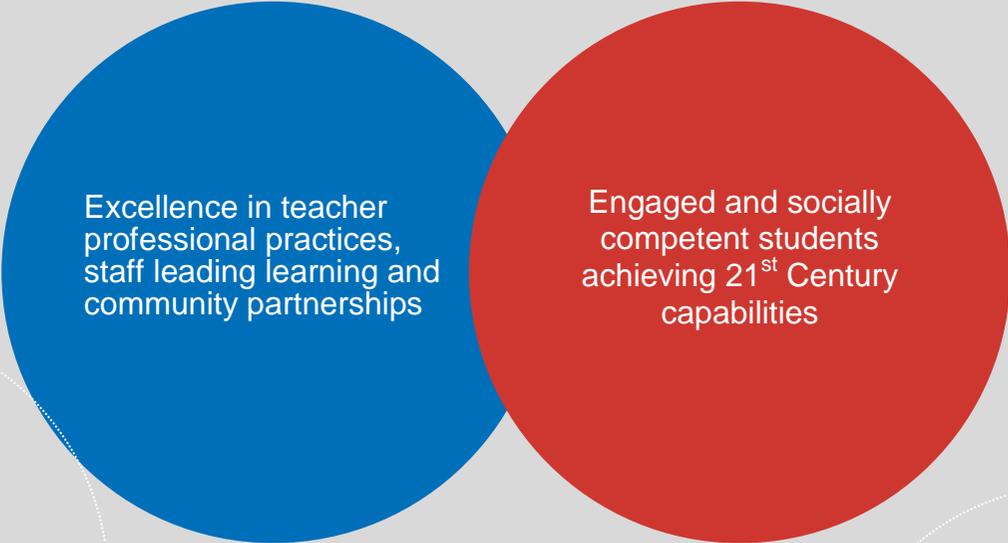


School Plan 2015 – 2017

Bonshaw Public School

1296



Excellence in teacher professional practices, staff leading learning and community partnerships

Engaged and socially competent students achieving 21st Century capabilities



School vision statement

Working in partnership with the community to create a stimulating, safe, supportive and disciplined learning environment, in order to build students as actively engaged self-directed 21st Century learners that will prepare them to be well rounded, creative and informed global citizens.

School context

Bonshaw PS is a rural and remote P6. The school receives equity loading and is geographically isolated. The school community was allocated a Family Occupation and Education Index score of 39 averaged over 2013-14.

Bonshaw PS maintains small student enrolments, with multi-stage classes running five days a fortnight and students spending some of their time each week as a single K-6 class.

The school is staffed with two teachers and three support staff. One a full-time permanent teaching principal and one part-time temporary teacher working towards accreditation at professional competence. We have a SAM working five days per fortnight, a SLSO who works across the school nine days per fortnight and a GA one day per week.

The school enriches its educational programs through collaboration with other small schools, both for teaching and learning activities and staff training and development.

There has been a focus on creating a learning environment in which students are comfortable engaging in intellectual risk taking and are valued as whole individuals. Classroom practice is informed by evidence-based programs and integrates a range of ICT to facilitate dynamic and engaging learning experiences. Programs include strategies that effectively moderate the effect of geographic isolation and ensure that every student has the opportunity to succeed academically, socially and emotionally.

While the record of growth in student proficiencies as measured by the National Assessment Program – Literacy and Numeracy evidences the positive work of the school, there is data of limited value given the small student cohorts undertaking assessment.

School planning process

In consultation with relevant stakeholders, including parents, P&C, staff and students, the principal develops the school vision, strategic directions and improvement measures. These elements are crafted through a process of ongoing consultation with stakeholders.

In 2014, the school sought input with relation to the school vision and strategic directions from the above groups through the use of surveys, and individual and group meetings in the context of the available data on school performance (NAPLAN, school assessments of student achievement, summarised findings from the National Schools Improvement Tool self-assessment and anecdotal evidence provided by staff, parents and community).

In early 2015, proposed improvement measures were discussed with stakeholders in the context of earlier consultation, the Public Schools NSW Strategic Plan 2015-2017 and the Melbourne Declaration on Educational Goals for Young Australians. Feedback from this round was considered prior to the plan being published.



