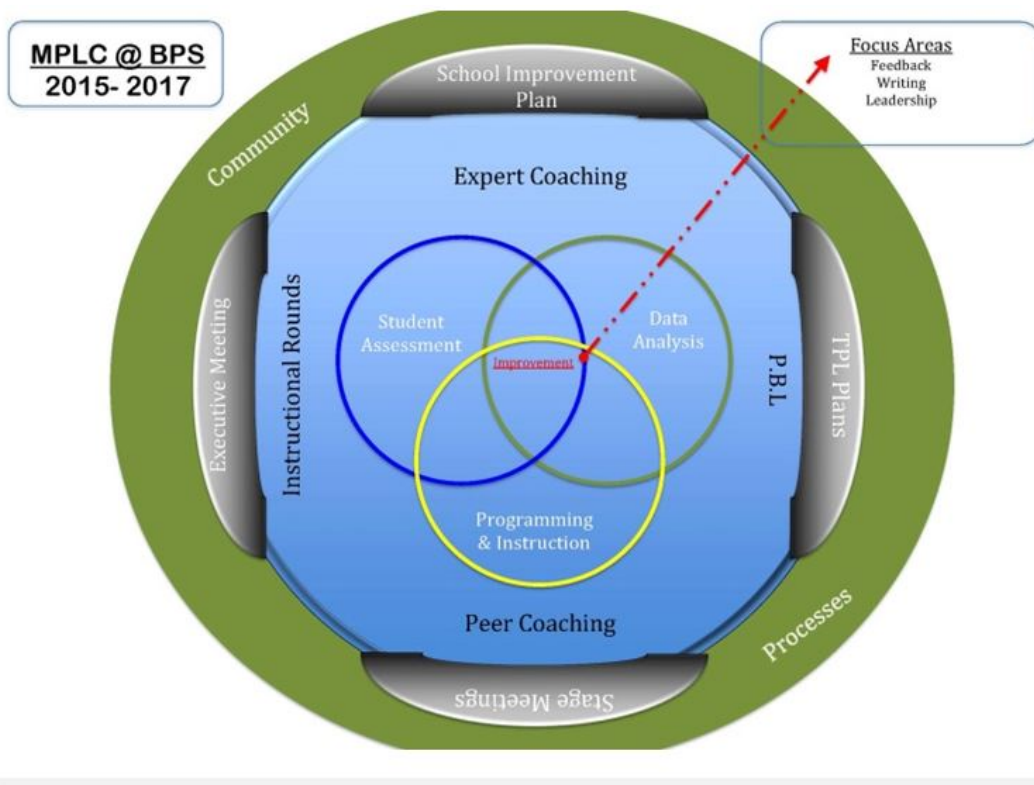


# School plan 2018-2020

## Buninyong Public School 4616



# School background 2018–2020

## School vision statement

Building a community of safe, respectful learners.

## School context

Buninyong Public School is located in East Dubbo. At our school, our students learn in a stimulating environment where they are encouraged to reach their full potential. We have a school philosophy that supports family values and inclusive education. Strong academic programs with a focus on inquiry learning and thinking pedagogy, Aboriginal perspectives, individualised support, a highly dedicated staff and excellent resources offer children the very best opportunity to succeed. Our school drives the philosophy of developing strong community partnerships. We have state of the art technology in the classrooms to help enhance our students' learning as 21st Century global citizens.

We are proudly building a community of safe, respectful learners through quality education in a caring, innovative environment.

## School planning process

Engaged in a consultative process:

This plan was developed by staff, parents, students and community. It is endorsed by the AECG.

Students and parents have been given the opportunity to reflect, evaluate and plan with the underpinning outcome to improve student learning through a concerted approach to professional teaching practice, parental support and community interventions.

The school executive will have direct responsibility and accountability for the implementation of the annual, whole school, stage and team plans, as well as whole school, team and stage evaluation reports.

This plan articulates the school's priorities over the next 3 years and beyond for quality teaching and learning, improving and building relationships and quality and practical systems through targeted professional learning, coaching and mentoring.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Learning

### **Purpose:**

Build learning culture, teacher capacity and personalised learning, targeting literacy and numeracy; strengthen wellbeing practices and celebrate cultural diversity.

