

# School plan 2018-2020

**Barellan Central School 1131**



# School background 2018–2020

## School vision statement

Barellan Central School inspires students to become lifelong learners who pursue personal excellence through a dynamic, engaging, safe, inclusive and effective learning environment. Consistent and sustainable processes and systems build a culture of high expectations and quality teaching practices in order to develop positive and respectful relationships enabling students to connect, succeed and thrive improving student learning outcomes.

## School context

Barellan Central School (enrolment 110 students, including 15% Aboriginal students) is a K–12 school located in the northern Riverina of NSW. Our school provides highly successful vocational education and training programs. We are one of six central schools which make up the successful Riverina Access Partnership (RAP), utilising video conference technology to deliver the Higher School Certificate curriculum. Our school has a highly professional and dedicated staff who utilise their strengths to provide outstanding opportunities and support for all students.

## School planning process

Our school planning process began with collective reflection across our learning community on our purpose as teachers and learners.

Our determination of what we wanted to achieve and how we would go about it began with parent, student and staff forums and surveys identifying areas of strength and areas for improvement.

Surveys included Tell Them From Me for staff and students and a second student survey towards the end of 2017 regarding what BCS had achieved in the 3 year school plan cycle. Parents were surveyed personally via phone calls by office staff to have their views recorded about current and future directions, successes and areas of challenge for the school. This process proved successful with 100% of students and parents who were available having contributed to baseline data to formulate the next planning cycle's School Plan.

# School strategic directions 2018–2020



**Purpose:**

To create a dynamic and engaging learning environment underpinned by high expectations and quality teaching practices which are evidence based and data driven, while being differentiated according to the needs of individual students allowing for the development of self-directed learners.

**Purpose:**

To create a safe, inclusive and effective learning environment where all members of the school community work together to build a culture of high expectations to develop positive, respectful relationships enabling students to connect, succeed and thrive, ensuring Barellan Central School is seen as a leader in educating our students.

**Purpose:**

To provide consistent and sustainable processes and systems that will underpin and enhance the efficient delivery of high –quality teaching and learning in order to maximise student outcomes through ongoing school improvement and professional effectiveness of all school members.

# Strategic Direction 1: Quality Teaching and Learning

## Purpose

To create a dynamic and engaging learning environment underpinned by high expectations and quality teaching practices which are evidence based and data driven, while being differentiated according to the needs of individual students allowing for the development of self-directed learners.

## Improvement Measures

80% of students are at or above expected stage for Literacy.

School programs show evidence of teacher reflection, differentiation, teaching standards, formative assessment, explicit behaviour instruction and PBL values and expectations.

Value added growth meets or exceeds state expectations across all cohorts.

## People

### Students

Develop skills so that they can identify their own progress in learning and future directions, receive effective feedback to develop goals to optimise their learning.

### Staff

Develop staff skills and a positive mindset towards the use of Visible Learning and data skills to optimise student learning, from an evidence based approach.

### Leaders

Support cross-stage and cross-KLA classroom teacher collaboration and lead PL on assessment and reporting tools, research and data interpretation.

### Parents/Carers

Parents demonstrate support for the school's position and understand the child's role in their own learning and support their child and the school.

## Processes

### Data Skills and Use

Develop staff skills in the collection, analysis and use of data to differentiate student learning and inform future focused learning and assessment practices for all students. Put in place structures and processes for the collection, analysis and use of data across the school.

### Visible Learning

Develop staff knowledge through professional learning around the key components of Visible Learning. Develop processes and structures for the implementation of Visible Learning strategies across the school including effective feedback, learning intentions, reflection, success criteria and goal setting.

### Evidence Based Pedagogy

Review, evaluate and implement evidence based programs, assessments and strategies through professional learning and classroom practice to increase student achievement in literacy and numeracy.

## Evaluation Plan

Progress toward improvement measures will be monitored and evaluated through:

- Surveys
- Classroom observations
- Student Goals / ILP development
- External and internal data sources
- Meeting minutes

## Practices and Products

### Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions and using data to inform the development and monitoring of personal SMART Learning Goals.

All teachers participate in professional learning that promotes deep understanding of visible learning and data driven practice, which is evident in everyday classroom practice.

Teachers and students use feedback and data analysis to reflect on learning to establish where to next and set smart goals.

### Products

Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

The learning goals for students are informed by analysis of internal and external student progress and achievement data and feedback. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

100% of Teaching programs are data-based, differentiated for individual student learning needs and demonstrate syllabus content.

