School plan 2015 – 2017

Balgownie Public School 1106
### School vision statement

**Our vision:**

**Balgownie Public School**
- makes students, as learners and people, the central **focus** of the school.
- makes teaching and learning the central **purpose** of the school.
- ensures that student **welfare** policies and programs are integrated with and underpin academic achievement.
- continually seeks to **improve** the quality of teaching in our school.
- see our school as being **accountable** for student achievement.

*Dinham 2008*

By doing this, all students are successful learners, confident and creative individuals and active and informed citizens through partnerships with families and by the quality of our teaching and leadership in education.

Balgownie Public School promotes excellence and has a culture of challenging learners to explore their talents and meet their potential.

**Balgownie Public School** - focusing on providing the highest quality teaching and learning, a full and balanced curriculum and great care for the well-being of children.

### School context

**School context:** Balgownie is an inclusive, community oriented school with a motto of ‘living and learning.’ The school has 13 classes with a significant student population that identifies as having English as a Second Language.

We are proud to provide an education that is diverse and rich, while focusing on the core business of teaching and learning. Dedicated staff ensure that every student reaches their learning potential through a balance of traditional and innovative approaches. Quality programs are implemented catering for student strengths and needs using contemporary methodology that links to the Australian Curriculum.

The strong partnership between home and school results in high academic standards and high expectations of our students. The school community values the provision of a wide variety of learning opportunities at the school – academic, cultural, environmental and sporting.

We actively promote the core values of respect, responsibility and real learning which guide all of our school welfare and practices.

Our school was built in 1889, and there is a strong link with our local village and local heritage. This is evident with a comprehensive local history museum being located on the site.

**Balgownie Public School** - The best public education has to offer.

### School planning process

There are five key features which underpin the new approach to school planning process. As a school we will:

- Identify 3 strategic directions that will help to ensure a high level focus that will drive the ongoing growth and development of the school. Each strategic direction will be informed by the standards within the School Excellence Framework for learning, teaching and leading.

- Determine the purpose of each strategic direction before considering what will be achieved and how this may be undertaken, based on the Why, How, What golden-circle framework proposed by Simon Sinek (2009).

- Work with students, staff, parents and community in shared understanding and skills required to achieve the educational practices necessary to bring about sustained growth.

- Continue to implement a systematic focus on planning which will involve regular monitoring of the implementation and effectiveness of the plan.

- Recognise the changing conditions in our school and allow for ongoing adjustments to the implementation of the plan to ensure it truly reflects the needs, wants and expectations of the Balgownie community. This preserves the intentions of the plan while allowing for local variations to enable effective delivery.
Purpose:
Students are at the centre of what we do as learners and as people. An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.

Student learning is underpinned by high quality teaching. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including analysis of student learning, to plan for the ongoing growth of each student.

Consistent, school-wide practices for assessment and reporting across the curriculum are used to monitor, plan and report on student learning across the curriculum.

Purpose:
Our students live in a fast changing world where they will need to be critical and creative thinkers, who can communicate and collaborate with others. Successful learners are innovative, resourceful problem solvers. Successful learners are also creative and productive users of technology, and can think deeply and logically, evaluating evidence in a disciplined way.

Our school supports the cognitive, emotional, social, and physical wellbeing of students to be respectful, honest, resilient, ethical, and take responsibility for their words and actions.

Developing strong partnerships with families and community supports quality teaching, and maximises student engagement to achieve their full potential.

Our school is committed to meaningful partnerships with our AECG and our Aboriginal families.

Purpose:
Staff will build their capacity through focused professional learning and development that creates a culture where every staff member is engaged in and responsible for, ongoing, relevant and evidence-based learning and practice at an individual and collective level.

Strong, strategic and effective leadership is the cornerstone of school excellence. Leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

"If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve.”

Dylan Wiliam
## Strategic Direction 1: Teaching and Learning

**Excellent lessons every day for every student.**

### Purpose

Students are at the centre of what we do as learners and as people. An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.

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Consistent, school-wide practices for assessment and reporting across the curriculum are used to monitor, plan and report on student learning across the curriculum.

### Improvement Measures

80% of students will achieve their year appropriate standard in literacy and numeracy.

