School plan 2015 – 2017

Bedgerabong Public School  1164

Strong Foundations

Professional Capacity

Positive Relationships
**School background 2015 - 2017**

| School vision statement | Bedgerabong Public School is a small school situated 34 kilometres west of Forbes, with a committed teaching staff and involved local community whose commitment to education is evidenced by the well-resourced and maintained building and grounds and the degree of support for programs at the school. The community takes pride in the school’s activities and every effort is made to encourage children to see themselves as part of their unique community. At Bedgerabong Public School we are committed to providing for all students, a rich and diverse curriculum with an emphasis on intellectual, physical and social development in a stable and supportive environment. Student achievement is recognised across all curriculum areas and parents and community members are actively encouraged to participate in the education of their children in school-based programs such as early literacy and creative and practical arts. Close links are made with the small schools in our area for events such as swimming and athletics carnivals as well as other curriculum based activities to provide our students with a wider support network and peer group base. It is with both pride and honour that the staff at Bedgerabong School readily admit that this is indeed a wonderful School Community, and that we are very fortunate to be a part of it. | In 2014 the school sought the opinions of parents, students and teachers about the school in terms of community expectations and participation. Surveys were distributed offering opportunities for school initiatives and practices to be critiqued and suggestions for future school improvement. A return rate of 98% from our school community indicated the commitment our community has to the school with some parents’ responses including; “Bedgerabong School is an attractive and well-resourced school”, “The Staff are very committed” and “The kids are really lucky.” Of the 29 responses received 100% of parents surveyed were either satisfied or very satisfied with the items listed in the survey that evaluated school procedures, purpose and practice. Part of the survey asked our current school community to identify the skills and attributes that they value the most and would expect their children to leave our school with. Those results were tabled at several P&C meetings allowing all stakeholders an opportunity to view the responses, collate and group them into like categories. Parents were then asked to nominate their highest 3 priorities which led to the following results.

1. Our school community values Core Curriculum. They have expectations that Bedgerabong School will focus on developing the core skills in Literacy and Numeracy for their children.
2. Our school community values opportunities for our teaching staff to enhance and further develop and refine their professional understanding and skills to promote a current, comprehensive learning environment.
3. Our school community values respect, honesty, kindness and empathy. They value confidence building activities designed to encourage and engage students in school activities. |

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**School context**

**School planning process**

| At Bedgerabong Public School we believe in “Educating for Excellence” where we provide a diverse, challenging and innovative environment designed to produce excellence, respect and success for all. |
**Purpose:**

Literacy & Numeracy are the foundations for learning in all of the Key Learning Areas and the core of our work as a school. At our school each and every student must be provided with the best conditions to learn so that they can achieve to the best of their abilities. To be successful learners our students need to be literate, numerate, confident and creative utilising current practices and processes. These are the strong foundations supporting learning in our school.

**STRATEGIC DIRECTION 1**

**STUDENTS**

“Strong Foundations”

- Core of Literacy & Numeracy
- Solid Syllabus implementation
- Equity and Excellence for confident and creative 21st Century Learners

**STRATEGIC DIRECTION 2**

**STAFF**

“Building on Professional Capacity”

- Differentiating for individual learners
- Teacher collaboration
- Professional Learning Plans

**GREAT LEARNING**

**GREAT TEACHING**

**STRATEGIC DIRECTION 3**

**PARTNERSHIPS**

“Positive Connections”

