School plan 2015 – 2017

Bowral Public School

Code 1335

STRATEGIC DIRECTION 1
Excellence in all teaching and learning areas

STRATEGIC DIRECTION 2
Promote and develop quality leadership at all levels

STRATEGIC DIRECTION 3
Enhance and build on community involvement as part of a positive school culture
## School vision statement

Our vision is to build on a tradition of excellence while embracing opportunities that arise in a nurturing, supportive and creative learning environment.

Our school will:
- provide regular opportunities for students and teachers to develop and demonstrate their talents and interests;
- promote social responsibility; and
- teach the skills essential for 21st century learners.

## School context

Bowral Public School strives to be a leading primary school in the Southern Highlands through emphasising the fundamental importance of basic skills development for all students; by providing regular opportunities for students to develop and demonstrate their talents and interests in all curricula; and by promoting social responsibility.

The school's prime purpose emphasised by its motto: "Striving, Thinking, Learning", and modelled through the commitment of teachers and parents, is the provision of quality learning opportunities, enabling students to perform to the best of their abilities.

Teachers meet in teams to develop common learning programs, utilise unique or shared knowledge and skills, and develop common assessment and reporting practices.

Enrolment for 2015 is 560 students, including a small number of Aboriginal students and 10% of students from a non-English speaking background.

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 2015 a comprehensive building program is expected to commence following an intensive period of negotiation with the Project Reference Group. This will ensure the most modern and up to date facilities to support student learning are available, complementing our existing heritage site.

## School planning process

The school self-evaluation process is transparent and inclusive of all stakeholders.

In 2014 the school conducted a number of surveys to ascertain the viewpoints of parents, students and staff. These included active participation in the Tell Them From Me surveys completed by students and staff. 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.

All targets in the previous management plan have been reviewed, including NAPLAN and L3 results, and the data collated by school teams.

The 2015-2017 school planning process has included extensive discussion with both staff and parent meetings mirroring each other in order to ascertain our vision and strategic directions. This planning process has taken into consideration the implications of how we manage a major building project whilst ensuring quality learning continues. This has required staff and parents to consider the value of current strategies and programs and the need to develop and implement new strategies and programs that ensure our students acquire the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.

This jointly constructed school plan acts as a working document to drive school improvement.

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### Legend

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>IT</td>
<td>Information Technology</td>
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<tr>
<td>LMBR</td>
<td>Learning &amp; Managing Business Reform</td>
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<td>NAPLAN</td>
<td>National Assessment Program – Literacy and Numeracy</td>
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<td>TEN</td>
<td>Targeted Early Numeracy</td>
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<tr>
<td>L3</td>
<td>Language, literacy and learning</td>
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<tr>
<td>PLAN</td>
<td>Planning Literacy and Numeracy</td>
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<td>DEC</td>
<td>Department of Education and Communities</td>
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This page identifies the 3 strategic directions and the **purpose** of each one. Each strategic direction will:
- define the key improvements which combine for the school to achieve excellence;
- represent a high level and future-focused educational priority which is evidence based and data informed;
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture; and
- make explicit links to the dimension of the school excellence framework.

**STRATEGIC DIRECTION 1**
Excellence in all teaching and learning areas

**Purpose:**
To ensure that learning for our students is based on quality teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. This will ensure quality educational opportunities are differentiated to meet the needs of individual students; is purposeful and engaging; incorporates relevant IT skills and is based on the shared professional learning of staff.

**STRATEGIC DIRECTION 2**
Promote and develop quality leadership at all levels

**Purpose:**
To build the capacity, professional leadership and achievements of our school learning community as we work to create the vision and strategies for innovation and complex change. The process of succession planning, as we encourage and promote opportunities for staff to take on leadership roles, will enable us to build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

**STRATEGIC DIRECTION 3**
Enhance and build on community involvement as part of a positive school culture

**Purpose:**
‘It takes a village to raise a child’ (Nigerian Proverb)

To engage the whole school community as active partners in ensuring practices reflect traditional and emerging needs. We will continue to support and promote ongoing improvement in student learning outcomes as we prepare our students for their future. Communication is an essential tool as we focus on our values and the experiences we provide for students to become resilient, responsible citizens.
Strategic Direction 1: **Excellence in all teaching and learning areas**

