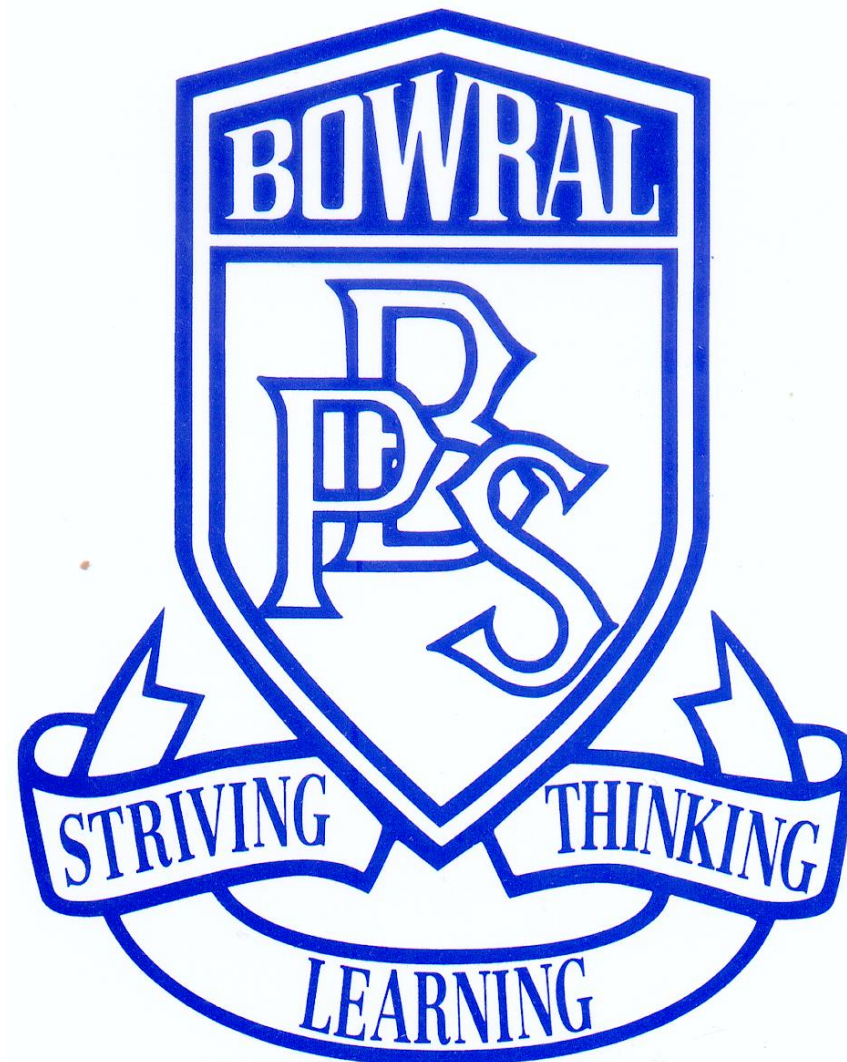


# School plan 2018-2020

## Bowral Public School 1335



# School background 2018–2020

## School vision statement

Bowral Public School is committed to providing rich educational experiences where engagement, learning and emotional wellbeing are fostered through challenging programs in a nurturing, supportive and creative learning environment. Our aim is for all students to become active, resilient, confident participants within our ever-changing world. Our students are guided to meet their full potential by passionate, professional staff and supported by strong parent and community partnerships.

*'Life isn't fair, but good teaching and good schools are the best means we have of overcoming disadvantage and opening the doors of opportunity for young people'* (Steve Dinham: Improving the quality of teaching in Australia 2011)

In summary, our vision, consistent with the Melbourne Declaration, is to promote the success of our students through quality teaching and inspired learning, underpinned by inclusive wellbeing practices.

## School context

Bowral Public School strives to be a leading primary school in the Southern Highlands. Our profile has continued to be raised due to our exemplary and unique programs. We are recognised in the wider community as being committed to continuous improvement and upholding standards of excellence.