- Student Welfare
- School/Community Partnerships
- Student Engagement

**GREAT PARTNERSHIPS**

**Purpose:**

To promote students social and emotional well-being. To build strong, positive relationships as an educational community, inspiring a culture of collaboration, respect, engaged communication, empowered leadership and organisational practices, so as to ensure our students have all possible opportunities to thrive and grow in their learning environment. Ensure that students are actively engaged and happy to be at school.
**Strategic Direction 1: STUDENTS - Strong Foundations**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy &amp; Numeracy are the foundations for learning in all of the Key Learning Areas and the core of our work as a school. At our school each and every student must be provided with the best conditions to learn so that they can achieve to the best of their abilities. To be successful learners our students need to be literate, numerate, confident and creative utilising current abilities. To be successful learners students learn so that they can achieve to the best of their abilities. To be successful learners.</td>
<td><strong>How do we develop capabilities of our people to bring about transformation?</strong></td>
<td><strong>How do we do it and how will we know?</strong></td>
<td><strong>What is achieved and how do we know?</strong></td>
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</tbody>
</table>
| **Students:**  
- Enabling risk taking mentality.  
- Content based vocabulary development and understanding of 21st century skills to allow effective reflection. | **Explicit consideration to 21st century learning skills in programming:**  
- Generate shared understanding of 21st century skills  
- Support with posters/pictorials  
- Maximise opportunities for integration of ICT’s in learning tasks | **Individualised learning through differentiation**  
- Knowledge recognised as constructed with application of Inquiry Based Learning  
- Integration of higher order thinking tasks in literacy and numeracy  
- Nationally Consistent Collection of Data on School Students with Disabilities meetings with parents to assist differentiated teaching practices. | **Products:**  
- Students’ increased capacity to reflect through discussion or written journal on their learning processes and finished products, identifying areas of success and further improvement.  
- Students receiving appropriate level of challenge and taking risks in a safe and supportive environment characterised by greater on-task student activities.  
- Students’ increased capacity to utilise a range of ICTs for the purposes of communicating, creating, problem solving and researching.  
- Classrooms focussed on learning with less behavioural interruptions  
- Students develop problem solving skills so that they know ‘what to do when they don’t know what to do.’  
- What are our newly embedded practices and how are they integrated and in sync with our purpose?  
- Thematic units of work follow Inquiry approach utilising PLAN software to determine progress  
- Teacher planning incorporates key ideas across the grade and allows for significant scope for modification based on student interest and direction. |
| **Staff:**  
- Understanding of the Quality Teaching Framework.  
- Position self as facilitator of learning – not keeper of all knowledge.  
- Develop skills in asking critical questions.  
- Clear understanding of 21st century skills  
- Purposeful integration of ICT. | **Student self-direction**  
- Facilitate classroom of choice – Improve reflective practices and goal settings for students (journals, videos, etc.) | | |
| **Parents:**  
- Involving parents in decision making about pedagogical adjustments for students.  
- | | | |
| **Community partners:**  
- Empowering parents to seek more information and make informed decisions.  
- | | | |
| **Leaders:**  
- Quality Teaching  
- Purpose and application of effective assessment to inform practice  
- Assessing 21st century skills  
- Supporting teachers in generating dynamic, responsive classes, purposefully integrating ICT, based on negotiated learning.  
- | | | |

**Improvement Measures**
- Students receiving appropriate level of challenge and taking risks in a safe and supportive environment characterised by greater on-task student activities.
- Students’ increased capacity to utilise a range of ICTs for the purposes of communicating, creating, problem solving and researching.
- Classrooms focussed on learning with less behavioural interruptions.
### Strategic Direction 2: STAFF- Building on Professional Capacity

**Purpose**

Build the capacity of teachers and staff through focused professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and well-informed learning and practice, at an individual and collective level.

Our teachers should continually reflect and challenge themselves. This will enable them to develop consistent, high quality educational practices, in order to be better positioned to deliver student learning that is relevant, challenging and engaging for each child that they teach and every child they influence.

<table>
<thead>
<tr>
<th>Improvement Measures</th>
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<tbody>
<tr>
<td>• All teachers will have a performance and development plan (PDP) that outlines personal goals and areas for improvement.</td>
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<tr>
<td>• Evidence in teaching and learning programs of varied teaching/learning activities that are based around the Quality Teaching Framework.</td>
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<tr>
<td>• All staff members involved in ongoing professional learning and reflection, using Australian Teaching Standards as reference</td>
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<tr>
<td>• Utilisation of PLAN software to determine student progress.</td>
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<table>
<thead>
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<tbody>
<tr>
<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong></td>
</tr>
<tr>
<td><strong>Students:</strong> By delivering opportunities for students to think laterally, take risks and be creative through the provision of quality, teaching and learning experiences that build capacity and confidence.</td>
</tr>
<tr>
<td><strong>Staff:</strong> By building a positive school culture through inspired and dedicated staff that focus on students' learning, and who participate in ongoing professional learning. Our teachers will have to develop confidence and skills to collaborate with, observe and provide feedback to their colleagues.</td>
</tr>
<tr>
<td><strong>Parents/Carers:</strong> By supporting a culture of change and positive partnerships with parents for the benefit of students.</td>
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<tr>
<td><strong>Community Partners:</strong> Through school initiatives and community partnerships that will strengthen the link between the community and school.</td>
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<tr>
<td><strong>Leaders:</strong> Through the sharing and pursuit of quality, best practice teaching.</td>
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<thead>
<tr>
<th>Processes</th>
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<tbody>
<tr>
<td><strong>How do we do it and how will we know?</strong></td>
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<tr>
<td>• Through a review of the Quality Teaching Model and guidance for teachers about using the model</td>
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<tr>
<td>• Thorough investigation and understanding of 21st century skills</td>
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<td>• By the purchase of resources, that enhance teacher professional learning and provide staff with skills in curriculum planning and development</td>
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<tr>
<td>• Through the provision of programming support to teachers, to write quality programs based on the Australian Curriculum, and incorporating multi-modal aspects</td>
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<tr>
<td>• Through continuous upskilling of teachers in effective use of ICT and Web technologies</td>
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<tr>
<td>• Via Supervisors assisting staff with their Performance and Development Plan (PDP)</td>
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<td>• By training staff in PLAN, so as to provide diagnostic student data, IEP’s and quality parent feedback</td>
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<td>• Through the provision of opportunities for staff to develop peer learning relationships</td>
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<th>Products and Practices</th>
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<tr>
<td><strong>What is achieved and how do we know?</strong></td>
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<tr>
<td><strong>Product:</strong></td>
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<tr>
<td>• Teachers have effective classroom management, with students engaged in appropriate and effective learning.</td>
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<tr>
<td>• Teachers are committed to ensuring that each and every student is given every opportunity to succeed at their own level.</td>
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<tr>
<td>• Teachers are respectful and professional in their interactions with students and fellow staff, and develop effective relationships, built on truth, fairness and equity.</td>
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**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

