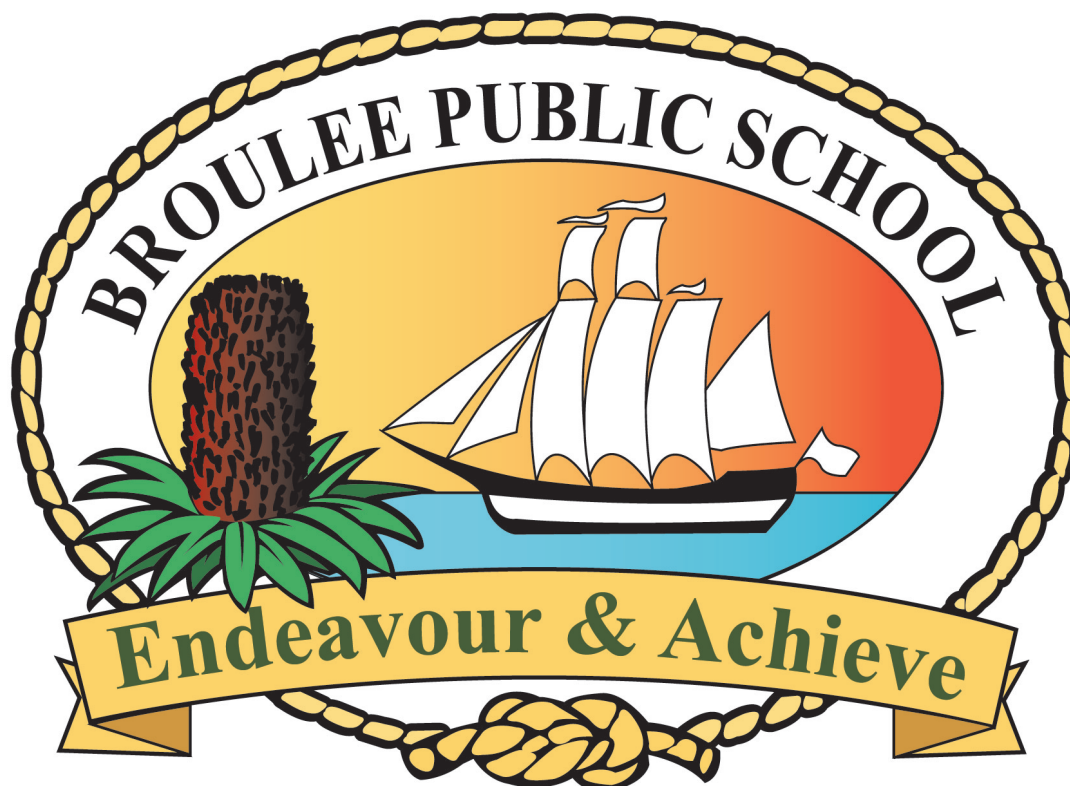


School plan 2018-2020

Broulee Public School 4612



School background 2018–2020

School vision statement

School Vision:

To create a passion for lifelong learning with a commitment to innovative, flexible and creative thinking

School Mission Statement:

We are a school that is:

- Teaching 21st Century Skills
- Learning in an exciting, engaging environment
- Valuing individuality and creativity
- Developing confidence, excellence and leadership skills

Core Values:

- **Fair** – To make decisions based on equity and social justice.
- **Inclusive** – To value difference, to learn with and from each other.
- **Safe** – To promote and support risk taking within a safe learning environment
- **Honest** – To play, grow and learn with integrity and ethics

School context

Walawaani Njindiwan – Welcome

Our school is a leading centre for education innovation for students from Kindergarten to Yr. 6. It is student focused and students will always be our first priority. We have high expectations for all of them in becoming "students who are masters with content not just masters of content".

We use a range of digital technologies as tools to assist in delivering an engaging and challenging curriculum that also includes the skills of: leadership, flexible thinking, creativity, imagination, cooperation and communication.