The school's prime purpose, emphasised by its motto: "*Striving, Thinking, Learning*", is modelled through the commitment of teachers and parents, in the provision of quality learning opportunities, enabling students to perform to the best of their abilities. We proactively build the capabilities of all staff as learners, teachers and leaders, to strengthen and sustain a shared culture of high expectations. Our staff recognises they need to engage with evidence-based, relevant and future focused professional development, to support the ongoing delivery of quality learning practice. Student success in academic, sporting, cultural and social activities is celebrated by the school community.

Anticipated enrolment for 2018 is 600 students, including a small number of Aboriginal students and 10% of students from a non-English speaking background. The school provides a happy, safe and tolerant learning environment for its students. Students are encouraged to develop the values, skills and attitudes to ensure they can make a valuable contribution to their current community and the society they will shape in the future.

The families of the school are most supportive and enthusiastic and take pride in and ownership of the school and its grounds. The school is well resourced and appreciative of the significant funds raised by the P&C and contributed to the school each year.

In 2016 a comprehensive building program was completed, complementing our existing heritage site, ensuring our students have modern and up to date facilities to support their learning.

## School planning process

Bowral Public School continually strives to provide a rich, inclusive learning environment for our students. The school self-evaluation process is transparent and inclusive of all stakeholders.

Our findings from self-assessment using the School Excellence Framework across the three domains of Learning, Teaching and Leading formed an integral component of the external validation process we undertook in late 2017. The staff examined the School Excellence Framework and its implications for informing, monitoring and validating our self-assessment journey. Time was dedicated to analyse school practices to determine how we address the elements of the School Excellence Framework. Staff reflected on progress being made across the school, based on the expectations identified in the Framework. Milestones were examined, and evidence of impact was discussed in detail to ensure the accuracy of the evaluation. This self-assessment process formed a strong foundation as we identified the strategic priorities for our 2018–2020 School Plan.

In 2017 the school held meetings and conducted surveys to ascertain the viewpoints of parents, students and staff. These included active participation in the *Tell Them From Me* surveys completed by students. Parents, through the P&C and School Council, were encouraged to complete a detailed survey on many aspects of school life and their findings have been tabled as part of the self-evaluation process.

The 2018–2020 school planning process has included extensive discussion with both staff and parent meetings to ascertain our vision and strategic directions. We have considered the value of current strategies and programs and the need to develop and implement new strategies and programs to bring about transformational change in those areas that reflect the Premier's Priorities and those identified in the external validation process.

This school plan, in conjunction with accompanying milestones, acts as a working document to drive school improvement.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Quality Learning: Provision of quality learning experiences, responsive to the needs of all students.

### Purpose:

Our purpose is to provide a differentiated learning environment that promotes a culture of personalised learning where every student is provided with opportunities to be an engaged and successful learner and take responsibility for their ongoing learning. Student learning, with a focus on literacy and numeracy, is underpinned by quality teaching as we engage students in rich, purposeful learning experiences and apply evidence-based teaching strategies. Consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.

## STRATEGIC DIRECTION 2

Quality Teaching: Accomplished and committed staff

### Purpose:

Our passionate and skilled teachers aim to inspire lifelong learning. High expectations are the focus as they teach, nurture, inspire and care for our students. We will proactively and collaboratively build the capabilities of all staff as learners, teachers and leaders, to strengthen and sustain a shared culture of high expectations for success. Every staff member recognises they need to engage with evidence-based, relevant professional development, to support the ongoing delivery of data driven, innovative and explicit teaching practice (with a focus on literacy and numeracy).

## STRATEGIC DIRECTION 3

Wellbeing: a planned approach

### Purpose:

Quality learning experiences, along with positive, respectful and caring relationships, underpin an aspirational learning culture which support the cognitive, emotional, social, physical and spiritual wellbeing of all students. Our aim is to equip all students with the necessary skills to achieve at their full personal potential and to become happy, creative, competent, responsible, resilient and independent learners. We will empower teachers to facilitate consistent welfare and learning support systems. The Wellbeing Framework is to be used as a tool to strengthen and address student wellbeing focusing on the key areas of '*connect, succeed and thrive*'. (Wellbeing for Schools, NSW DET)

# Strategic Direction 1: Quality Learning: Provision of quality learning experiences, responsive to the needs of all students.

