

School plan 2015 – 2017

Bellata Public School

1175

Student well-being and resilience

Strong Foundations for Learning

Building Teacher and Leader Capacity





School vision statement

What is our Vision?

Our school is a place where everyone, regardless of background or ability, can be a successful learner and be equipped with the skills to succeed as confident, creative and resilient global citizen.

Our Vision is consistent with the **Melbourne**

Declaration:

It is about **equity**: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.

It is about **excellence**: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team

It is about **success as a learner**: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

In this way our students will grow into **active and informed citizens** locally, nationally and worldwide.

Our Vision requires teachers and leaders who:

- Know the students and how they learn
- Know syllabus content and how to teach it
- Create and maintain supportive and safe learning environments
- Are accountable for student learning through authentic assessment, individual student feedback and in accurately reporting to parents
- Engage professionally with colleagues, parents and carers and the wider community including government and non-government agencies.

School context

Enrolment in 2014 was 23 due to a higher than usual mobility rate in 2013. The school's enrolment trend is down, consistent with many rurally located schools across New South Wales.

The school's **ICSEA at 942** (ACARA website) shows a broadly average socio-educational spread with 51% in the lowest quartile and 8% in the highest quartile. The NSW DEC measure of family occupation and education index (**FOEI**) is **116**, which is around the mean of 100 which is relatively advantaged compared to other northern New South Wales schools.

Bellata Public School is accredited as *Asthma Friendly* and *Sun Safe* and operates the *Live Life Well @ School initiative*.

Attendance at Bellata Public School averages 95% each and every year.

There have been no suspensions from Bellata Public School for the past 10 years. There is a general feeling of cooperation and support throughout the school and an understanding that with nurturing and a strong welfare policy, students should be engaged enough in school to not be misled.

NAPLAN Our general performance is unremarkable: no significant trend and consistently within the same range to similarly profiled schools in regional and rural NSW. The school's NAPLAN numeracy performance lags the literacy performance. Literacy performance is average with writing performance usually above average but language (in particular, spelling) performance being below average. Reading performance meets or exceeds the national average as does Numeracy.

Aboriginal enrolments are consistently low at Bellata Public School. However the trend for Aboriginal students to have higher support needs remains constant across the state.

School planning process

A **review** of the 2012-2014 school plan was conducted during early 2014 with a series of opportunities for stakeholders: **parents, staff and students**, to contribute an evaluation of what worked and what areas need a stronger focus.

Suggestions for future school improvement were invited through formal surveys, student meetings and at a series of P&C meetings.

Initially we developed a school vision statement so that the whole community were united in the focus for the future. Ideas were sought as to what the vision might look like and from those ideas a vision statement was finally established. Further consultation focussed on what two key strategic directions our school would take. Parents, community and students were surveyed, both formally and informally to gather ideas and to help focus the thinking for the future. It was decided that we needed to focus on two areas; - students and staff.

With students as the focus, parents and the community wanted:

- A strong focus on Literacy and Numeracy with opportunities for students to maintain involvement in creative and sporting endeavours;
- Parents want their children to exit Bellata Public School holistically developed as confident young adults with a strong foundation for building further learning;
- 21st century learning for all children and integrated use of technology without taking over all of the traditional aspects of school life;
- The new syllabi to be systematically implemented with ideas for parents included in newsletters and information evenings for elaboration on the different thinking behind them; and
- Parents want learning to be more individualised including differentiation to cater for specific needs

Students wanted:

- More structured play at lunch times;



The school has a sizeable proportion of students with minor to moderate support needs. A range of strategies are in place to provide the best options for these students.

Teacher turnover and leave remains static with the majority of staff being members of the school community for more than 5 years.

Parents are generally supportive. The rate of voluntary contribution is about 90% with excellent support for major excursions.

Student participation in sport is enthusiastic and the school enjoys consistently puts in a solid performance in PSSA Cross Country, Swimming and Athletics. Team sport is relatively weaker and has been for some time. Obesity rates in students are relatively low.

Student participation and performance in CAPA (musicals, drama and visual arts) is strong both internally and externally. Students perform in local eisteddfods and throughout the community for a variety of events. Music and drama are strengths with dance needing further development.

Environmental education initiatives are improving. Since 2012 the school now has established a vegetable garden, a frog pond and have introduced poultry to the school environment. We have established a nature area focussing on native species of flowering shrubs and trees.