### Purpose

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### Improvement Measures

- 95% of students above National Minimum Benchmark levels in NAPLAN – writing and numeracy
- 100% teaching staff have documented evidence and personalised professional learning plans in line with the Professional Development Framework
- 50% of students in proficiency bands in writing and numeracy (NAPLAN) as we move the middle to the top

<table>
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<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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| **How do we develop the capabilities of our people to bring about transformation?** | **How do we do it and how will we know?** | **Products:**

- High quality, differentiated teaching and learning programs, demonstrating explicit integration of IT skills, implemented to meet the needs of all students K-6.
- Quality pedagogy and consistency in teacher judgement with curriculum program design including scope and sequences; assessment benchmarks for whole school programming; professional learning; strategic planning and evaluation.

All teachers engage in shared professional learning that leads to improved, embedded practice utilising 21st century pedagogy and improved learning outcomes for students.

**Practices:**

- Targeted professional learning, with a focus on literacy (writing) and numeracy
- Professional Development Framework process provides guidance and direction for all teachers to reflect on their professional learning goals
- Students and teachers reflecting on the achievement of their personal learning goals.

**21st century learning at Bowral Public School** means: creativity, use of higher order thinking skills, engagement in goal setting and self-directed learning, problem solving and project / inquiry based learning.

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| **How do we develop the capabilities of our people to bring about transformation?** | **How do we do it and how will we know?** | **Products:**

- Ongoing mentoring, professional dialogue, reflection and monitoring (documented), as all staff develop personal **professional learning plans** that incorporate clear and explicit links to school targets
- **Collaborative curriculum** and assessment / reporting planning to support: school-wide systems as evidenced in programs and assessment practices; explicit IT skills and student work samples; and a dynamic 21st century learning environment (involving the building of 8 new classrooms)
- develop staff understanding and quality pedagogy in literacy (**writing**) and numeracy strategies to target and support low-performing and high-performing students. i.e. build staff capacity to collaboratively plan and differentiate programming in literacy and numeracy

**Evaluation Plan**

NAPLAN, Best Start, TEN and L3 data and school based assessment results monitored to analyse student performance in literacy (writing) and numeracy. Student growth plotted using PLAN software and programs adapted to meet identified student needs.

**Products and Practices**

**Products:**

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### Strategic Direction 2: Promote and develop quality leadership at all levels

#### Purpose
To build the capacity, professional leadership and achievements of our school learning community as we work to create the vision and strategies for innovation and complex change. The process of succession planning, as we encourage and promote opportunities for staff to take on leadership roles, will enable us to build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

#### Improvement Measures
- 100% of executive staff working towards accreditation using the School Leadership Capability Framework
- 100% administrative staff trained and competent users of LMBR procedures
- 100% teaching staff have professional learning plans; aligned with school policies and targets; roles and responsibilities statement and Professional Development Framework standards

#### People
**How do we develop the capabilities of our people to bring about transformation?**

**Students:** Engage student leaders in the development of their leadership capabilities through activities that promote intellectual quality and creativity

**Staff:** Build leadership capacity through targeted strategic participation in leadership programs / mentoring

**Parents/Carers:** Included in school planning processes as we aim to build the capacity of the P&C and School Council to initiate and implement school programs

**Community Partners:** develop network partnerships for involvement in building and learning initiatives that enable teachers to design and implement teaching and learning experiences that encompass deep thinking, innovation and creativity (21st century learning)

**Leaders:** Access learning opportunities through a broad range of DEC, community and tertiary experiences to provide a real world context to support the implementation and evaluation of quality pedagogical practice

#### Processes
**How do we do it and how will we know?**

- Professional learning time and funds allocated for mentoring of programs that include: music, technology, public speaking, drama, debating, sport.
- All staff actively involved in completing Professional Development Framework process with regular meetings held throughout the year to help guide / support staff in their roles.
- School based executive, and aspiring leaders, undertake professional learning conducted on a regular basis throughout the year – with all staff having the opportunity to lead / manage programs.
- Administration in terms of finance, student data, resource management and communication maximised as staff complete relevant LMBR and OLIVER (Library) training.

