

School plan 2018-2020

Barwon Learning Centre 5762



School background 2018–2020

School vision statement

Barwon Learning Centre is committed to developing honest, respectful relationships with all members of the school community, and to providing a balanced and meaningful approach to educational programmes. Particular focus is on literacy and numeracy, and social and emotional learning to support achievement.

The personal, social, academic and cultural needs of each student are addressed in their Personal Learning Plan.

Through quality teaching and guiding students to manage their own behaviours, Barwon Learning Centre aims to support each student to achieve their potential through positive engagement in learning.

Barwon Learning Centre aims to support students to re-engage positively with their learning.

The school is guided by the wisdom of an Aboriginal Elder, Uncle Harry Walker, " Some trees need more water than others."

School context

- The Barwon Learning Centre is situated in Moree on Gomerroi/Kamilaroi Country .
- Commencing in 2018 BLC has two classes on site (Year4–6 and Year 7–9). A teacher and School Learning Support Officer, who are part of BLC's staffing establishment, operate a K–3 class at Moree East Public School. BLC caters for students who are identified as having significant behavioural challenges that interfere with their learning and the learning of others.
- Each class has a limit of seven students with a classroom teacher and a School Learning Support Officer (SLSO).
- A significant number of students identify as ATSI (Aboriginal and Torres Strait Islander). BLC identifies culture as being an integral component of our educational systems and programs.

School planning process

The school consulted with Departmental Personnel , staff, AECG (Aboriginal Education Consultative Group),partner schools, external stake holders, students and parents.

All information was collated and used to gauge the needs of the school in planning for the best possible educational environment for its students.

The consultation was followed by collaborative school planning sessions, where all staff combined to identify and strategise areas for potential improvement.

As a result two key strategic directions have been identified that will drive school planning These include:

1. Students and Staff are Leaders of Their Learning – The provision of quality teaching and learning that value adds to a student's Literacy and Numeracy levels and abilities.

2. Leading and Linking Effective Partnerships – improvement, innovation and change by building a professional learning community based on continuous improvement in teaching and learning, student and staff wellbeing and capacity building. Linking students and their families to appropriate supports and relinking students back to their partner schools through well planned transition programmes.

The Barwon Learning Centre School Plan 2018–2020 forms the basis for school improvement and development over the next three years. School excellence will be achieved through authentic and meaningful partnerships between Barwon Learning Centre, students, parents/caregivers, Departmental Personnel, partner schools and our community. Effective partnerships with other Government and Non Government agencies will further enhance the achievements of outcomes.

School strategic directions 2018–2020



Purpose:

To provide a learning environment that sets high expectations in developing proactive strategies that includes success criteria and learning intentions. This will promote high level engagement through quality teaching that aligns with Department of Education priorities. Students will begin to reconnect with their education in a way that is meaningful and productive.



Purpose:

The purpose is to build a whole school community approach to leading improvement, staff and student wellbeing, innovation and change based on continuous improvement of teaching and learning, staff and student wellbeing and capacity building.

Strategic Direction 1: Students and Staff are Leaders of their Learning.

Purpose

To provide a learning environment that sets high expectations in developing proactive strategies that includes success criteria and learning intentions. This will promote high level engagement through quality teaching that aligns with Department of Education priorities. Students will begin to reconnect with their education in a way that is meaningful and productive.

Improvement Measures

All staff differentiate literacy and numeracy teaching to meet identified student learning needs that are aligned with the learning progressions.

Staff use consistent behaviour management strategies while further developing and implementing a broad inclusive, culturally relevant, meaningful and connected curriculum.

Students improve their Literacy and Numeracy outcomes as evidenced by pre and post assessments and continuous tracking of student progress and achievement.

People

Students

Students demonstrate confidence and self-regulation to utilise a range of Literacy and Numeracy strategies across all subject areas.

Students see themselves as successful and capable learners, developing a strong capacity for understanding.

Staff

Staff will differentiate teaching and learning activities to cater to all students' abilities and learning styles and foster engagement through explicit teaching and specific success criteria and learning intentions.

Staff use structured and effective behaviour management strategies to support teaching and learning.

Community Partners

Base Schools

Work in partnership with Barwon Learning Centre to provide a consistent supportive and quality education while maintaining high expectations and educational goals for all students.

Parents/Carers

Parents and carers are empowered to be positive advocates for their children and work in partnership with the schools and are actively involved in the planning of their child's learning.

