

School plan 2018-2020

Bowen Public School 4538



School background 2018–2020

School vision statement

Bowen Public School believes in Growing through Learning. The school aims to provide an inclusive educational environment that is focused on producing learners who are respectful, safe, confident, creative and equipped to be productive citizens in the 21st Century.

School context

Bowen Public School has approximately 240 students and serves a diverse population within a generally low socio-economic area in East Orange. The school is modern, well-resourced through the Resource Allocation Model (RAM) to support student and staff learning.

The school implements a range of strong, research based, academic programs to achieve positive student learning outcomes. The core values of the school are emphasised through the 'Positive Behaviour for Learning' (PBL) program, which focuses on the school's expectations: We Are Learners, We Are Respectful and We Are Safe. Student Welfare practices are varied, promote a happy, safe learning environment and aid the development of resilient citizens who are responsible and tolerant of others. The school's Student Welfare Policy links PBL and the school's reward system to support positive behaviour.

Forty-nine percent of the school population identify as Aboriginal or Torres Strait Islander and two percent are from a language background other than English. The school caters for a range of students with special learning needs through 3 support classes, the successful integration of students with disabilities and the implementation of targeted student support programs.

RAM funding enables a collaborative planning and teaching model that fosters professional learning and development to be implemented in the school. This provides opportunities for staff to learn from and teach each other through dedicated lesson observation and analysis structured into each term. Professional Learning in Literacy and Numeracy at Bowen Public School is further enhanced by the knowledge, support and direction of an Instructional Leader.

Every student benefits from the addition of a School Learning Support Officer in every room to assist in the achievement of individual learning goals. Further, more specialised assistance is provided by highly skilled Learning and Support Teachers and a numeracy interventionist who all work towards improving outcomes for our students.

School planning process

In 2017 and early 2018, a comprehensive process was undertaken across the school community to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This evidence was gathered at a number of events and from a number of sources, which included P&C meetings, school executive, staff and stage meetings, presentation day assembly, Facebook surveys, at the gate surveys and student surveys. The data was then sorted by the executive team to identify the priorities for the 2018–2020 plan. This process included a review of the strengths, opportunities and areas for development across the school. The results were then delivered for review and comment, to the school community again at a P&C meeting and via social media sites. As a result of the feedback obtained, three key strategic directions were identified as a basis for a shared commitment to future developments across the school. These are:

- Future Focused Learning
- Resilience, Relationships and Engagement
- Quality Systems in the School Setting

The Bowen Public School Plan 2018–2020 flows from the strategic directions and sets clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years, across the entire school community. Each strategic direction provides details of the purpose, people, processes, products and practices that are involved in implementing the school's strategic plan.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Future Focused Learning

Purpose:

To build the capacity of all students and staff to be critical and creative thinkers, able to access, collaborate, analyse, reflect upon, adapt and respond through their literacy and numeracy learning.



STRATEGIC DIRECTION 2

Respect, Relationships and
Resilience

Purpose:

To nurture positive relationships with and between students which are safe, respectful and supportive, and which challenge students to achieve outstanding personal growth through learning.



STRATEGIC DIRECTION 3

Leadership

Purpose:

To create efficient systems that support and optimise collaborative partnerships, student well-being and teaching and learning practices.

Strategic Direction 1: Future Focused Learning

Purpose

To build the capacity of all students and staff to be critical and creative thinkers, able to access, collaborate, analyse, reflect upon, adapt and respond through their literacy and numeracy learning.

Improvement Measures

Students will demonstrate or exceed a year of growth for a year of learning.

People

Students

are highly engaged and well supported by pedagogy that focuses attention on critical and creative thinking through collaborative and reflective processes and provides for feedback that enables students to adapt and respond to their learning.

Staff

professional learning enables staff to assess student learning and provide feedback in a consistent manner. Staff work together to develop creative curriculum and analyse their teaching for continual improvement.

Parents/Carers

are supported as partners in their child's education through regular feedback from the school on their child's learning and their input into Individual Education Plans and Personalised Learning Plans.

Leaders

The leadership team assesses, determines and delivers appropriate professional learning that enhances staff capacity to create and deliver engaging and powerful curriculum lessons that focuses on identified areas for individual student improvement.

Processes

SEF area – Learning – Curriculum and Assessment

What Works Best – Feedback

Teachers review learning with each student ensuring each student has a clear understanding of how to improve. Student feedback is elicited by teachers and informs teaching with a clear focus on assessment practices.