Excellence in
teacher professional
practices and
community
partnerships

Purpose:

High quality educational teaching and learning practice and leadership at the core of quality outcomes to students. Building the capacity in individual students to be engaged, empowered learners achieving to their potential

Strengthening and maintaining community partnerships to extend the skill base and support learning opportunities for all students.

Students learning
through innovative
and inclusive
curriculum achieving
21st Century
capabilities

Purpose:

Engaged 21st Century teaching and learning programs through innovation and collaboration in order to prepare each individual to enter the world as responsible, socially and emotionally sound individuals with a positive state of wellbeing.

Strategic Direction 1: Excellence in teacher professional practices and community partnerships.

Purpose

Why do we need this particular strategic direction and why is it important?

To provide high quality educational teaching and learning practice and leadership at the core of quality outcomes to students. Building the capacity in individual students to be engaged, empowered learners achieving to their potential

To ensure we, as a school, strengthen and maintain community partnerships to extend the skill base and support learning opportunities for all students.

Improvement Measures

- ❖ Staff and leaders have high expectations to provide comprehensive, quality teaching and learning programs leading to engaged students.
- ❖ All Beginning Teachers are supported through structures implemented in line with new Performance and Development Framework
- ❖ An increase in programs / events implemented across the school involving wider community

People

How do we develop capabilities of our people to bring about transformation?

Students must be partners in their education, essentially holding ownership over their learning. They must have an understanding of what they are learning, how they are learning it, why they are learning it and ultimately what success looks like.

Staff must be well versed in applying syllabus content, the effective delivery of this content and the development of student understanding in each of the curriculum areas. They need to build capacity in student's ability to develop skills and strategies.

Staff need to be regularly involved in professional learning that enhances classroom practice and student learning outcomes.

Parents must be given the opportunity to develop the skills and understanding to appropriately support their children to achieve. Through enhanced partnerships with the school and class teachers, parents will develop understandings of how to best support their children in the key areas of English and Mathematics

Community partners, especially teachers in partner schools must have a clear understanding of the importance of collaborating to improve all aspects of learning for students and staff. Strengthening community partnerships through involving groups and clubs will provide students with greater opportunities.

Leaders must initiate and be prepared to embrace change for the improvement of student knowledge, skills and overall capacity. They must become expert in the tools necessary for achieving change and in supporting others to be successful in achieving change.

Processes

How do we do it and how will we know?

Beginning teacher support and development – processes identified in the Performance & Development Framework implementation policy / BPS staff management procedures including training and development opportunities sought and attended to support innovation, positive change and inclusion.

Support and structures that facilitate staff to create high quality and differentiated learning programs using assessment as, assessment of and assessment for learning.

Parents being more confident to support literacy and numeracy learning at home through information sessions and newsletter correspondence.

Evaluation Plan

Collect data including;

- Lesson observations – measuring the extent to which teaching and learning programs are being implemented in classes and engaging students
- Data Wall progress
- Student assessments and work samples collected in line with Assessment Schedule.
- Student surveys on engagement and collaborative learning
- NAPLAN Yr3-5 and Yr5-7 growth data in the periods 2013-15, 2014-16 & 2015-17 (where available)
- Staff and parent assessment using the National School Improvement Tool
- Continual tracking on the Literacy and Numeracy continuums for all students.

Products and Practices

What is achieved and how do we know?

Products

Staff and leaders have high expectations to provide comprehensive, quality teaching and learning programs leading to engaged students.

All Beginning Teachers are supported through structures implemented in line with Performance and Development Framework

An increase in programs / events implemented across the school involving wider community

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices

Teaching staff engaged in deep collaborative professional learning through implementation and reflection of innovative teaching practices.

Teachers develop and action Performance and Development Plan to support ongoing training and development.

Student learning is scaffolded to ensure that teaching and learning programs are challenging, differentiated and individualised

Increased parent and community involvement in school and P&C initiatives.

