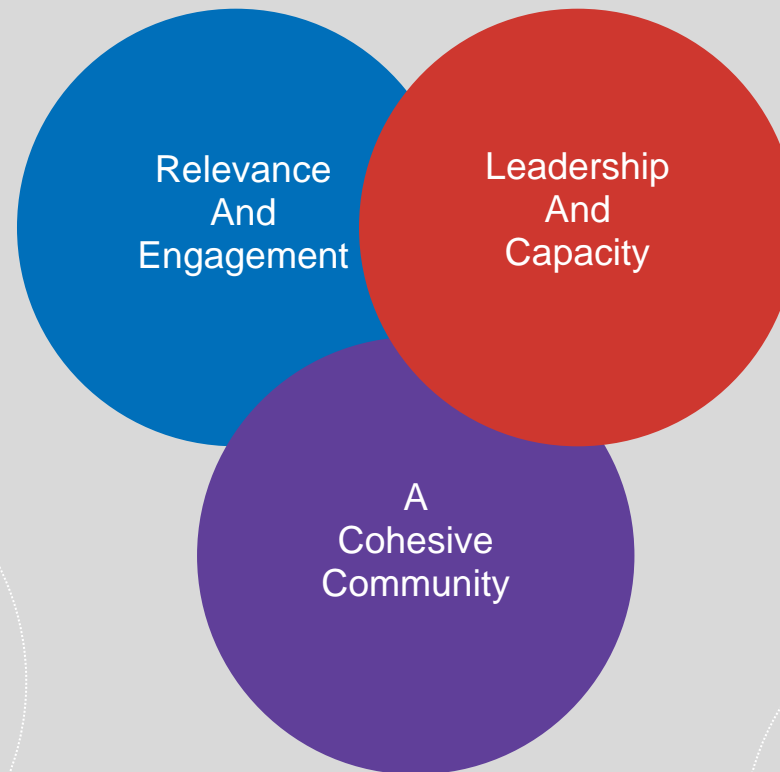


# School plan 2015 – 2017

## Bulahdelah Central School





## School vision statement

The School's mission is "striving to achieve in all endeavours in a happy, caring and supportive environment".

In consideration of what we as a school value, at Bulahdelah Central School we:

- care about the academic, cultural, physical and social development of each child;
- aim to create a learning environment which will develop each student's growth in all of these areas;
- encourage children to become self-motivated learners who work effectively, independently and co-operatively; and,

Bulahdelah central school has a strong commitment to teaching and learning with high expectations of academic, sporting and cultural endeavour. We aim to provide programs which:

- maximise each student's progress according to his or her potential;
- encourage student participation by expanding opportunities;
- widen our students' personal experiences;
- develop sound attitudes towards the school and the community;
- promote positive social values; and,
- provide opportunities for leadership.

At Bulahdelah central school we foster a caring and co-operative learning environment that enables us to work closely with the community to ensure that:

- parents can play an important and constructive part in school activities;
- parents' ambitions and wishes are given full consideration; and,
- contact with the community, and particularly with parents, is harmonious and in the best interests of the students.

## School context

Bulahdelah Central School is the public primary and secondary education provider for the township of Bulahdelah. It is also the public secondary education provider for the communities of Tea Gardens, Hawks Nest, Booral, Coolongolook, Bungwahl and other adjacent communities.

The school has close links with its partner schools within the Myall Community of Schools and runs many programs throughout the year to support our student's transition to high school.

A declining school population, mainly through changing demographics has resulted in a more strategic curriculum offering in our senior years.

The school has been fortunate to receive significant funding through the Resource Allocation Model (RAM) which will allow the school to implement many programs and initiatives to improve student learning outcomes.

## School planning process

To assist the planning process the following measures were implemented

- A number of staff workshops
- Parent feedback via P&C meetings
- A focus group of students about the school's strengths and areas of improvement
- The analysis of the teaching and learning programs of teachers, and evaluations of assessment and reporting practices.
- Analysed student achievement data, including but not limited to, detailed analysis of NAPLAN, Best Start, HSC, and internal assessment results.

The school plan was developed by staff, students and parents and it is endorsed by the P&C. The implementation of this plan will be monitored regularly.

The school's executive staff will have direct responsibility and accountability for the implementation, monitoring and evaluation of this plan.



## RELEVANCE AND ENGAGEMENT

### **Purpose:**

- To provide a relevant and engaging curriculum which prepares our students for the challenges of the 21st Century
- To reflect the shared vision and diverse needs of all students and the broader community to maximise their learning potential.