## Purpose

Our purpose is to provide a differentiated learning environment that promotes a culture of personalised learning where every student is provided with opportunities to be an engaged and successful learner and take responsibility for their ongoing learning. Student learning, with a focus on literacy and numeracy, is underpinned by quality teaching as we engage students in rich, purposeful learning experiences and apply evidence-based teaching strategies. Consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.

## Improvement Measures

- All learning programs that are planned and implemented by all teachers will incorporate evidence of differentiation. Proportion of students achieving growth in literacy will be demonstrated by student improvement in NAPLAN and PLAN data in line with the Premier's Priorities.
- Learning programs and teaching practices, with evidence of differentiation, particularly in literacy are planned and implemented by all teachers to effectively develop the knowledge, understanding and skills of students.

Learning programs and teaching practices, with evidence of differentiation, particularly in numeracy, are planned and implemented by all teachers to effectively develop the knowledge, understanding and skills of students.

## People

### Students

- Articulate their understandings and prior knowledge as they develop their critical thinking, problem solving, collaborative and communication skills.
- Teach strategies for empowering students to reflect on their own learning and performance.

### Staff

- Differentiate programs with student learning needs as a focus, with appropriate, targeted intervention in literacy.
- Differentiate programs with student learning needs as a focus, with appropriate targeted intervention in numeracy.
- Directly and regularly engage with parents to improve their understanding of student learning.
- Be actively involved in the writing of IEP's and PLP's to ensure student achievement and growth.

### Leaders

Establish structures and processes to identify, address and monitor student learning needs. Leaders actively support and lead their teams as we implement whole school processes in working collaboratively to develop teaching and learning programs that reflect evidence based teaching practices.

### Parents/Carers

Work collaboratively with teachers as they support student learning both in, and out, of

## Processes

- **Differentiation:** Lessons, with a focus on literacy and numeracy, are differentiated so that all students are at instructional edge, including our top performing students.
- Student reports are personalised and comprehensive and provide specific information about student learning.

### Teaching and Learning Programs:

- Professional learning facilitates collaborative planning, programming and assessment practices.
- A learning culture is established and refined to ensure student focused, high quality, differentiated targeted learning and enrichment programs are embedded.
- A core group of interested teachers will embrace the use of visible learning strategies to ensure a clear, mutual and shared understanding of learning goals which engage and extend all students – a focus for targeted professional learning activities .

**Student growth:** Strengthen evidence based practice in assessment and reporting to improve student achievement. *(Refer CESE:- High Value Add Schools: Key Drivers of School Improvement)*

### Evaluation Plan

- Monitor student achievement and growth data including: NAPLAN; PLAN; Best Start.
- Analysis of PLAN data as a basis for relevant and effective learning programs

## Practices and Products

### Practices

#### Differentiation / Teaching and Learning Programs:

- There is an integrated approach to teaching, curriculum planning and delivery. Assessment promotes learning excellence and responsiveness in meeting the needs of students.
- Visible learning features in targeted classrooms where teachers regularly review learning, ensuring all students have a clear understanding of how to improve their learning

**Student growth:** Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.

### Products

**Differentiation:** Teaching and learning programs show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

#### Teaching and Learning Programs:

- Teaching and learning programs show evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- Learning intentions, success criteria and assessment practices are visible in learning activities, to support students to

# Strategic Direction 1: Quality Learning: Provision of quality learning experiences, responsive to the needs of all students.

## People

school. Effective partnerships inform planning and motivates students.

## Processes

- Review practices to ensure differentiated learning evident through teacher programs and lesson observations
- Feedback from staff, student and parents on effectiveness of visible learning (in targeted classrooms)

## Practices and Products

set their own high expectations to plan and gain feedback on their own learning.

**Student growth:** The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. All students requiring support have an effective individual learning plan with goals that are appropriate, met or exceeded.

# Strategic Direction 2: Quality Teaching: Accomplished and committed staff

## Purpose

Our passionate and skilled teachers aim to inspire lifelong learning. High expectations are the focus as they teach, nurture, inspire and care for our students. We will proactively and collaboratively build the capabilities of all staff as learners, teachers and leaders, to strengthen and sustain a shared culture of high expectations for success. Every staff member recognises they need to engage with evidence-based, relevant professional development, to support the ongoing delivery of data driven, innovative and explicit teaching practice (with a focus on literacy and numeracy).