Strategic Direction 2: Students learning through innovative and inclusive curriculum achieving 21st Century competencies

Purpose

Why do we need this particular strategic direction and why is it important?

Engaged 21st Century teaching and learning programs through innovation and collaboration in order to prepare each individual to enter the world as responsible, socially and emotionally sound individuals with a positive state of wellbeing.

Improvement Measures

- ❖ Students will be engaged in learning and communicating through digital technologies with peers and students from other schools
- ❖ Improved social confidence and awareness demonstrated by students
- ❖ The school uses feedback from the key stakeholders to indicate an increase in knowledge and understanding of 21st Century teaching practices and learning capabilities

People

How do we develop capabilities of our people to bring about transformation?

Students develop an understanding for the importance of building capacity of 21st Century proficiencies. They develop the necessary skills for positive, appropriate social interactions through engaging educational opportunities with peers, staff, parents and the wider local and school communities. Students will develop the skills necessary to engage in an innovative and inclusive teaching and learning environment

Staff must remain abreast of curriculum changes and research relating to innovative strategies. They need to participate in ongoing professional learning to ensure that innovative strategies are being used in implementing the Australian Curriculum. Staff will need to willingly explore partnerships that will support the educational and social development of students. Staff actively become experts in implementing a teaching and learning environment for the achievement of 21st Century proficiencies.

Parents will be provided with opportunities to engage in learning about the importance of 21st Century proficiencies for their child/ren. They will have opportunities to discuss the innovative and inclusive curriculum being implemented across the school and contribute toward this quality learning.

Community partners will contribute to the inclusive learning across the school. The development of positive relationships with partner schools will provide opportunities for collaboration and the implementation of programs incorporating technology and other resources.

Leaders must work collaboratively to develop and implement innovative educational opportunities for all students across the school and in conjunction with partner schools. The leader will work towards ensuring Bonshaw PS is at the forefront of innovation and change to better the educational outcomes of students across the school and partner schools.

Processes

How do we do it and how will we know?

Development and implementation of cohesive, clear and collaborative teaching and learning programs through the implementation of initiatives in line with Curriculum Reform Agenda, including whole school implementation of the Australian Curriculum with an emphasis on Syllabus General Capabilities.

Applying aspects of the Every Student Every School Reform Agenda in the development of student based learning goals to provide ownership over educational achievements.

Upgrade technology infrastructure (including hardware and software), where appropriate, to support engaged learning and effective collaboration between schools.

Regular, meaningful and ongoing collaboration with partner schools to develop scope and sequence documents, programming, teaching, learning and assessing of all KLAs and provide learning opportunities for students.

Develop collaborative networks, relationships, strategies and use of technologies to facilitate meaningful collaboration at student and teacher levels.

Provide information to parents and the wider community through newsletters, P&C Meetings and Parent Teacher interviews

Evaluation Plan

Collect data including;

- Lesson observations – measuring the extent to which teaching and learning programs are being implemented in classes
- Data Wall progress
- Student assessments and work samples collected in line with Assessment Schedule.
- Student surveys on social and collaborative learning
- NAPLAN Yr3-5 and Yr5-7 growth data in the periods 2013-15, 2014-16 & 2015-17 (where available)
- Staff and parent assessment using the National School Improvement Tool
- Continual tracking on the Literacy and Numeracy continuums.

Products and Practices

What is achieved and how do we know?

Products

Students will be engaged in learning and communicating through digital technologies.

Students will confidently set and assess their own learning goals

Improved social confidence and awareness demonstrated by students

The school uses feedback from the key stakeholders to indicate an increase in knowledge and understanding of 21st Century teaching practices.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices

Students understand and can articulate why, how and what they are learning and can display this through the six 21st Century learning capabilities.

Staff attend and share professional learning opportunities in new and emerging technologies that support student learning, collaboration and engagement to develop sustained learning, teaching and leadership practices that indicate achievement of the strategic direction

Collaborative feedback and reflection is used to promote and generate learning and innovative practices with members of partner schools.

Students demonstrate improved social skills and resilience when engaged in regular face-to-face activities with students from other schools