We are inclusive and respect and celebrate diversity and difference. Special features of our programs include: public speaking, environmental activities, and a wide range of sporting electives and "Gifted & Talented" programs.

During recent years we have won a number of regional and state awards for Leadership Innovation, Academic Excellence and Parent Partnerships. The school has also recently been recognised in a number of national and international publications (The Australian Educational Leader, Australian College of Educators).

We believe strongly in collaborative schooling where we acknowledge children learn every minute they are awake, 24/7/365. We aim to integrate the efforts of the home and the school and together we foster the concept that learning is "life long".

School planning process

During 2017 the school consolidated its direction and focus in terms of strategic planning for 2018–20.

The school vision, mission statement, student wellbeing policies and evidence based teaching and learning reflected the school's commitment to excellence in teaching 21st Century learning skills.

Ongoing workshops, presentations and consultation occurred with staff, and key stakeholders from the educational community throughout 2017. This included our Parents and Citizens' Association (P&Cs) members from our Aboriginal Communities as well as parent groups.

Final statements and strong targets were then used to drive the development of the 2018–20 school plan. The evaluation plan indicated the types of evidence that would need to be collected to monitor our progress towards achieving the identified improvement measures. The milestone document will again be refined in late 2018 and 2019 following the release of the school's yearly budget and RAM allocation for the 2019 and 2020 school years.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Excellence in Teaching

Purpose:

To design and promote excellence in teaching that is embedded within current pedagogical practices that embraces and nurtures the talents of every student.

STRATEGIC DIRECTION 2 Learning and Engagement

Purpose:

Student will take responsibility for their learning, know why they are learning, what they are learning and when they have been successful learners.

A culture of high expectations will be embedded in a challenging and for all learners to learn to their full potential.

STRATEGIC DIRECTION 3 Leadership and School Culture

Purpose:

To promote and inspire leadership that builds the capacity for excellence and innovation and fosters a culture of high expectations and shared responsibility in order to develop students as life long learners who are positive contributors to society.

Strategic Direction 1: Excellence in Teaching

Purpose

To design and promote excellence in teaching that is embedded within current pedagogical practices that embraces and nurtures the talents of every student.

Improvement Measures

Use PLAN 2 and Learning Progressions to track student performance and analyse data and student growth.

Increased use of evidence-informed pedagogy by all teachers

All staff use formative assessment to guide future direction for individual students and school

People

Leaders

Lead professional development.
Coordinate peer coaching sessions.

Staff

Access coaching and collaborative peer observations and professional feedback.
Maintain accurate records and assessment data in order to evaluate and adjust their teaching strategies to maximise positive impact on student learning

Set high expectations for all students
Utilise 21st Century teaching tools

Students

Are responsible self directed learners.
Provide meaningful feedback to teachers on the learning experience

Parents/Carers

Collaborate as partners in the education of the young in a 21st century world

Processes

Teacher Quality

Embed innovative, quality teaching practices based on current research and collaborative professional dialogue.

Assessment

Strengthen assessment and analysis of student data to identify student progress in order to reflect on teacher effectiveness and inform future school directions.

Evaluation Plan

NAPLAN data
Learning Progressions
Classroom observations
Team and staff meetings
Qualitative and quantitative evidence
PDPs

Practices and Products

Practices

All teachers use knowledge of curriculum and assessment to inform innovative and quality teaching strategies and program development.

All staff analyse evidence to implement flexible and effective learning to suit the physical, social and intellectual development and characteristics of all students.

All staff monitor, track and report on both student and school performances and outcomes.

All teachers share criteria for student assessment with students.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement.

Products

All staff know their curriculum content and demonstrate exemplary teaching practice using differentiated learning outcomes.

Formative assessment is integrated into teaching practice confirming that students learn what is taught.

Structures are in place to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

All staff ensure students have a clear understanding of how to improve.

Student feedback informs teaching and errors are explicitly addressed until mastery is demonstrated.