## Improvement Measures

All teachers have quality individual professional development plans that are aligned to, and clearly reflect NESA Professional Standards. These are to be reviewed at least once per semester.

All teachers maintaining current accreditation standards.

NAPLAN analysis / suggested teaching strategies inform planning, teaching and assessing of improvements in learning outcomes in Literacy, particularly in the top 2 bands

NAPLAN analysis / suggested teaching strategies inform planning, teaching and assessing of improvements in learning outcomes in Numeracy skills, particularly in the top 2 bands

Increased use of evidence-informed pedagogy by all teachers (refer Visible Learning initiative for interested teachers)

Best Start (PLAN) data strategically informs the planning, teaching and assessing

## People

### Students

Students are explicitly taught feedback processes in order to provide timely and meaningful feedback to teachers on their learning experiences.

### Staff

- Staff are committed to individual professional development and learning, self-evaluation and personal goal setting.
- Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.
- Through ongoing professional learning and mentoring, staff are able to identify and use data to collaboratively develop differentiated learning and teaching programs.

### Leaders

- Recognise the significance of providing strong and effective leadership as they are committed to the professional development of their teams.
- Build the capacity of staff to use many forms of data to inform explicit teaching (with a focus on literacy and numeracy).

## Processes

### Collaborative practice and feedback:

- We will promote professional learning by creating a culture where continuous collaboration results in an explicit teaching approach to literacy and numeracy, which is evidence based.
- Formalised team meeting structures to be developed to support teachers as they work collaboratively to systematically reflect on classroom and assessment practices and continuously improve programs within and across grades and stages (with a particular focus on the Literacy and Numeracy Strategy 2017–2020)

### Data use in teaching:

- Teachers will use qualitative and quantitative assessment data to inform and improve teaching and learning with the collection, analysis and tracking of student progress, including Best Start, SMART, literacy and numeracy progressions and PLAN data.
- The use of data collection and collaborative evaluation is an embedded practice to inform decisions, interventions and initiatives in literacy and numeracy.

### Instructional leadership: (refer QTSS)

- Supervisors/mentors will build the capacity of teachers to demonstrate quality teaching practices, with a focus on literacy and numeracy, observe lessons, assist with assessment and reporting and continue to guide them towards effective classroom practice and management.

## Practices and Products

### Practices

**Collaborative practice and feedback:** professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

**Data use in teaching:** student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future directions.

**Instructional leadership:** The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

### Products

**Collaborative practice and feedback:** The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results.

**Data use in teaching:** Teachers clearly understand, develop and apply a full range of assessment strategies– assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

# Strategic Direction 2: Quality Teaching: Accomplished and committed staff

## Improvement Measures

cycles aligned with NSW DET progressions and evidenced in programs

## Processes

- All staff will be supported in the development and implementation of their professional learning goals (PDP).
- The school leadership team will provide mentoring, coaching and leadership opportunities to study innovative practice to enhance student growth.

## Evaluation Plan

School team meetings and professional learning agendas reflect a deep and shared understanding of quality teaching and curriculum.

Executive feedback for future goals based on PDP meetings and program collection.

All data will be analysed collaboratively:

- PLAN data (every 5 weeks K–2, every term Yrs 3–6)
- NAPLAN data (Tm 3)
- teaching programs (each term)
- classroom observation data (each semester minimum)

## Practices and Products

**Instructional leadership:** The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

# Strategic Direction 3: Wellbeing: a planned approach

## Purpose

Quality learning experiences, along with positive, respectful and caring relationships, underpin an aspirational learning culture which support the cognitive, emotional, social, physical and spiritual wellbeing of all students. Our aim is to equip all students with the necessary skills to achieve at their full personal potential and to become happy, creative, competent, responsible, resilient and independent learners. We will empower teachers to facilitate consistent welfare and learning support systems. The Wellbeing Framework is to be used as a tool to strengthen and address student wellbeing focusing on the key areas of '*connect, succeed and thrive*'. (Wellbeing for Schools, NSW DET)

## Improvement Measures

100% of full time teaching staff engage in Wellbeing programs.