Processes

Development and maintenance of effective, school wide differentiated learning to foster engagement and improved learning outcomes for all students.

Using data with confidence to inform planning for explicit individualised Literacy and Numeracy teaching and learning.

All staff will develop professional learning goals, collate evidence of achievement and build their professional practice.

Evaluation Plan

- Curriculum differentiation is evident in class programmes and observations.
- Analysis of professional development highlights effective pedagogy, changes in teacher practice to support literacy learning across the curriculum.
- Analysis of student work samples for effective application of literacy and numeracy learning.
- Analysis of in school data (Sentral). Evaluation of coaching conversations that inform Professional Development Plans (staff) and Personalised Learning Plans (students).
- Surveys completed by staff and students.
- Classroom observations to ensure alignment with classroom program.
- Executive team will assess and evaluate completed Performance and Development Plans.

Practices and Products

Practices

Teaching and Learning programmes target specific, engaging integrated learning with a particular focus on Literacy and Numeracy tracking student achievement that aligns with the Learning Progressions.

Student Literacy and Numeracy levels are assessed by formative and summative assessments using effective diagnostic instruments that are used across school settings.

Professional learning planning includes best practice in Literacy and Numeracy pedagogy and using data confidently to promote student engagement.

Staff will research appropriate wellbeing programmes to develop strategies in line with the Wellbeing Framework that will support students within BLC and their partner schools.

Products

Whole school scope and sequence for Literacy and Numeracy informs the teaching and learning cycle.

100% of students have Literacy and Numeracy benchmarks and evidence of tracking through the learning progressions.

Staff demonstrate understanding of the Wellbeing Framework For Schools.

Apply lesson observations, learning and PLAN data will inform the development of differentiated learning programs.

Strategic Direction 2: Leading and Linking Effective Partnerships

Purpose

The purpose is to build a whole school community approach to leading improvement, staff and student wellbeing, innovation and change based on continuous improvement of teaching and learning, staff and student wellbeing and capacity building.

Improvement Measures

Processes and practices to deepen understanding of the curriculum and refine instruction to improve student learning and achievement will be evidenced in staff surveys, feedback from formal interviews and informal discussions.

The effectiveness of the contribution of external agencies involved in partnership projects and programmes with Barwon Learning Centre will be evaluated.

All students will have Increase in documented infrastructure of support for student and families evidenced through comprehensive transition plans, PLP'S, IEP'S and other appropriate documentation.

People

Students

Students will see Barwon Learning Centre as a place of opportunity and as a positive environment for achievement.

Feedback on individual student performance will be ongoing and formalised at the end of each placement.

Staff

Staff will develop new ways of building relationships, partnerships and utilising community services and agencies to enhance and implement new transition processes.

Parents/Carers

Will work with BLC and external agencies to support the achievement of personal, social, learning and behavioural outcomes for their child. This will include being involved in relevant Professional Learning.

Community Partners

Leaders will mentor change in culture within the school, partner schools and community groups by actively engaging in school and student initiatives.

Processes

To build capacity, participation and leadership and link with appropriate services to facilitate comprehensive support for students and families.

Negotiated educational relationships to facilitate transition programmes that include the exchange of relevant information to inform high quality planning for student achievement.

Evaluation Plan

- Data will be kept and analysed to ascertain the effectiveness of partnerships
- Staff at Barwon Learning Centre, Base Schools, students and parents will complete a survey regarding the transition process.
- Analysis of meeting minutes.

Practices and Products

Practices

The schools annual and ongoing Professional Learning Plans will be developed using Departmental Strategic Plan, School Excellence and Policy Framework, the Melbourne Declaration and teaching standards to inform aspirational directions.

Student's Personalised Learning and Support Plans and Individualised Education Plans will be the result of collaborative reviews and interventions.

Student wellbeing and positive behaviour is sustained through a positive and safe learning environment.

Engage with high quality Medical, Health and Educational Personnel to build strong support networks around each student and inform improved school procedures that are aligned with the Department of Educations Wellbeing Framework.

Products

There is shared vision and evidence of a reparative approach to student wellbeing and support that aligns with the Wellbeing Framework.

Barwon Learning Centre will be an active partner with partner schools and external agencies in supporting the achievement of improved learning and behavioural outcomes.

The school will have students supported with evolving Personalised Learning and Support Plans and the involvement of relevant services.