with all stakeholders within the school. The school leadership team must ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community.

Improvement Measures

The school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

The school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities.

Resources are strategically allocated to achieve improved student outcomes and high quality service delivery.

The leadership team measures school community satisfaction and shares its analysis and actions in response to findings with the community.

People

Students

Engage in leadership opportunities

Staff

Foster high expectations for themselves and others in the school community

Leaders

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Long term financial planning is integrated with school planning and implementation

Parents/Carers

Participate in school surveys and planning meetings in order to contribute and stay informed of school progress towards strategic directions of the school

Processes

The leadership team participates in shoulder to shoulder teaching with teachers

implementing targeted interventions in literacy and numeracy according to student needs

ongoing monitoring of student progress against the literacy and numeracy progressions

differentiating teaching practice that focuses on the needs of the individual student

Evaluation Plan

Teachers and instructional leader plan and review each visit

Budgeting tool remains up to date

Milestones are up to date

80% of parents and carers complete the TTFM surveys and the results are communicated to the community

Practices and Products

Practices

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.

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.

Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

Products

TTFM survey indicates customer satisfaction from both students and parents.

Budgeting Tool and SAP reports run and monitored regularly

IL and teachers work within the classroom to improve teaching and learning

Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019