

School plan 2018-2020

Broulee Public School 4612



School background 2018–2020

School vision statement

School Vision:

To create a passion for lifelong learning with a commitment to innovative, flexible and creative thinking

School Mission Statement:

We are a school that is:

- Teaching 21st Century Skills
- Learning in an exciting, engaging environment
- Valuing individuality and creativity
- Developing confidence, excellence and leadership skills

Core Values:

- **Fair** – To make decisions based on equity and social justice.
- **Inclusive** – To value difference, to learn with and from each other.
- **Safe** – To promote and support risk taking within a safe learning environment
- **Honest** – To play, grow and learn with integrity and ethics

School context

Walawaani Njindiwan – Welcome

Our school is a leading centre for education innovation for students from Kindergarten to Yr. 6. It is student focused and students will always be our first priority. We have high expectations for all of them in becoming "students who are masters with content not just masters of content".

We use a range of digital technologies as tools to assist in delivering an engaging and challenging curriculum that also includes the skills of: leadership, flexible thinking, creativity, imagination, cooperation and communication.

We are inclusive and respect and celebrate diversity and difference. Special features of our programs include: public speaking, environmental activities, and a wide range of sporting electives and "Gifted & Talented" programs.

During recent years we have won a number of regional and state awards for Leadership Innovation, Academic Excellence and Parent Partnerships. The school has also recently been recognised in a number of national and international publications (The Australian Educational Leader, Australian College of Educators).

We believe strongly in collaborative schooling where we acknowledge children learn every minute they are awake, 24/7/365. We aim to integrate the efforts of the home and the school and together we foster the concept that learning is "life long".

School planning process

During 2017 the school consolidated its direction and focus in terms of strategic planning for 2018–20.

The school vision, mission statement, student wellbeing policies and evidence based teaching and learning reflected the school's commitment to excellence in teaching 21st Century learning skills.

Ongoing workshops, presentations and consultation occurred with staff, and key stakeholders from the educational community throughout 2017. This included our Parents and Citizens' Association (P&Cs) members from our Aboriginal Communities as well as parent groups.

Final statements and strong targets were then used to drive the development of the 2018–20 school plan. The evaluation plan indicated the types of evidence that would need to be collected to monitor our progress towards achieving the identified improvement measures. The milestone document will again be refined in late 2018 and 2019 following the release of the school's yearly budget and RAM allocation for the 2019 and 2020 school years.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Excellence in Teaching

Purpose:

To design and promote excellence in teaching that is embedded within current pedagogical practices that embraces and nurtures the talents of every student.



**STRATEGIC
DIRECTION 2**
Learning and Engagement

Purpose:

To design learning partnerships that excel in student achievement, engagement and wellbeing in a 24/7/365 world.



**STRATEGIC
DIRECTION 3**
Leadership and School Culture

Purpose:

To promote and inspire leadership that builds the capacity for excellence and innovation and fosters a culture of high expectations and shared responsibility.

Strategic Direction 1: Excellence in Teaching

Purpose

To design and promote excellence in teaching that is embedded within current pedagogical practices that embraces and nurtures the talents of every student.

Improvement Measures

Use PLAN 2 and Learning Progressions to track student performance and analyse data and student growth.

Increased use of evidence-informed pedagogy by all teachers

All staff use formative assessment to guide future direction for individual students and school

People

Leaders

Lead professional development

Coordinate peer coaching sessions

Staff

Access coaching and collaborative peer observations and professional feedback.

Maintain accurate records and assessment data in order to evaluate and adjust their teaching strategies to maximise positive impact on student learning

Set high expectations for all students

Utilise 21st Century teaching tools

Students

Are responsible self directed learners.

Provide meaningful feedback to teachers on the learning experience

Parents/Carers

Collaborate as partners in the education of the young in a 21st century world

Processes

Embed innovative, quality teaching practices based on current research and collaborative professional dialogue.