#### Products and Practices
**Products:**
Teaching staff roles and responsibilities statement compiled with specific reference to mentoring and succession planning.
Administrative staff roles and responsibilities statement compiled with reference to LMBR.
Executive staff undertakes structured professional learning in line with School Leadership Capability Framework

**Practices:**
Quality educational and organisational innovations are introduced and embedded to improve system-wide frameworks and workflows that improve whole school efficiency.
Executive initiate and lead practices that focus on improving educational opportunities for all students and staff as they improve their own practice and work collegially in professional learning teams.
Students work with mentor teachers to strengthen their skills and confidence to develop leadership.
P&C and School Council to drive initiatives, with all parents having information to be engaged effectively in their child’s learning through sound communication practices.

**Evaluation Plan**
Executive surveys based on the AITSL leadership tool. Effective implementation of the Performance and Development Framework. Tell Them From Me survey for staff and students on the quality of the school leadership and management. Parent survey through School Council on engagement in initiatives and plans (including new building project).
Strategic Direction 3: **Enhance and build on community involvement as part of a positive school culture**

**Purpose**

*‘It takes a village to raise a child’*  
(Nigerian Proverb)

To engage the whole school community as active partners in ensuring practices reflect traditional and emerging needs. We will continue to support and promote ongoing improvement in student learning outcomes as we prepare our students for their future. Communication is an essential tool as we focus on our values and the experiences we provide for students to become resilient, responsible citizens.

**Improvement Measures**

- 100% teaching staff regularly update school website 'class' page and contribute to ‘blog’ over the year
- Over 90% of parents access available school technology and social media including Skoolbag App and school website to communicate with school / read newsletter (as evidenced through parent satisfaction survey and School Website Service (SWS) data analysis
- 80% student ‘Tell Them From Me’ survey responses indicate positive correlations regarding student relationships and learning

**People**

**How do we develop the capabilities of our people to bring about transformation?**

**Students:** will develop and enhance the skills necessary to participate as successful 21st Century citizens

**Staff:** Actively contribute to multiple aspects of the communication plan ie. our community is valued and important to us

**Parents/Carers:** Access available school technology and social media including the School website, Skoolbag App, blog and Facebook to actively participate and share in school based opportunities as they collaborate and celebrate their child’s learning

**Community Partners:** support the school as we continue to build knowledge of, and pride in, our school, school events and the local community

**Community Partners:** network with past students who include business leaders, practitioners and researchers in a range of professions, leaders in creative and performing arts and Australian sporting representatives as we celebrate our sesquicentenary

**Leaders:** Continue to initiate and promote the meaningful roles families and community have in the decision making process

**Processes**

**How do we do it and how will we know?**

- Use of various modes of communication to **engage our school community** - enhanced with the inclusion of a weekly ‘blog’ accessed via our website
- Ongoing program to teach **digital citizenship** using DEC resources and support for students as they increasingly access IT resources for learning
- Staff consistently communicate **high expectations** regarding student work and behaviour to students and parents
- **Professional learning sessions for parents** in curriculum areas with a focus on literacy and numeracy
- Students actively participate in **school and community events** that reinforce our shared values and citizenship (Note: school sesquicentenary in 2017)

**Evaluation Plan**

Results from ‘Tell Them From Me’ surveys for students and ‘Focus on Learning’ survey for teachers to guide future directions in terms of student wellbeing and leadership. Parent and community input at School Council and P&C through surveys to provide data on parent satisfaction of initiatives. Decision making is informed through data analysis (including SWS data).

**Products and Practices**

**Products:** Communication strategy to embrace the following components:

- Highly successful sesquicentenary celebration in 2017

**Practices:**

Develop and enhance our multi-faceted communication strategy that engages staff, parents and students in learning and informs school planning and management

Teachers actively communicate with parents on student progress and expectations of learning on a regular basis. Parents are welcomed into classrooms to share their knowledge and skills as well as have opportunities to participate in curriculum based workshops so they better understand student learning outcomes.

Teachers work with families as they share the responsibility for student learning and wellbeing