- Better markings on the asphalt areas;
 - More opportunities to interact with school leaders from other smaller schools;
 - No bullying in the school grounds and to be respected by everyone; and
 - More variety in the canteen.
- Consultation with the staff indicated:
- That they needed to remain current with educational trends;
 - Be well-versed in all new syllabi and receive useful and timely training to fully implement them;
 - A whole school scope and sequence to better plan for the future;
 - Quality training and development on the new directions the DEC is taking including the new Professional Learning Plans; and
 - A confident transition from a two teacher to one teacher school with community support.
- Consultation is an ongoing process with all parties learning how to move forward.



STRATEGIC DIRECTION 1

Building Teacher and Leader Capacity

Purpose:

Our teaching staff need to be assured that they are world class educators. They will need to understand and support the new teacher performance and development cycle as part of their day to day learning. Our teachers need to identify both their strengths and their areas for development and so they will have to become increasingly interdependent. In this way they will be better positioned to deliver student learning that is relevant, challenging and engaging for *each* child that they *teach* and *every* child that they *influence*. Our office staff needs to remain current in all aspects of the new finance system and build a network of understanding.

STRATEGIC DIRECTION 3

Student well-being and resilience

Purpose:

To promote each student's personal strengths, confidence and self-belief through the development of positive relationships, responsibility for their own actions and the ability to cope with a range of social, emotional and learning situations.

STRATEGIC DIRECTION 2

Strong Foundations for Learning

Purpose:

Literacy and Numeracy are the foundations for learning in all of the key learning areas and the core of our work as a school. They are the building blocks for future learning and for life. At Bellata Public School, each and every student, regardless of background and ability, must be provided with the conditions to learn so that they can be the best that they can be. To be successful learners, our students need to be literate, numerate, confident, creative and cooperative. They need to be provided with a nurturing environment that builds on their strengths and is in partnership with their community. These are the Strong Foundations supporting learning at Bellata Public School.

Strategic Direction 1: Building Teacher and Leader Capacity

Purpose

Our teaching staff needs to be assured that they are world class educators. They will need to understand and support the new teacher performance and development cycle as part of their day to day learning.

Our teachers need to identify both their strengths and their areas for development and so they will have to become increasingly interdependent. In this way they will be better positioned to deliver student learning that is relevant, challenging and engaging for *each* child that they *teach* and *every* child that they *influence*.

Our office staff needs to remain current in all aspects of the new finance system and build a network of understanding.

Improvement Measures

- ❖ All staff will have a current Professional Learning Plan (PLP) in line with the Australian Teaching Standards that will be updated each year
- ❖ Student leaders will have a greater role in influencing the direction of the school
- ❖ Oliver library system effectively manages the teaching and learning resources of the school

People

Students:

Students will be engaged with teaching and learning programs that are meaningful and successful

Staff:

Encourage staff to take on roles when they become available and delegate responsibilities across the full staff cohort.

Provide quality professional development and ongoing support and mentoring.

Develop and maintain alliances with other like school staff to build teacher and office staff capacity.

Parents and Community:

Parents and teachers will work together to increase the understanding of all Key Learning Areas (KLA's)

Leaders:

Encourage and support staff in developing their PLP's in line with the schools management plan.

Provide opportunities for professional development in areas identified in individual staff professional learning plans.

Processes

- We will attend to professional learning opportunities in line with our PLP's to strengthen and broaden our teaching practise
- We will meet with other learning communities to strengthen the broader scope of education across the region
- We will hold awareness raising evenings and items in the newsletter to help parents understand the new curriculum and what their children should be learning.
- We will inform the community when leadership development opportunities arise for students such as GRIP Leadership in Moree
- We will provide opportunities for training in the NSW syllabi in order to effectively implement new curriculum as per BOSTES and DEC guidelines

Evaluation Measures

- Self-assessment against the School Excellence Framework and Assessment Tool using a reflection matrix
- All teachers will have a Professional Development Plan
- Teachers are more willing to take on leadership opportunities
- Parent survey results on information evenings

Products and Practices

Products:

- ❖ All staff will have a current Professional Learning Plan (PLP) in line with the Australian Teaching Standards

Practices:

- Students actively engage in developing their leadership skills at a personal, peer and public level and within a variety of contexts.
- Regular and ongoing monitoring and tracking of staff to ensure they are on track to reach their professional learning goals as part of the TARS process
- A culture of collaborative professional learning that is valued and builds the capability of all staff
- All SAS staff are confident to the transition to LMBR and adapt to new systems

Strategic Direction 2: Strong Foundations for Learning

Purpose

Literacy and Numeracy are the foundations for learning in all of the key learning areas and the core of our work as a school. They are the building blocks for future learning and for life.

At Bellata Public School, each and every student, regardless of background and ability, must be provided with the conditions to learn so that they can be the best that they can be.

