School plan 2015 – 2017
## School background 2015 - 2017

### SCHOOL VISION STATEMENT

Our vision is the development of students as confident, creative, informed and motivated global citizens. We promote an environment where consideration, respect, safety and equity are paramount and aligned to all DEC expectations and requirements.

### SCHOOL CONTEXT

Bombala Public School is a rurally isolated school located in south eastern NSW, committed to providing quality teaching and learning. The community is supported by rural holdings as well as major influences from the timber industry.

The school is a focal point of the community and the students are provided with a wide variety of opportunities for learning both within and outside the local area. The needs of each child are addressed through the provision of relevant, quality educational programs supported by active parent involvement. The school is characterised by sound levels of achievement, motivated learners and close support from the community.

The school has excellent facilities for its students including well-resourced classrooms, state of the art technology, an automated library along with spacious gardens and grounds. The dedicated, highly motivated staff is committed to providing high quality teaching and learning programs relevant to the needs of all students. The school actively models and promotes responsibility and respect for self and others to ensure success in the local, wider and global community.

### SCHOOL PLANNING PROCESS

In 2014, we sought the opinions of parents, students and staff about the school, through surveys and informal discussions.

The evaluation process included a review of the strengths, opportunities and areas for development across the school at a time of Departmental reforms and changes including curriculum implementation; Local Schools Local Decisions (LSLD) and the Resource Allocation Model of Funding (RAM). As a result, three key strategic directions were identified as a basis for a shared commitment to future developments across the school community.

Student data was collected from external and internal sources including SMART Data.
School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
Develop consistent, high quality teaching and learning programs in literacy and numeracy to engage students and improve student learning outcomes.

To improve student learning outcomes in literacy and numeracy; and develop teacher capacity in providing quality teaching and learning opportunities.

**STRATEGIC DIRECTION 2**
Build and develop staff capacity to ensure high performance standards, innovative practice, collaboration and leadership opportunities; and to equip staff and students for lifelong learning and sustainability.

To engage all staff in innovative and engaging educational practice to enhance their own professional growth and the development of personalised and differentiated programs for all students to inspire them to excel and learn to their full potential.

**STRATEGIC DIRECTION 3**
Enhance community engagement and participation to promote student learning and wellbeing.

To build further positive relationships within and beyond the school community. To expand the culture of collaboration through ongoing and effective communication, to develop and align systems and build leadership opportunities.
Strategic direction 1: Develop consistent, high quality teaching and learning programs in literacy and numeracy to engage students and improve student learning outcomes.

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| To improve student learning outcomes in literacy and numeracy; and to develop teacher capacity in providing quality teaching and learning opportunities. | **Students:** Engage students in being quality learners in purposeful literacy and numeracy programs.  
**Students:** Students contributing to the direction of their learning focusing on individualised and personalised learning experiences through reflection on their learning and the school environment.  
**Staff:** Build staff capabilities by developing professional learning plans and designing training and school structures to support needs. (Teacher Performance & Development)  
**Staff:** Build staff capacity to collaboratively plan and differentiate programming and pedagogy in literacy and numeracy using the Quality Teaching elements. Review the Quality Teaching Framework.  
**Staff:** To investigate and evaluate effective tools for inclusion in a Quality Teaching Framework.  
**Parents:** Actively engage parental participation in school professional learning to build community educational capacities.  
**Parents:** Develop a collaborative learning environment for parents and teachers to work together to improve student learning outcomes. |  
- Mapping students on PLAN as they achieve outcomes  
- Explicit teaching of comprehension based on Focus on Reading strategies  
- Explicit teaching of all aspects of writing. Provision of Parent workshops.  
- Developing personalised learning plans for all students.  
- Utilise the DaBBS Learning Continuum model and extend knowledge and implementation of planning tool and thinking strategies.  
- Explicit teaching of all Numeracy strands  
- Revisiting the Quality Teaching Framework  
**Evaluation plan:**  
- Using SMART data  
- PLAN mapping  
- Regular reporting against milestones  
- Internal & external assessment  
- Surveys undertaken by students, staff and parents.  
- Feedback to and from students, staff and parents.  
**Products:**  
- All students achieving a 5% increase in their spelling scores as assessed using the Westward/ Waddington’s Spelling Test / from 2014 baseline data.  
- 75% students Years K-6 achieving at or beyond their reading age.  
- 75% of students Year K-6 achieving at or beyond stage expectation for comprehension.  
- a 5% increase in the number of Year 3 and Year 5 students achieving above the National Minimum Standards in Numeracy.  
**Practices:**  
- Teaching and learning across the school will be driven by assessment data and differentiated and personalised to meet the needs of all students.  
- High quality teaching and learning practices demonstrated, embedded and supported across the school through teaching innovative and engaging programs, assessment and Professional Accreditation.  
- Students and staff reflecting on the achievement of their personal learning goals in the area of literacy and numeracy.  
- Effective assessment, tracking and student analysis in place ensure consistent teacher judgement, effective assessment and reporting to parents. |

IMPROVEMENT MEASURE/S

To increase the percentage of students achieving at or beyond stage standard in literacy and numeracy.

- All students achieving a 5% increase in their spelling scores as assessed using the Westward Spelling Test from 2014 baseline data.
- 75% students Years K-6 achieving at or beyond their reading age.
- 75% of students Year K-6 achieving at or beyond stage expectation for comprehension.
- a 5% increase in the number of Year 3 and Year 5 students achieving above the National Minimum Standards.
Strategic direction 2: Build and develop staff capacity to ensure high performance, innovative practice, collaboration and leadership opportunities; and to equip staff and students for lifelong learning and sustainability.