Utilisation of a central recording system (EBS4) for all welfare related incidents including behaviour, medication and custody issues.

*Tell Them From Me* surveys used to monitor student voice, engagement in learning and participation in school initiatives; positive teacher – student relationships, positive learning climate, effective learning time; and teacher relevance and rigour.

100% of teachers integrate social skills sessions in their teaching / learning programs with a focus on resilience.

Individual Learning / Behaviour Plans are implemented and written in consultation with students and parents. Time allocated

## People

### Students

Students actively participate in social skills programs that facilitate them in becoming resilient, independent and confident learners. Taking an active role in their own learning, students will value the opportunity to take risks, have high expectations for themselves and persist with challenging experiences. They will develop and sustain a sense of belonging, self worth, self-awareness and a personal identity that enables them to manage their well-being.

### Staff

Further develop capacity to provide welfare and social skills programs ie. *Five Ways to Wellbeing*.

Collaboratively build a commitment and capacity to implement a consistent whole school approach to wellbeing with clearly defined behavioural expectations for all students.

Staff recognise and foster student talents and encourage student participation in extra-curricular and enrichment programs.

### Leaders

School leaders recognise the importance of creating a positive climate and nurturing environment that increases the capacity of staff to translate professional learning opportunities into sustainable and effective practises. They facilitate structures and processes to identify, address and monitor student wellbeing.

Leaders support high quality enrichment and extra –curricular learning programs

## Processes

**Individual Learning Needs:** Regular communication, connection and partnership with parents to meet individual students' needs and enhance well-being.

Embrace LMBR organisational structures to assist in the data management of wellbeing.

**Student Wellbeing:** Continue to develop leadership, contributions and capabilities of Learning and Support Team members.

Consolidate our K–6 integrated approach to promote positive behaviour for learning and positive discipline for students with clearly defined behavioural expectations to enhance their wellbeing, to build healthy relationships and to enable them to problem solve conflict.

In terms of strengthening practice we need to:

- lead the staff using the Wellbeing Self-assessment Tool to better understand the school's current approaches and programs, whilst helping to identify areas for future growth as we **Connect, Succeed** and
- Enhance teacher identification of anxiety and knowledge of how to improve student resilience
- Support parents' understanding of wellbeing and resilience

**Staff Wellbeing:** With the support of our school counsellor, we will implement the *Five Ways to Wellbeing* program (*a South Western Sydney Area Service initiative*)

## Evaluation Plan

## Practices and Products

### Practices

**High Expectations:** School culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

**Individual Learning Needs:** Personalised and authentic learning experiences for students resulting in increased student engagement.

**Student Wellbeing:** There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. Staff are supported by a strong instructional leadership team as the school's wellbeing approach focuses on creating an effective environment for learning for all.

### Products

**High Expectations:** Positive, respectful relationships are evident and widespread among students and staff and promote student and staff wellbeing to ensure optimum conditions for student learning.

**Individual Learning Needs:** There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs.

**Student Wellbeing:** The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.



# Strategic Direction 3: Wellbeing: a planned approach

## Improvement Measures

for Aboriginal Personal Learning Pathways, to be completed and reviewed regularly.

## People

which actively aim to promote high engagement and foster high expectations.

### Parents/Carers

Parents understand and support the importance of the social and emotional curriculum in their child's learning. They are aware of our K-6 approach to student wellbeing that has clearly defined behavioural and social expectations.

Develop knowledge and skills so that resilience and wellbeing strategies are implemented consistently across the school community.

### People

Students, staff and parents recognise the importance of displaying respectful, responsible and personal best behaviour.

## Processes

- *Tell Them from Me* survey data Yrs 4-6
- Track and evaluate student behaviour through school reflection room and EBS4 data collection, creating a positive learning environment.
- LST referrals analysed for behaviour, attendance, resilience / anxiety
- Annual School Council parent sentiment survey measuring school culture; quality learning environment; and satisfaction levels.
- Wellbeing Self Assessment Tool (NSW DET)
- Review of individual learning and behaviour plans