# Strategic Direction 2: Wellbeing and Community Partnerships

## Purpose

To create a safe, inclusive and effective learning environment where all members of the school community work together to build a culture of high expectations to develop positive, respectful relationships enabling students to connect, succeed and thrive, ensuring Barellan Central School is seen as a leader in educating our students.

## Improvement Measures

Improve student engagement data shown by Tell Them From Me surveys in the areas of positive relationships, positive sense of belonging and positive learning climate to meet or exceed NSW Government Norm values.

PBL Assessment Tool.

## People

### Students

Students are invested in their learning at school, and value the whole school approach to wellbeing. They are secure in their relationships at school, and understand that whole school processes are in place to support their achievement, including a teacher mentor/year adviser.

### Staff

Staff understand the value of teaching positive behaviours to support learning, and establish positive and respectful relationships with stakeholders.

### Leaders

The school executive adopts a coordinated approach to student, staff and community wellbeing where the teaching of positive behaviour is valued.

### Parents/Carers

Parents and Carers are aware of and value whole school approaches to wellbeing, and support the implementation of programs through school and home involvement, including integration with outside agencies.

## Processes

### Positive Behaviour for Learning

Implementation and embedding of Positive Behaviour for Learning processes across the school.

### Wellbeing Framework

Develop staff and community understanding around aspects of the Wellbeing Framework. Evaluate current policies and practices using the Wellbeing Self Assessment Tool and update and develop policies using the Wellbeing Framework.

### Staff Wellbeing

Provide staff with the skills and evidence based strategies with the purpose of improving professional practice, collective efficacy, and being better teachers for students through a strategic focus on staff wellbeing.

- <http://www.teacher-wellbeing.com.au/>
- <http://www.nesli.org/twbt-modules.html>
- Mindmatters / Happy School

## Evaluation Plan

Progress toward improvement measures will be evaluated through:

- School behaviour and attendance data;
- Evaluation of consistent use of school processes and procedures;
- Positive Behaviour for Learning data;
- Community, staff and student satisfaction surveys.

## Practices and Products

### Practices

Shared school wide responsibility for student wellbeing is evident through explicit implementation of Positive Behaviour for Learning practices.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

### Products

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning allowing students to connect, succeed and thrive.

The school has implemented the PBL matrix in all areas of the school, ensuring consistency of language, expectations of behaviour and consequence and a whole school positive rewards system.

# Strategic Direction 3: Quality Systems

## Purpose

To provide consistent and sustainable processes and systems that will underpin and enhance the efficient delivery of high –quality teaching and learning in order to maximise student outcomes through ongoing school improvement and professional effectiveness of all school members.

## Improvement Measures

Increase positive Sentral entries by 20%, and decrease negative Sentral entries by 20%.

Tell Them From Me surveys for staff, parents and students reflect increased satisfaction with school and work life.

## People

### Students

Students will develop a positive mindset and understanding of school expectations and systems that are in place to support learning.

### Staff

Staff will develop the knowledge and understanding of policies, processes and systems that are in place to support student learning and use them appropriately.

### Leaders

Leaders will support the development of policies and process across the school setting which improve student learning outcomes and teaching practice whilst developing their own leadership skills.

### Parents/Carers

Support and value a collaborative and proactive relationship between school and home through the availability and support of clear school policies, processes and routines.

## Processes

### Educational

Develop staff knowledge around DoE and NESAs requirements regarding education policies, processes and practices. Review current policies, practices and processes and update to ensure compliance.

### Professional Learning

Evaluate current leadership capacity and develop necessary skills and practices through targeted professional learning and mentoring/ coaching to effectively monitor, develop and maintain quality systems and processes.

### Management / Administrative

Review current administrative practices and systems, making informed choices based on cost– effectiveness, evidence, and in response to the local context and need.

( whole school communication strategy, Budgeting, finance systems)

## Evaluation Plan

- Management Structures
- Surveys ( TTFM etc)
- Complaint monitoring
- External validation
- NESAs audit
- HSC/ Stage 5 monitoring and work sample collection

## Practices and Products

### Practices

Staff actively access and use the systems and processes in place to effectively support school operations and teaching.

The leadership team collaboratively and consistently reviews teaching practice to affirm and challenge quality through tools including PDP process, observations, three –way conferencing, teacher induction.

### Products

Policies across the school have been reviewed and updated according to DoE requirements.

Whole school systems and processes are clearly documented and published in a centrally accessible location and clearly communicated to all educational stakeholders.

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer ( parent and/or student) experience.