<table>
<thead>
<tr>
<th>Practices</th>
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<tbody>
<tr>
<td>• Teachers are aware of school focus areas and targets and are devising programs accordingly.</td>
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<tr>
<td>• Teachers are constantly on the lookout for best practise methods of teaching and are implementing these into programs.</td>
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<tr>
<td>• Teachers monitor the effectiveness of such programs and fine-tune these according to student needs.</td>
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<tr>
<td>• There is ongoing and appropriate professional learning for all staff.</td>
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<tr>
<td>• Teachers and staff are kept up to date with mandatory training.</td>
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Bedgerabong Public School

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### Strategic Direction 3: PARTNERSHIPS – Building positive connections

#### Purpose

To promote students social and emotional well being.
To build strong, positive relationships as an educational community, inspiring a culture of collaboration, respect, engaged communication, empowered leadership and organisational practices, so as to ensure our students have all possible opportunities to thrive and grow in their learning environment.

Ensure that students are actively engaged and happy to be at school.

#### Improvement Measures

<table>
<thead>
<tr>
<th>Key Point</th>
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<tr>
<td>Open days effectively communicated, endorsed by the school community and well attended</td>
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<td>Sustained parent participation in “partnership activities” such as P&amp;C meetings, parent teacher interviews</td>
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<td>Parent, staff and student surveys reveal a positive school/home relationship</td>
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<tr>
<td>Maintenance of state average or better attendance levels</td>
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<td>School website and Facebook page updated regularly</td>
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#### People

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

**Students:** By expanding students’ awareness of the community in which they live, through the teaching and provision, of programs that focus on sharing, collaboration and respect.

**Staff:** By building a culture of trust between teachers, students and parents/carers, and by ensuring teachers are determined and passionate about providing excellence in education. Develop systems to provide positive feedback and celebrate achievement with the school community.

**Parents/Careers:** To strengthen proactive learning together with parents, other schools and community members. Parents will support, be aware of, and become actively involved in their children’s learning. Developing a shared expectation of student behaviour and achievement.

**Community Partners:** will be engaged to promote partnerships and provide relevant services to the school and families/community.

**Leaders:** By encouraging role models within the community to participate in school events and programs.

#### Processes

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

**Participation in shared events**

- School fair, discos, BBQs, movie nights, etc.
- Combine with educational partners to provide shared programs
- Strong and welcoming parent group and organised events
- Parents/carers informed of DEC trends and changes
- Continue to promote operation of important community days (including Dads in Schools, Grandparents Day, Easter, Bookweek and Education Week)

**Building on School Culture:**

Train staff in the ethos of the FISH Philosophy, share with school community, and ensure structures are in place for classroom and whole school implementation.

**Engaging Students**

Implementation of targeted programs designed to motivate enhance student experiences at school - Circus Arts, Music, Tootie Fruity.

**Accessibility**

- Effective use of school website, Facebook page, local print media and school newsletter to communicate school events and student achievements
- Promoting school achievements via production of a high quality school magazine

**Evaluation Plan**

Parent, staff and students satisfaction surveys to be completed annually. Analysis of participation rates in community events.

#### Products and Practices

**What is achieved and how do we know?**

**Product:**

- Increased goodwill and community spirit
- Maintaining high levels of student attendance
- Active and involved parent body
- Regularly updated school social media and website
- Families are supportive of external opportunities for students that require additional financing and travel ie sports trips, Tootie Fruity, community visits, excursions etc

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**

- All staff and students actively seek and promote the values of the FISH Philosophy by being exemplary role models within the school and community.
- A culture of welcome, inclusion and belonging built through inclusive school policies and programs
- Excellent communication between school and school community is established and maintained
- Development and implementation of relevant and exciting programs to enhance students’ experiences.