## STRATEGIC DIRECTION 2 Teaching

### **Purpose:**

Build teachers' learning clarity and high quality questioning to promote rich talk, supporting systematic feedback and reflective practice.

## STRATEGIC DIRECTION 3 Leading

### **Purpose:**

Cultivate independent learners and leaders through strong collaborations

# Strategic Direction 1: Learning

## Purpose

Build learning culture, teacher capacity and personalised learning, targeting literacy and numeracy; strengthen wellbeing practices and celebrate cultural diversity.

## Improvement Measures

Increased proportion of students achieving expected growth K–6 in literacy and numeracy.

Increased proportion of students reporting a positive sense of belonging, cultural identity, expectations of success and advocacy at school.

Increased proportion of parents and community engaged with student learning.

## People

### Students

–Value culture, develop a strong sense of belonging and connection to the school community.

–Articulate their learning progress and give purposeful feedback to peers.

### Staff

–Embed evidence based practice and Aboriginal perspectives in teaching and learning.

–Identify, implement and evaluate intervention strategies to address student learning in literacy and numeracy.

– Reflect on learning using feedback and data.

### Leaders

–Mentor and coach staff

–Establish evaluative processes to monitor school improvement.

### Parents/Carers

–Collaborate with staff and students to develop learning goals and celebrate students' learning and cultural achievements.

## Processes

### Building Capacity.

Build staff capacity and commitment to identifying, understanding and implementing the most effective, explicit teaching methods, using evidence based strategies that support a culture of high expectations, Aboriginal perspectives and community engagement.

### Personalised Learning

Build staff capacity to identify, implement and evaluate best practice syllabus interventions to support student learning improvement in literacy and numeracy.

### Wellbeing

Identify, investigate and implement strategies that promote parent engagement and support student wellbeing and cultural identity.

## Evaluation Plan

PLAN 2/Best Start data

Personalised Learning Data

NAPLAN

Text reading levels.

Internal student performance data.

Open night/Parent Expos/PLP data

Tell Them from Me data

Attendance data

PBL data.

## Practices and Products

### Practices

Teachers and mentors regularly review their teaching and learning programs based on feedback on teaching practices, student assessment data and continuous tracking of student progress and achievement.

Interventional systems are in place across the school to identify and address skill gaps in student learning of literacy and numeracy.

Teachers, parents and the community work together to support consistent and systematic processes that ensure positive wellbeing and celebrate cultural diversity.

### Products

The whole learning community articulates the learning aspirations, progress and achievement of all students.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Consistent and systematic processes are in place to support positive wellbeing and cultural diversity.

# Strategic Direction 1: Learning

Processes
Stronger Smarter data

# Strategic Direction 2: Teaching

Purpose	People	Processes	Practices and Products
Build teachers' learning clarity and high quality questioning to promote rich talk, supporting systematic feedback and reflective practice.	<b>Students</b> <ul style="list-style-type: none"> <li>–Use a richer vocabulary and reflect on their learning.</li> <li>–Choose from a range of routines and strategies to support their learning.</li> </ul> <b>Staff</b> <ul style="list-style-type: none"> <li>–Collectively develop and embed explicit teaching skills and evidence based practices, through ongoing professional learning.</li> <li>–Evaluate and reflect on effectiveness of teaching and learning programs.</li> <li>–Use a shared language and knowledge of whole school pedagogy and practice.</li> </ul> <b>Leaders</b> <ul style="list-style-type: none"> <li>–Ensure there are systems in place to support consolidation of professional learning and identify the next step.</li> <li>–Lead evaluation of professional learning.</li> </ul>	<b>Learning Routines</b> <p>Build and consolidate staff capacity to embed and evaluate school wide learning routines.</p> <b>Rich Language</b> <p>Build capacity of staff to embed sophisticated instructional vocabulary into teaching and learning programs and practices.</p> <b>Thinking</b> <p>Build capacity of staff to consolidate 8 Ways Pedagogy and whole school Thinking Scope processes and protocols into their teaching and learning programs.</p> <b>Evaluation Plan</b> <ul style="list-style-type: none"> <li>Entry and Exit ticket data</li> <li>Observation Rounds data.</li> <li>Gap to Got it data.</li> <li>PDP meetings</li> <li>Stage meetings</li> <li>Mentoring sessions and plans.</li> <li>Tell them from me survey.</li> <li>Observation Rounds data.</li> <li>Internal school performance measures.</li> <li>Photos/videos</li> <li>PDP evidence</li> </ul>	<b>Practices</b> <p>Teachers regularly review their teaching and learning programs to ensure all students' learning needs are met and reflect on teacher effectiveness.</p> <p>Teachers demonstrate and effectively contribute to developing a shared language and knowledge around whole school pedagogy and practice.</p> <p>Students demonstrate increased levels of purposeful discourse, ability to pose higher order questions, give and receive quality feedback and explain their thinking.</p> <b>Products</b> <p>Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent reliable student assessment and continuous tracking of student progress and achievement.</p> <p>Students use a school wide system for giving and receiving quality feedback to improve their learning through the use of school wide routines.</p> <p>Students demonstrate increased levels of metacognitive awareness leading to a clear understanding of how to improve their learning.</p>
Improvement Measures			
Increased use of evaluative thinking and reflective practice to inform thinking, teaching and learning			
Increased proportion of students who understand, choose and use a range of school wide learning routines and strategies. .			
Increased proportion of students who demonstrate growth and development across all areas of language.			