SEF area – Teaching – Learning and Development

What Works Best – Collaborative Learning

Creative, effective planning and working strategies are embedded in school organisation, allowing staff to collaborate, analyse, reflect and respond to students' needs.

SEF area – Leading – School Resources

What Works Best – Effective Classroom Practice

A whole school approach ensures the most effective evidence based teaching methods, which optimise learning for all students across the full range of abilities.

Evaluation Plan

NAPLAN and internal school data

Literacy/Numeracy progressions and PAT data

Tell Them From Me and PBL Survey

Classroom observations

Practices and Products

Practices

Staff demonstrate consistency of teacher judgement through collaboratively developed stage plans and programs that show formative and summative assessment practices used as vehicles for individual student improvement.

Innovative delivery mechanisms allow students to collaborate, communicate and think critically and creatively to access the curriculum and achieve positive learning outcomes.

Products

The school is organised in a way that promotes staff collaboration in planning, programming and professional learning, delivering quality teaching, responsiveness to student needs and effective assessment practices.

Student engagement in Literacy and Numeracy learning is enhanced by communicative, collaborative critical and creative teaching practices. Assessment and feedback is formative in nature, positive and embedded in classroom practice.

Strategic Direction 2: Respect, Relationships and Resilience

Purpose	People	Processes	Practices and Products
To nurture positive relationships with and between students which are safe, respectful and supportive, and which challenge students to achieve outstanding personal growth through learning.	<p>Students</p> <p>develop social and emotional skills across a range of settings.</p> <p>Staff</p> <p>Professional learning enables staff to support student wellbeing and provide effective feedback on student self-regulation and social interactions.</p> <p>Parents/Carers</p> <p>are partners in their child's social and emotional development through regular communication and school involvement.</p> <p>Leaders</p> <p>Leadership team establishes structures and processes to support student wellbeing, encourage respectful behaviour and the development of societal social values.</p>	<p>SEF – Learning – Wellbeing</p> <p>What Works Best – Wellbeing</p> <p>Evidence based change to whole school practices exist which results in improvements in wellbeing and engagement.</p> <p>SEF – Learning – Learning Culture</p> <p>What Works Best – High Expectations</p> <p>The school demonstrates aspirational expectations of learning and achievement for all students.</p> <p>SEF – Teaching – Learning and Development</p> <p>Staff actively engage in professional learning that develop their capacity to enhance relationships.</p> <p>Evaluation Plan</p> <p>SENTRAL</p> <p>Attendance data</p> <p>Tell Them From Me Survey</p> <p>MyPL Records</p> <p>Professional Development Plans (PDPs)</p> <p>SCOUT data</p>	<p>Practices</p> <p>Whole school process exist that support the wellbeing of all students to connect, succeed, thrive and learn.</p> <p>Staff develop meaningful relationships with students through regular opportunities to meet, support and mentor them.</p> <p>Products</p> <p>Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the school.</p> <p>The school is organised so that students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.</p> <p>Students feel safe, accepted and valued by their peers and others members of the school. They are intrinsically motivated to attend school every day.</p>

Strategic Direction 3: Leadership

Purpose

To create efficient systems that support and optimise collaborative partnerships, student well-being and teaching and learning practices.

Improvement Measures

Improved levels of community engagement.

People

Staff

continually collaborate to develop explicit and effective processes.

Parents/Carers

are actively engaged in the ongoing performance of the school.

Leaders

The school leadership team leads the ongoing cycle of consultation, planning, implementation, evaluation and reporting of school processes and practices.

Processes

SEF Area– Leading – Management Practices and Processes

What Works Best Collaborative Practice

The school supports a culture of high expectations and community engagement resulting in sustained and measureable whole school improvement.

Policies and process are developed which ensure the ongoing efficient operation of the school.

Evaluation Plan

SENTRAL data

Community meeting minutes

Tell Them From Me Parent Survey

School Excellence Framework self assessment survey

Professional Learning Plans (PDPs)

Practices and Products

Practices

School evaluates its administrative systems and processes to deliver anticipated benefits to the school community and makes changes when required.

The leadership team collects information about the schools administrative practices in order to ensure their effectiveness.

Products

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

The administrative systems practices and process underpin ongoing school improvement and the professional effectiveness of all stakeholders.