## LEADERSHIP AND CAPACITY

### **Purpose:**

- To develop a culture of mutual leadership for the purpose of promoting success and to build the capacity of staff to ensure quality practice
- To embed a culture of continuous professional and customised learning and dialogue to enhance student engagement and encourage lifelong learning

## A COHESIVE COMMUNITY

### **Purpose:**

- To provide a positive collaborative community and create a safe, supportive, nurturing environment inclusive of all participants, valuing common goals
- To build partnerships between students, parents, community and staff to promote positive learning, cohesion and achievements of personal bests.

# Strategic Direction 1: Relevance And Engagement

## Purpose

- To provide a relevant and engaging curriculum which prepares our students for the challenges of the 21st Century
- To reflect the shared vision and diverse needs of all students and the broader community to maximise their learning potential.

## Improvement Measures

- ❖ NAPLAN: Literacy and Numeracy
- ❖ HSC: Value Added
- ❖ % of staff in PL
- ❖ Increase the proportion of students in Years 3, 5, 7 & 9 achieving at and above the national minimum standards in reading and numeracy.

### Resources:

- Literacy and Numeracy Continuums
- Australian Teaching Standards
- Professional Development Framework
- The Melbourne Declaration
- NAPLAN/ HSC/ PLAN/ Attendance Data

## People

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

#### Students:

- Develop specific skills relevant to 21<sup>st</sup> Century learning;
- Develop PLP in consultation and collaboration with staff, and
- Students will develop skills in analysing and improving their overall learning progress and performance using staff feedback and assessment data.

#### Staff:

- Build capacity of staff to deliver quality, rigorous programs to every student utilising the Quality Teaching and School Excellence Frameworks;
- Build teacher capacity via ongoing professional learning that supports students to achieve;
- Use the Australian Teaching Standards and the Professional Development Framework to recognise their current and developing capabilities, professional aspirations and achievements; and
- use data to inform their teaching and to plot and map student progress

#### Parents:

- Engage in and support their child's learning through regular communication with staff
- Build awareness and understanding of the elements of quality teaching and assessment.

#### Community:

- Support the programs offered to the students at BCS.

## Processes

### How do we do it and how will we know?

K-12 staff engaged in ongoing professional learning around pedagogy, 21<sup>st</sup> Century learning skills and data analysis to improve student learning outcomes

Professional Learning for teachers in developing quality assessment driven programs, rubrics and continuous feedback to students and parents.

Developing a deeper, shared understanding of quality teaching including teacher self-evaluation, lesson observations and feedback.

Develop programs which provide differentiation, accommodations, cater to different learning styles and assist students who require additional assistance and extension to gifted and talented students.

Students to be provided with the opportunity on a regular basis to use reflective practices to promote ownership of learning (PLP).

Professional Learning Communities are established.

Parent, student and staff surveys conducted yearly with Tell Them From Me surveys to evaluate level of satisfaction.

## Products and Practices

### What is achieved and how do we know?

**Practices:** Teaching staff access a broad range of student achievement and wellbeing data.

**Product:** Highly effective programming, assessment and reporting practices, clearly showing differentiations, accommodations and effective learning strategies which cater for individual learning needs through reasonable adjustments in curriculum delivery.

**Product:** Personalised Learning Plan for each student developed by the student with the support of teachers, SLSO and parents.

**Practices:** 21<sup>st</sup> Century learning skills are evident in classrooms across all curriculum areas to support student engagement and learning.

**Practice:** Using a range of student learning benchmarks, the school undertakes ongoing action research to identify and create innovative programs and strategies to increase the learning trajectory of all students.

**Product:** Teaching and learning programs and assessment tasks reflect 21st Century Learning as per The Melbourne Declaration.

**Product:** Improved school performance in Literacy and Numeracy evidenced through NAPLAN results, PLAN data and HSC data.

# Strategic Direction 2: Leadership And Capacity

## Purpose

- To develop a culture of mutual leadership for the purpose of promoting success and to build the capacity of staff to ensure quality practice
- To embed a culture of continuous professional and customised learning and dialogue to enhance student engagement and encourage lifelong learning

## Improvement Measures

- ❖ Increase the number of teachers seeking and gaining accreditation at Accomplished and Leadership levels.

### Resources:

- NSW DEC Performance and Development Framework
- Australian Professional Standards for Teachers
- PLC suggestions: GATS, Technology for learning, Aboriginal Ed, Professional Learning, etc.

## People

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

**Teaching Staff:** Will undertake sustained Professional Learning to ensure they have the capacity to deliver innovation and improvement in curriculum, personalised learning and the achievement of the Australian Professional Standards for teachers

**Professional Learning Community (PLC):** Each staff member will belong to a PLC and will undertake an action learning project.