To be successful learners, our students need to be literate, numerate, confident, creative and cooperative. They need to be provided with a nurturing environment that builds on their strengths and is in partnership with their community.

These are the Strong Foundations supporting learning at Bellata Public School.

People

Students: Students will be engaged with teaching and learning programs that are meaningful and successful and understand what is needed to be a successful 21st Century learner.

Staff: Ongoing professional development that is purposeful and directly linked to the school plan.
Full implementation of all current NSW Syllabi in line with the Australian Curriculums.

Parents/Community: Staff and the community will work together to increase understanding of key Literacy and Numeracy programs across the whole school.

Leaders: Will drive improvement through innovation and change.

Processes

- We will encourage engagement by tailoring learning to individual needs through a strong assessment and reflection program.
- We will differentiate the learning to cater for the needs of all children and in collaboration with the students, setting realistic and time-framed learning goals.
- We will use the Planning for Literacy and Numeracy (PLAN) continuum K-2 with a focus on adoption of Stage 2 in 2016 and Stage 3 in 2017
- We will improve the identification and provision for students with specific learning difficulties, e.g. dyslexia.
- The Principal will lead staff training in the NSW Syllabi documents in order for their effective implementation
- Staff will be trained in 21st Century Learning thinking to support students setting their own educational goals.
- We will provide opportunities for students to actively participate in creative arts and personal development.
- We will promote an open door policy for community participation in supporting student outcomes

Evaluation Measures

- Tracking sheets and local testing for movement on the Literacy and

Products and Practices

Products

- ❖ Improved average NAPLAN performance based on value added data.
- ❖ Syllabus implementation is consistent and on-time with developed scope and sequences.
- ❖ PLAN software fully implemented and utilised by staff.
- ❖ Students showing improvements on the Literacy and Numeracy continuum

Practices

- All staff using the PLAN continuum and monitoring student performance
- All students having a personal learning plan linked to their individual learning goals
- Students identified with specific learning needs have an individualised learning plan
- All staff members will implement the new English, Mathematics, Science and History Syllabi.
- Using e-learning as a tool for Ipad implementation where students demonstrate 21st Century Learning in all aspects of their schooling

Improvement Measures

- ❖ Improved average NAPLAN performance based on value added data.
- ❖ Syllabus implementation is consistent and on-time with developed scope and sequences.
- ❖ PLAN software fully implemented and utilised by staff.
- ❖ Students showing improvements on the Literacy and Numeracy continuum.
- ❖ Increased percentage of targeted students with IEP's

Numeracy continuums

- PLAN used across all stages of learning to track progress and report to parents
- Student pre and post results on standardised assessments recorded to show improvements
- NAPLAN Data will be analysed each year to track improvements in Literacy and Numeracy
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Strategic Direction 3: Student well-being and resilience

Purpose

To promote each student's personal strengths, confidence and self-belief through the development of positive relationships, responsibility for their own actions and the ability to cope with a range of social, emotional and learning situations.

Improvement Measures

- ❖ Annual surveys and "Tell them from me survey" to ascertain parent and student satisfaction with well-being programs in the school
- ❖ Increased opportunities for student involvement are evident with positive feedback from students and parents
- ❖ High attendance patterns
- ❖ Decreased behavioural referrals

People

Students: To develop the capacity of students to be active and responsible learners willing to try new experiences, show perseverance, resilience and display an optimistic approach towards life.

Staff: to develop the capacity of staff to use strategies to promote resilience, conflict resolution, social skills and foster a strong sense of well-being for all students.

Parents/Community: To support parents or carers to develop strategies which assist in promoting their children's emotional and social well-being and a positive attitude towards learning?

Leaders: To ensure supportive and innovative programs are developed to increase student well-being and resilience across the school.

Processes

Students: Community involvement opportunities, leadership, sports participation and engaging in environmental sustainability.

Staff: Revision of the student welfare and anti-bullying procedures to ensure consistent expectations and practices. Use the DEC online student wellbeing tools.

Parents/Community: Share resources and information with parents such as awareness of Kids Matter for mental health issues, and get-togethers to grow community spirit.

Products and Practices

Products:

- Annual surveys and "Tell them from me" surveys to indicate parent and student satisfaction with well-being programs and the school as a whole
- Increased opportunities for student involvement are evident with positive feedback from students and parents
- High attendance patterns
- Decreased behavioural notations and parent interviews

Practices:

- Staff regularly promote the importance of resilience and coping with disappointment in a positive manner
- Students' strengths are regularly promoted and celebrated
- Opportunities for reflection, leadership and self-regulation occur frequently
- Staff, students and parents promote a sense of belonging, friendliness and an appreciation for their school community.

