School plan 2018-2020

Borenore Public School 3504

School vision statement

Borenore Public School provides an educational and inclusive learning environment where individual students are successful in reaching their full potential, are confident and creative lifelong learners and respectful citizens.

School context

Borenore Public School is a small school situated fifteen kilometres west of the city of Orange surrounded by diverse agricultural interests and picturesque views.

The school was established in 1878 with the assistance of the community and this sense of community ownership remains today. The Borenore community is proud of the school and its reputation for providing quality education.

Students are taught across all curriculum areas by engaging teachers that cater for individual student learning needs.

The current school enrolment is 44 students, from Kindergarten to Year Six where students are taught in two multiage classrooms. The students are known, valued and cared for by experienced and dedicated staff who are supported by interested and involved parents.

Borenore offers a wealth of educational opportunities for all students in a happy, safe and respectful environment.

School planning process

In planning for a shared vision of the future direction of Borenore Public School the school collected information from a variety of sources.

In 2017 a written survey was completed by parents, students and teachers. The survey asked questions about the school strengths, the future needs of the school and what was required by the students before they started High School. Response gathered information regarding Student Wellbeing, English, Mathematics, parental educational expectations and student learning.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Quality Learning

Purpose:

To ensure curriculum programs and teaching practices develop the knowledge, understanding and skills of individual students using evidence based teaching practices.

STRATEGIC DIRECTION 2
Quality Teaching

Purpose:

To provide a learning environment that is supportive, positive and stimulates student learning to achieve all curriculum outcomes.

To prepare students with life skills to support their cognitive, emotional, social, physical and spiritual well being in the future.

STRATEGIC DIRECTION 3
Quality Leadership

Purpose:

The school staff and community members work together to build strong partnerships and relationships to ensure the future direction of the school and school resources are aligned to student learning needs.

Strategic Direction 1: Quality Learning

Purpose

To ensure curriculum programs and teaching practices develop the knowledge, understanding and skills of individual students using evidence based teaching practices.

Improvement Measures

Every student achieves a years growth for a years learning.

Improved levels of student wellbeing.

People

Students

Students articulate how and why they learn, develop their critical thinking, problem solving, collaborative and communication skills to achieve their learning.

Staff

Staff individualise their teaching to meet student learning needs by providing purposeful, comprehensive teaching programs.

Leaders

Leaders utilise structures to identify, address and monitor student learning needs.

Parents/Carers

Parents and carers work collaboratively to develop learning goals to support students in achieving their goals.

Community Partners

Community partners and support services (Speech Pathologists, OT, etc) work collaboratively with school staff to support student learning, engagement and wellbeing.

Processes

1. Curriculum and Learning

Deliver quality student learning experiences which enable students to understand how they learn.

2. Student Wellbeing

Implement a whole school integrated approach to student wellbeing where students can connect and succeed.

Evaluation Plan

All data will be analysed collaboratively.

- Internal student assessment data.
- External assessment data – Naplan
- Internal surveys – staff, students and parents
- Tell Them From Me Survey
- Individual Learning Plans (ILPs)
- Literacy and Numeracy and Premiers priorities.
- Incident Reports for Wellbeing

Practices and Products

Practices

1. Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and contiuous tracking of student progress.

2. Student wellbeing is supported by a whole school wellbeing program that addresses individual needs.

Products

1. A student centred learning environment exists where all students are supported, challenged and receive feedback on their learning.

2. Consistent approach to the delivery of evidence based teaching and learning.

3. School focus on promoting confident, engaged and respectful learners.

Strategic Direction 2: Quality Teaching

Purpose

To provide a learning environment that is supportive, positive and stimulates student learning to achieve all curriculum outcomes.

To prepare students with life skills to support their cognitive, emotional, social, physical and spiritual well being in the future.

Improvement Measures

Teachers use and analyse internal and external data to inform and improve teaching practice.

Teachers use evidence and data to inform teaching strategies.

People

Students

Students provide respectful feedback to teachers on their learning experiences.

Staff

Staff maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.

Staff will work collaboratively to ensure their teaching practice is evidence based.

Leaders

Leaders build the capacity of the school community to use data and engage in evidence based conversations about school improvement.

Parents/Carers

Parents and carers engage in Literacy and Numeracy information activities around assessment and teaching strategies.

Processes

1. Explicit Teaching

Implement effective evidence based teaching methods that optimise learning progress for all students across a full range of abilities.

2. Data Use

Strengthen the use of the quality teaching learning cycle (including goal setting, learning intentions, success criteria) to analyse student progress and future learning.

3. Professional Learning

Staff share and evaluate professional learning activities at school and in communities of schools.

Evaluation Plan

All data will be analysed collaboratively.

- PDP process
- Lesson observations
- Teaching Programs
- Tell Them From Me Surveys
- PLAN and Progressions
- Assessment Framework
- NAPLAN
- Internal assessment
- MyPL records

Practices and Products

Practices

1. The staff use evidence based teaching methods to optimise student learning.

2. The school staff collaborate with the school community to use student progress and achievement data to identify strategic priorities and to develop and implement plans for continuous improvement.

Products

1. Regular meetings and opportunities are in place to collaboratively plan, reflect and improve evidence informed teaching.

2. The use of data collection and collaborative evaluation is used to inform decisions, interventions and initiatives in literacy and numeracy.

3. Staff collaboratively engage in evidence based teaching strategies and evaluate student progress.

Strategic Direction 3: Quality Leadership

Purpose

The school staff and community members work together to build strong partnerships and relationships to ensure the future direction of the school and school resources are aligned to student learning needs.

Improvement Measures

Increase the number of leadership opportunities for students and staff within and outside the school community.

Increase the levels of participation by parents and the community members in school planning and decision making.

People

Students

Confident leaders who are actively engaged in their learning and contribute to the school and the community.

Staff

Staff identify their learning goals through the Personal Development Plan (PDP) and pursue opportunities to build their capacity.

Leaders

Leaders support the growth and development of all members of the school community.

Parents/Carers

Parents participate in school Parent Programs, school planning and decision making.

Processes

1. Instructional Leadership

Ensure instructional leadership opportunities are in place and staff are involved in observations, peer feedback within schools and communities of schools.

2. Administrative Systems and Processes

Strengthen whole school administrative systems and processes to consolidate events, mandatory requirements and policy cycles.

3. Community Satisfaction

Strengthen school community relationships to enable meaningful participation in new and existing school programs.

Evaluation Plan

All data will be analysed collaboratively.

- Personal Development Plans (PDPs)
- Tell Them From Me – Survey
- Professional Learning
- Policy reviews
- Administrative processes
- NESA Registration

Practices and Products

Practices

1. The leadership team maintains a focus on building school and community partnerships that support student learning.

2. The school evaluates its administrative systems and processes to ensure the delivery of benefits to the school community.

3. The school leadership team collects information that informs decision making within the school.

Products

1. Positive and respectful relationships across the school underpin a culture of feedback and shared responsibility of leadership, teaching and learning.

2. Structures operate to evaluate school administrative systems and practices.

3. Information is collected and analysed to drive school decision making.