Strategic Direction 2: Learning and Engagement

Purpose

Student will take responsibility for their learning, know why they are learning, what they are learning and when they have been successful learners.

A culture of high expectations will be embedded in a challenging and for all learners to learn to their full potential.

Improvement Measures

80% of students will achieve their year appropriate expected growth in Literacy and Numeracy – 1 year of school = 1 year of growth.

Increased number of Year 5 students demonstrating value adding as measured by NAPLAN data.

People

Leaders

Identify and coordinate staff professional learning

Staff

Increase the understanding of staff through engaging in identified, relevant professional learning around quality assessment tools including formative assessment and feedback strategies.

Students

Recognise and accept responsibility for their own learning and behaviours.

Parents/Carers

Parents are made aware of how learning looks in the classroom and how they can support their student learning.

Processes

Learning Culture

Ensure aspirational expectations of learning progress and achievement for all students is developed through the implementation of a growth mindset culture.

Curriculum and Assessment

Implement an integrated approach to quality teaching, curriculum planning and delivery and formative assessment where feedback is responsive to the learning needs of all students so students learn what is taught.

Evaluation Plan

Team meetings

NAPLAN SCOUT Best Start PLAN 2

Student work samples

Sentral data

Class blogs – school website.

Program review/Assessment task evaluations

TTFM / Parent Surveys

Parent– teacher interviews

My PL

PDP reviews and reflections

Student / staff reflections

Practices and Products

Practices

Teachers are explicitly using strategies to promote growth mindset in student learning.

Student reflect on assessment and quality feedback to inform their learning.

Teachers use quality assessment tools, including formative assessment, to provide timely feedback to inform student learning.

Products

School – parent partnerships continue to grow as evidenced by levels of communication and understanding of the learning process.

All students will achieve expected or above expected growth each year in all key learning areas.

Teaching programs will demonstrate assessment: for, as and of learning which is then reflected in classroom practices.

Teachers will demonstrate an understanding and use Assessment of, as and for Learning, ensuring all students have a clear understanding of how to improve their learning.

Students can articulate how they are learning, what they are learning and where to next.

Strategic Direction 3: Leadership and School Culture

Purpose

To promote and inspire leadership that builds the capacity for excellence and innovation and fosters a culture of high expectations and shared responsibility in order to develop students as life long learners who are positive contributors to society.

Improvement Measures

Increased number of parents and community members engaging with the school.

Increased numbers of staff take responsibility for innovative practices and seeking accreditation at lead and HAT levels.

People

Leaders

Encourage community engagement and involvement.

Recognise, acknowledge and support staff to be innovative in their practices.

Staff

Identify, explore and trial research based innovative practices.

Provide students the opportunity to take leadership and responsibility for their own learning.

Parents/Carers

Share skills and knowledge as proactive partners with the school.

Students

Students are willing to take risks in their learning and develop their leadership skills.

Processes

Leadership

School structures support a focus on distributed instructional leadership to promote continuous improvement of teaching, learning and leading.

Partnership

School structures promote opportunities for staff, students and community to work in collaborative partnerships and have shared responsibility which develop life long learning habits.

Technology

School will review and evaluate policies and procedures in relation to the provision of current technology to support learning and classroom practice.

Evaluation Plan

BYOT policy / technology audit

Data from school/class blogs

Internal/external assessments

Community participation

My PL records (sharing)

Meeting minutes

Involvement in community events

PDP goals

Accreditation data

Practices and Products

Practices

Students and teachers access technology that is integrated into classroom practice as part of the learning environment.

All staff collaborate through the willingness to and sharing of innovative practices and ideas.

Teachers actively engage parents and community members as mentors and support people in their classrooms.

Products

As a result of opportunities provided there is evidence of a collaborative and cohesive school community.

Increased instructional leadership capacity as evidenced by the sharing of professional learning and innovative ideas.

Students contribute to the school community in a positive fashion through their learning and leadership skills.

Classroom practice will be supported by the latest technology.

Technology use reflected in teaching programs.