Strengthen assessment and analysis of student data to identify student progress in order to reflect on teacher effectiveness and inform future school directions.

Evaluation Plan

NAPLAN data

Learning Progressions

Classroom observations

Team and staff meetings

Qualitative and quantitative evidence

PDPs

Practices and Products

Practices

All teachers use knowledge of curriculum and assessment to inform innovative and quality teaching strategies and program development.

All staff analyse evidence to implement flexible and effective learning to suit the physical, social and intellectual development and characteristics of all students.

All staff monitor, track and report on both student and school performances and outcomes.

All teachers share criteria for student assessment with students.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement.

Products

All staff know their curriculum content and demonstrate exemplary teaching practice using differentiated learning outcomes.

Formative assessment is integrated into teaching practice confirming that students learn what is taught.

Structures are in place to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

All staff ensure students have a clear understanding of how to improve.

Student feedback informs teaching and errors are explicitly addressed until mastery is demonstrated.

Strategic Direction 2: Learning and Engagement

Purpose

To design learning partnerships that excel in student achievement, engagement and wellbeing in a 24/7/365 world.

Improvement Measures

80% of students will achieve their year appropriate expected growth in Literacy and Numeracy – 1 year of school = 1 year of growth.

Increased number of Year 5 students demonstrating value adding as measured by NAPLAN data.

People

Leaders

Identify and coordinate staff professional learning

Staff

Recognise and promote the importance of "Well Being" in the learning environment.

Promote a positive school culture

Students

Recognise and accept responsibility for their own age appropriate learning and behaviours.

Parents/Carers

Parents and community partnerships are promoted and supported in a 24/7/365 learning environment.

Processes

Embed high expectations and the pursuit of excellence for all students.

Develop a strategic and planned approach to whole school wellbeing processes to ensure all students connect, succeed, thrive and learn.

Evaluation Plan

Team meetings

NAPLAN

Student work samples

Student engagement (detention, suspension and attendance data)

Award system, honour boards, Scoop,

Practices and Products

Practices

A quality leaning environment that supports risk taking and self directed learning.

Learning partnerships that excel in student engagement and acknowledges student effort, achievement in a 24/7 world.

Products

Students map their own learning on the Learning Progressions and know how they get to the next step in their learning.

All students are active participates in their learning which is recognised and rewarded broadly across K–6.

Improved student outcomes in literacy and numeracy

Strategic Direction 3: Leadership and School Culture

Purpose

To promote and inspire leadership that builds the capacity for excellence and innovation and fosters a culture of high expectations and shared responsibility.

Improvement Measures

Increased number of parents demonstrating understanding and use of digital technology to network and communicate with staff and community.

Increased numbers of staff take responsibility for projects, cross stage activities and portfolio programs as measured through PDPs and Lead and HAT accreditation.

People

Leaders

Support staff and students in implementing STEAM based learning

Encourage community engagement and involvement

Staff

Provide students the opportunity to take leadership and responsibility for their own learning.

Ensure they have high expectations for all students.

Parents/Carers

Share skills and knowledge as proactive partners with the school.

Students

Learn through risk taking.

Lead in their learning.

Processes

Work collaboratively 24/7/365 to ensure life long learning by the school and community.

Promote and inspire leadership that is shared at all levels and builds the capacity for excellence and innovation.

Evaluation Plan

NAPLAN

BYOT policy

Data from school/class blogs

Internal/external assessments

Community participation (Banksia Village, tutors, U3A)

Practices and Products

Practices

A focus on distributed instructional leadership to promote continuous improvement of teaching and learning.

The school community is utilised as teachers, mentors, leaders sharing their knowledge and skills (social capital).

Technology that supports learning is integrated into lessons in a normalised digital learning environment.

Products

Parents, staff, students and community work in collaborative partnerships to develop life long learning habits.

A collaborative and cohesive school community.

Learning occurs in a digital normalised classroom that is supported across a 24/7/365 environment.

All students use a range of strategies for continuous improvement.