

School plan 2018-2020

Bulahdelah Central School 1402



School background 2018–2020

School vision statement

Bulahdelah Central School's staff, in partnership with our community, are committed to maximising students' individual academic, social, physical and cultural learning outcomes in a safe, equitable and challenging learning environment.

School context

Bulahdelah Central School provides Quality education for some 400 students from Kindergarten to Year 12.

With a current enrolment of 120 students in our primary and 280 students in our secondary department which includes a multicategorical class of 7 students, (13% of student population identify as ATSI), our school structures provide learning opportunities for all ages abilities.

The school has close links with its partner schools of Tea Gardens, Coolongolook, Bungwahl and Booral, forming the Myall Community of Schools, and run many programs throughout the year to support our students' transition into kindergarten, high school and post school destinations.

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 including offering a strategic curriculum model in our senior years.

School planning process

To assist the planning process the following measures were implemented:

- A number of staff workshops and meetings
- Parent feedback via P&C meetings
- Online survey for staff, students and community to provide baseline data in relation to the School Excellence Framework (SEF2) to provide focus areas.
- Workshops with Department of Education Principal, School Leadership (PSL) and Centre for Education Statistics and Evaluation (CESE) staff
- Analysed student achievement data, including but not limited to, detailed analysis of NAPLAN, Best Start, HSC, L3 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 Planning Team will have direct responsibility and accountability for the implementation, monitoring and evaluation of this plan.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Teaching and Learning
Together

Purpose:

To increase engagement in education and raise learning outcomes for all students.



**STRATEGIC
DIRECTION 2**
Lifelong Learners

Purpose:

The school promotes lifelong learning, provides targeted training and develops high expectations for students, staff and community members to create a teaching and learning culture that is supportive of continuous improvement.



**STRATEGIC
DIRECTION 3**
Owning our future

Purpose:

To collaboratively support the development of our young people so they know themselves and realise the possibilities open to them in a dynamic and challenging world. We support our students to grow academically, socially and culturally as life long learners

Strategic Direction 1: Teaching and Learning Together

Purpose
To increase engagement in education and raise learning outcomes for all students.
Improvement Measures
Improve literacy and numeracy performance in all Key Learning Areas from our 3 year average baseline data.
Increase value added NAPLAN results for all year groups by 10% with particular focus on Number, Patterns and Algebra and writing.
To increase value added HSC results by 5%.
75% of all teachers implement ATSI pedagogies into teaching programs.
30% improvement in ATSI literacy and numeracy results.

People
Students
Students develop a positive mindset to their learning through active engagement and a commitment to improving their literacy and numeracy goals.
Parents/Carers
Parents and carers value being actively involved in setting students' goals and being informed of progress, effort and learning.
Staff
Teachers acquire knowledge and skills to:
<ul style="list-style-type: none"> develop learning programs to address the literacy and numeracy target areas identified by NAPLAN data analysis integrate ATSI pedagogies into their teaching practices, utilise PLPs and support transition processes to raise ATSI student outcomes and engagement.

Processes
Teaching Literacy and Numeracy
Implement innovative school developed programs to increase teacher capacity and student learning outcomes through demonstration of effective evidence based teaching strategies and collaborative professional learning.
Teaching ATSI Students
Teachers write teaching and learning programs catering specifically for ATSI students including Eight Aboriginal Ways of Learning, achievement data and students' Personalised Learning Plans.
Learning
Students are supported to work with teachers and parents to identify academic learning goals, including literacy and numeracy.
Evaluation Plan
The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen the claims we can make about our school improvement efforts.
Data sources include:
<ul style="list-style-type: none"> staff, parent and student surveys participation rates in BALANCE results in NAPLAN, HSC and school assessment Teaching and Learning programs development in staff data analysis and response in stage meeting minutes.

Practices and Products
Practices
Teaching Literacy and Numeracy
Teachers regularly analyse data, utilise formative assessment and collaboratively develop teaching strategies to address learning needs, as reflected in teaching and learning programs.
Teaching ATSI Students
Teachers collaboratively develop and implement dynamic learning programs to differentiate curriculum delivery to meet the needs of ATSI students.
Learning
Staff and students work collaboratively to achieve identified learning goals.
Products
Teaching Literacy and Numeracy
Teaching programs are collaboratively developed, with teaching strategies that include differentiation based on formative assessment to provide for the learning needs of individual students and cohorts.
Teaching ATSI Students
Teaching and learning programs are dynamic, showing evidence of embedded Aboriginal perspectives across all KLAS (K-12) and individual ATSI students' needs. Improved individual student performance for all ATSI students.
Learning
Students are active stakeholders in their

Strategic Direction 1: Teaching and Learning Together

Processes

Practices and Products

educational partnership knowing, owning and achieving their learning goals.

Strategic Direction 2: Lifelong Learners

Purpose

The school promotes lifelong learning, provides targeted training and develops high expectations for students, staff and community members to create a teaching and learning culture that is supportive of continuous improvement.

Improvement Measures

Short Courses

We will know we have improved when our short course participants demonstrate increased skills, knowledge and performance.

Leadership Development

Effective distributed leadership where at least 10% of staff are engaged in new leadership roles at BCS in each year of the school plan

People

Students

Students value the opportunity to gain additional credentials and increased knowledge in an area of personal interest through involvement in the courses offered.

Staff

Staff members will improve their teaching and leadership capacity by presenting or participating in the voluntary short courses and programs within the school.

Community Partners

Our school community develops an enhanced view of the value of education through participation in short courses.

Processes

Short Courses

The school community develops, delivers and evaluates a range of short courses, including recreational, academic, vocational and life skills, to engage the community in ongoing positive learning experiences.