### PURPOSE

To engage all staff in innovative and engaging educational practice to enhance their own professional growth and the development of personalised and differentiated programs for all students to inspire them to excel and learn to their full potential.

### PEOPLE

**Students**: Engaged in quality teaching and learning experiences which promote 21st Century skills – developing strategies, skills and tools to promote lifelong learning.

**Staff**: Provide a program of personalised professional learning for all staff through a range of strategies that focus on coaching feedback, self-evaluation and sharing of professional practice.

**Staff**: Further develop teacher capacity to implement the Australian Curriculum – new NSW Syllabuses – develop new Scopes and Sequences in 2015. (Science/HSIE/History)

**Parents**: Engaged in a collaborative learning community where parents and teachers are provided with opportunities to work together to improve student outcomes.

**Community partners**: Opportunity to inform and develop community knowledge and understanding of school programs along with expected outcomes.

**Leaders**: Utilising coaching process to provide effective/authentic feedback to all staff.

### PROCESSES

- Engage with DaBBS and MEG networks to build staff capacity in developing quality teaching programs, and consistent teacher judgement in assessing literacy and numeracy.
- Creating student profiles – utilising SENTRAL software.
- Engagement of Student Learning Support Officers to support and enrich the teaching and learning environment, especially in programs and activities that align with focus on the development of reading, comprehension and writing skills.
- Establishing frameworks for consistent, high standard practices in learning support (personalised learning plans), curriculum (literacy and numeracy), professional learning and student success.
- Assessment of student learning will be ongoing and recorded on a term by term basis into PLAN for programming and tracking purposes.

### PRODUCTS AND PRACTICES

**Products**:
- Sustained growth in literacy and numeracy as evidenced through an analysis of internal and external data.
- Staff developing Professional Development Plans focusing on Australian Standards for Teachers as part of Performance & Development.

**Practices**:
- Teaching and learning across the school to be driven by assessment data and differentiated/personalised to meet the needs of all students.
- Staff implementing new syllabuses
- Effective assessment, tracking and student analysis systems in place to ensure consistent teacher judgement, effective programming and authentic reporting to parents.
- Staff will keep a Professional Reflection Education Journal to develop quality teaching practices.

**Evaluation plan**:
- Using SMART data
- PLAN mapping
- Regular reporting against milestones
- Internal & external assessment
- Teacher Performance & Development process/coaching sessions

**IMPROVEMENT MEASURE/S**

- Sustained growth in literacy and numeracy as evidenced through an analysis of internal and external data.
- Staff developing Professional Development Plans focusing on Australian Standards for Teachers as part of Performance & Development.
Strategic direction 3: Enhance community engagement and participation to promote student learning and wellbeing.

**PURPOSE**

To build further positive relationships within and beyond the school community.

To expand the culture of collaboration through ongoing and effective communication.

**PEOPLE**

- **Students:** Engage students in being quality learners at school and at home.
- **Staff:** Build stronger modes of two way communication to improve community consultation processes.
- **Staff:** Create a system to ensure effective communication and engagement within the school and community.
- **Staff:** Review and develop Student Management and Wellbeing Policy to encompass 'Every Student: Every School', Learning and Support, Anti-Bullying and Discrimination.
- **Parents:** Extend the collaborative learning community by providing opportunities for parents and teachers to work together to improve the quality of educational programs in the school.
- **Parents:** Actively encourage parental participation in school professional learning activities to build community educational capacities, to support Student Wellbeing and Student Welfare programs at the school.
- **Parent/Community:** Reviewing and developing Assessment & Reporting Policy. Engage parents in the process.
- **Community:** Continued participation in established school networks (MEG, DaBBS) to support collegiality, innovative teaching practice and development of peer and student relationships.

**PROCESSSES**

- Engage with DaBBSand MEG networks to build staff capacity in developing quality teaching programs, and consistent teacher judgement in assessing literacy and numeracy.
- Foster parent and community participation in the Reading Fluency program and gardening program—building life skills while developing relationships with peers and adults.
- Parent workshops to share learning tools, strategies and activities to promote quality teaching and enlarging—building home/school partnerships.(2015 – focus on literacy)
- Foster parent involvement in classrooms to support literacy and numeracy programs.
- Utilising skills of community members to extend learning opportunities in the Arts, HSIE, Science and Technology.
- Developing communication systems to include multimedia – Facebook, Twitter, updating Website on a regular basis.

**PRODUCTS AND PRACTICES**

- **Products:**
  - Improved parent collaboration and participation in school activities and programs.
  - A supportive school community evidenced by an increased number of parents attending P&C meetings and community events/fundraisers.
  - Engaged school community with open, transparent communication between all stakeholders.

- **Practices:**
  - Implement and embed quality educational and organisational innovations to improve school systems and whole school community efficiency.
  - Developing improved communication systems to reduce time spent in repeating/sending notes, newsletters.
  - Further develop networks involving staff, students and parents – DaBBS & MEG.
  - Further develop the culture of learning through sharing within networks and other school communities.

**IMPROVEMENT MEASURE/S**

- Improved parent collaboration and participation in school activities and programs.
- A supportive school community evidenced by an increased number of parents attending P&C meetings and community events/fundraisers.
- Reduction in time spent on administrative tasks such as the repetition of communication.

**Evaluation plan:**

- Parent, teacher and student surveys to review innovations and systems.
- Regular reporting against milestones
- Conduct AITSL survey to ascertain the quality of school leadership and management.
- Survey community members to ascertain success of communication systems and deadlines.