# Strategic Direction 2: Teaching

Processes
Anecdotal notes

# Strategic Direction 3: Leading

Purpose	People	Processes	Practices and Products
Cultivate independent learners and leaders through strong collaborations	<b>Students</b> <ul style="list-style-type: none"> <li>–Choose the most effective strategies for their learning purpose.</li> <li>–Collaborate with other learners to engage in authentic learning.</li> </ul> <b>Staff</b> <ul style="list-style-type: none"> <li>– Develop explicit teaching skills and evidence based practices, through ongoing inquiry based professional learning(AVID)</li> <li>–Innovate in their practice to embed independent learning skills.</li> <li>–Choose the most effective strategies for their learning purpose.</li> <li>–Collaborate with colleagues and community to develop and implement learning experiences.</li> </ul> <b>Leaders</b> <ul style="list-style-type: none"> <li>– monitor and track progress to ensure effective implementation and sustainability of the 'Success for All' project</li> <li>–Strengthen collaboration across learning alliances.</li> <li>–Lead professional learning on targeted areas.</li> <li>–Elicit feedback from stakeholder groups.</li> </ul> <b>Parents/Carers</b> <ul style="list-style-type: none"> <li>– Collaborate with the school team in project design and implementation.</li> </ul>	<b>STEAM</b> <p>Build staff capacity to lead and innovate practices that embed collaborative learning around real world problems.</p> <b>Connected for Learning</b> <p>Develop a network across schools and community to access and create collaborative learning experiences.</p> <b>Learning Sleuths</b> <p>Provide targeted, evidence-based professional learning and training to build deep knowledge and explicit teaching skills required to support student aspirations and learning.</p> <b>Evaluation Plan</b> <p>Growth Mindset</p> <p>Learning Dispositions</p> <p>Student self-evaluation data.</p> <p>Critical and Creative Thinking continuum data.</p> <p>PBL data</p> <p>Suspension data.</p> <p>Attendance data.</p> <p>Workshop media footage.</p> <p>Community involvement.</p>	<b>Practices</b> <p>Staff are skilled practitioners in the implementation and delivery of (AVID) Inquiry based learning strategies and have a deep knowledge of multi-syllabus outcomes</p> <p>Student project development, in conjunction with teacher, Aboriginal and wider community partnerships, reflect high quality product and improved learning outcomes.</p> <p>Students use inquiry based learning skills to solve complex problems relating to real world issues and demonstrate their skills beyond the school setting.</p> <b>Products</b> <p>Teachers design, create and deliver quality inquiry based learning programs with strong Aboriginal, local and global resources and links.</p> <p>Students are leaders in their own learning and seek out leadership opportunities within their school community.</p> <p>The relationships developed through collaborative practices and staff network meetings between schools is sustained, successful and ongoing.</p>



## Strategic Direction 3: Leading

### People

–Provide feedback on their children's learning.