Learning partnerships will be developed through staff, students and community members involvement as teachers and learners in the short courses.

Leadership Development

Building leadership capacity for aspiring leaders through differentiated learning opportunities, including professional learning and assumed responsibilities, thereby developing a distributed leadership culture throughout the school.

Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen the claims we can make about our school improvement efforts.

Data sources include:

Short Courses

- the number and type of short courses that operate throughout the year will provide an insight to the community learning needs
- participation and completion rates
- evaluation data from each short course

Practices and Products

Practices

Short Courses

Members of the school community participate in short courses to learn new skills, gain qualifications and model lifelong learning.

Parents and community members promote a view that the school impacts positively on the learning culture and education capacity of the town for all the community.

Leadership Development

Teaching staff demonstrate leadership capacity through implementation of distributed leadership roles within the school.

Products

Short Courses

School community members engage in a range of school related activities which help the school to be recognised as an excellent and responsive source of learning in the community.

Leadership Development

A distributed leadership culture throughout the school provides for leadership opportunities for aspiring leaders, leadership sustainability and enhanced professional learning capacity for the school.

Strategic Direction 2: Lifelong Learners

Processes

- post school destination data

Leadership Development

- progress towards the improvement measures will be evaluated through surveys, participations rates and evaluations.
- Roles and Responsibility statements created for each role and overall school summary
- PDP teaching standards moving to HA and Lead
- MyPL records

Strategic Direction 3: Owning our future

Purpose

To collaboratively support the development of our young people so they know themselves and realise the possibilities open to them in a dynamic and challenging world. We support our students to grow academically, socially and culturally as life long learners

Improvement Measures

Aboriginal Education

- Increase by 5% of the average retention rate of senior ATSI students.
- Increase of 5% in the average attendance rate of ATSI students
- Increase of 5% in the number of ATSI students taking up leadership opportunities.

Reporting

An increase in the number of parents feeling informed of their child's academic progress and effort in each class.

Careers

80% of students develop a careers plan.

People

Students

Aboriginal Education

Students develop skills and confidence to engage with opportunities to take ownership of their culture and learning.

Students take on leadership, creative expression and community support opportunities.

Reporting

All secondary students develop awareness of their learning progress to enable self assessment and creation of personalised learning goals.

Careers

Students develop a deep knowledge about their strengths and interests in relation to the range of careers options available to them.

Staff

Aboriginal Education

Staff members develop a capacity and mindset to enable them to integrate ATSI pedagogies into their teaching practices, utilise PLPs and support transition processes to raise ATSI student outcomes and engagement.

Reporting

Teachers increase their capacity to provide accurate and reliable information to parents regarding students effort and achievement.

Processes

Aboriginal Education: Self-Determination

Partnerships with parents/carers and ATSI students to enhance student outcomes and engagement. Utilising PLP programs and M-Goals will assist students to develop greater self determination, ownership of their learning objectives, responsibility for their attendance and successful transitions.

Aboriginal Education: Student Leadership

ATSI students are supported to develop skills for leadership to act as role models for younger students demonstrating their understanding of culture and connection with the ability to effectively share this knowledge. Introduction of Bro Speak and Sister Speak programs.

Reporting

Ongoing evaluation and realignment of assessment and reporting procedures in the school to support best practice.

Careers

A K-12 whole school careers program developed and implemented across the school.

Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen the claims we can make about our school improvement efforts.

Practices and Products

Practices

Aboriginal Education: Self-Determination

Professional Learning Community (PLC) team regularly communicates with ATSI parents/carers and the students themselves about student learning, achievement and progress as evidenced by PLP (M-Goals), meeting minutes and parent/carer feedback.

Aboriginal Education: Student Leadership

Leaders model and explicitly communicate positive respectful relationships towards students, staff and indigenous culture. Students demonstrate cultural pride, self worth and high aspirations including acting as a positive role model.

Reporting

Staff and students regularly meet to reflect on each student's effort and achievement both as a component of the report to parents and the school's merit system.

Careers

Students make appropriate decisions about their education pathway based on career choices appropriate to their interests and capacity.

Products

Aboriginal Education: Self-Determination

Strategic Direction 3: Owning our future

People

Teachers develop systems to support students to identify goals and to self reflect on their learning and application.

Careers

Staff value and support the careers program within the school by providing information of student's strengths and suitability for career choices.

Parents/Carers

Parents and carers develop an understanding of the importance of their role in supporting students:

- through transition processes, attendance at school and in determining their PLP goals to benefit their learning outcomes
- by being actively involved in setting students' goals and to being informed of progress, effort and learning
- by discussing suitable career aspirations with their child.

Processes

Data sources include:

- HSC and NAPLAN results
- school based assessment including BALANCE and Stage Meeting data
- PLPs including M Goals
- attendance, retention and participation data of ATSI students
- surveys of program evaluation
- meeting minutes
- Tell Them From Me data
- PRIDE awards and merits
- parent surveys
- University of Newcastle Aspirations Study

Practices and Products

Engaged ATSI students reflecting and self regulating their learning with greater retention rates throughout all transition processes between stages, starting tertiary studies and/or meaningful employment.

Aboriginal Education: Student Leadership

A positive school wide culture of connectivity for ATSI students as evidenced in the 'Tell Them From Me' survey, student focus groups and Sentral data.

Reporting

The monitoring reports support open and honest conversations between the learning partners (student, staff and parents) regarding high expectations, aspirations and genuine engagement in learning.

Careers

Careers program for Kindergarten to Yr 12 developed and implemented across the school with students setting and achieving personal goals and building appropriate career aspirations.