**Students and Parents:** Both groups will be asked to provide progressive feedback to teachers to enhance teacher practice.

**Parents:** understanding of and supporting teachers. Build awareness and understanding of the elements of quality teaching, delivery and assessment, understand the assessment criteria and assessment cycle, support their child's development and aim to achieve their goals

**Leaders:** develop staff leadership in identifying and implementing processes to provide opportunities for students to develop goals, determination, resilience, perseverance, collaborative learning, creative, resourceful and reflective practices

## Processes

### How do we do it and how will we know?

Staff supported and mentored through accreditation process

Executive staff engage in professional learning to strengthen their capacity to lead change

Teachers engage in professional learning to continuously reflect on and improve pedagogy

Meeting structure refined to enable greater focus on strategic directions and academic, social, cultural and behavioural programs.

Staff members develop self-reflective teaching practices through implementation of mentoring programs, leadership opportunities, early career programs and the implementation of Performance and Development Plan.

Professional Learning Communities (PLC) are established within and across faculties, stages and curriculum areas that lead to improved practice and quality teaching,

## Products and Practices

### What is achieved and how do we know?

**Practice:** Teachers committed to ongoing professional learning and reflection on classroom practice using data gathered from surveys to improve teaching.

**Product:** All staff members have an agreed Performance and Development Plan.

**Practice:** BCS staff meeting structure has a 3 week cycle (Full staff/School Planning, PLC meeting and faculty meetings)

**Practice:** All staff part of a PLC to facilitate and lead change, based on data, in both academic and social spheres which influences the design and impact of major school programs and projects.

**Product:** Instructional Leader employed to work with staff to enhance teacher practice through the development of agreed school-wide pedagogy practices

**Practice:** Increased leadership capacity of all staff through the adoption of a distributed model of leadership

**Products:** All staff involved in Professional Learning which is aligned to the Australian Professional Standards for Teachers which is developed collaboratively and supported by Executive.

**Practices:** A culture of collaborative professional learning that is valued and builds the capability of all staff.

# Strategic Direction 3: A Cohesive Community

## Purpose

- To provide a positive collaborative community and create a safe, supportive, nurturing environment inclusive of all participants, valuing common goals
- To build partnerships between students, parents, community and staff to promote positive learning, cohesion and achievements of personal bests.

## Improvement Measures

- ❖ Regular reporting against milestones.
- ❖ Surveys.
- ❖ Monitoring and reporting on student achievements (linked to a school program and assessment).
- ❖ Goals, progress and achievement are regularly monitored and refined as required through staff, executive, faculty, staff, team and PLC meetings
- ❖ Parent, staff and students satisfaction surveys to be completed yearly through "Tell Them from Me" surveys.
- ❖ Parent, staff and student surveys indicate an increased positive school culture.

## People

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

**Teaching Staff and students:** Actively promote and support the programs and events within BCS and the wider community.

**PBL team:** Develops and disseminates materials for staff to use across the school in promoting and delivering a consistent message.

### Parents:

- Engage with the school in understanding their own child's learning and progress against the general capabilities and disposition benchmarks of the Australian curriculum.
- Multi-faceted communication strategy to engage parents and to provide tips on supporting the learning of their child.

### Community partners:

- Bring their knowledge and expertise to help build workforce capacity by engaging in and delivering professional learning that can be used to improve learning practices for students.
- Through targeted initiatives develop links with businesses in the local area.
- Work together to establish meaningful and proactive partnerships to engage our students in the world of work activities and strategies.

## Processes

### How do we do it and how will we know?

The school and families work together to develop strategies to use in the home to build on students' strengths and develop parents' understanding of teaching and learning programs and their capacity to become partners in their child's learning.

PBL team meet fortnightly to implement action plan targets  
Staff members actively engage in the teaching and promotion of the five PBL values in all settings.

BCS PBL practices and language incorporated in daily routines

## Products and Practices

### What is achieved and how do we know?

**Practice:** School community informed of upcoming school events through a range of media to encourage attendance and participation.

**Product:** BCS seen as a school of first choice for students in Local Enrolment Area (LEA) through a heightened and enhanced profile within local and educational communities

**Product:** The staff explicitly teach the expectations of behaviour and fully utilise PBL to enhance the social and academic outcomes of students

**Practice:** Parents, staff and students actively contribute to school decision making through

- Completion of school surveys
- Attendance at P & C meetings
- Patronage of school events
- Attendance at curriculum and information nights.

**Practice:** Increased collaboration between staff across faculties and primary and secondary departments.

**Products:** Strong authentic partnerships that improve student learning outcomes.

**Product:** Families and the school share responsibility for student learning and wellbeing through building parent capacity to support learning at home, and improved communication.