All classrooms will reflect an assessment for learning approach to teaching and learning.

### People

**Students:**
- Targeted students have an individual learning plan which sets learning goals.
- All students are challenged to work at instructional edge and meet or achieve expected standards.

**Staff:**
- Quality professional practice differentiates learning to meet individual needs.
- Staff professional learning is relevant, and underpinned by the Quality Teaching framework and Formative Assessment strategies.
- Teachers take responsibility for changes in practice required to achieve improved learning outcomes for all students.

**Parents/Carers:**
- Parents are aware of learning goals, strategies and support learning at home.
- Collaborative planning with parents and carers to accurately identify skills, strengths and needs for all students.

**Leaders:**
- Leaders actively support and lead their stage teams and whole school processes.
- The school leadership team demonstrates instructional leadership, promoting effective, evidence based practice.

### Processes

Lessons are differentiated so that all students are at instructional edge, including our top performing students.

School development of explicit processes to collect, analyse and report internal and external student and school performance data.

A case management approach is used to support those students who have a learning plan.

A culture of collaborative lesson preparation, observation and feedback is expected, structured and planned.

Staff reflection and teacher professional learning is used to continually improve practice.

Australian curriculum implementation is planned.

### Products and Practices

**Product:**
- 80% of students will achieve their year appropriate standard in literacy and numeracy.
- All classrooms will reflect an assessment for learning approach to teaching and learning.
- Assessment for learning principles guide differentiated learning for all students and improve student attainment using various internal and external data sources. The school uses this data to inform school level decisions, interventions and initiatives.
- Every student is actively and consistently engaged in learning that is meaningful, relevant and of a high standard. Quality teaching is evident in classrooms.
- All students requiring support have an effective Individual or group learning plan that all staff utilise with goals that are appropriate, met or exceeded.
- New syllabus is being effectively implemented through a whole school approach to curriculum content and delivery.

**Practice:**
- A culture of high expectations for every student is evident.
- Teachers collaborate to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of judgement.

### 1. Assessment for learning

- Differentiated learning
- Australian curriculum
- Literacy and numeracy
**Strategic Direction 2: Learning for the Future**

**Collaborate, create, critically analyse, communicate.**

### Purpose
Successful learners are innovative, resourceful and are able to solve problems. They work independently, collaborate and are able to communicate ideas. Successful learners are creative and productive users of technology, and can think deeply and logically, evaluating evidence in a disciplined way.

Our school supports the cognitive, emotional, social, and physical wellbeing of students.

Developing strong partnerships with families and community, supports quality teaching and maximises student engagement to achieve their full potential.

### Improvement Measures
- Increased number of hours that students are using technology in an effective way for quality teaching and learning is evident.
- Tell Them from Me survey indicates continued growth on social/emotional outcomes.

### People

| **Students:** | Students demonstrate skills of collaboration, communication, critical thinking and problem solving in a range of learning situations, both inside and outside the classroom. |
| **Staff:** | Strengthening staff capacity to innovatively use ICT with a focus on higher order thinking/intellectual quality. |
| **Parents/Carers:** | Parents better able to support the learning and wellbeing of their students. |
| **Leaders:** | Strengthening leadership capacity to innovatively support staff and students to use ICT with a focus on higher order thinking/intellectual quality |

### Processes

- Integrate technology in all KLAs through collaborative planning.
- Continually upgrade technology and research current high quality, innovative approaches to use technology for student engagement and attainment through research, external school visits and professional discussion.
- Embedding of quality teaching framework in lessons with a focus on intellectual quality and higher order thinking skills.
- Continually reflecting on, and improving the quality of school approaches to improve student wellbeing, both individually and as a group through Positive Behaviour for Success.
- Develop more effective partnerships with parents to support the learning of students through formal and informal methods including increased parent involvement in classes.

### Products and Practices

| **Product:** | Increased number of hours that students are using technology in an effective way for quality teaching and learning is evident. |
| **Tell Them from Me survey** | indicates continued growth on social/emotional outcomes. |
| **Demonstrated delivery of quality learning programs underpinned by 21st century pedagogies of higher order thinking skills, and use of technology.** |
| **Students demonstrate skills of collaboration, communication, critical thinking and problem solving in a range of learning situations, both inside and outside the classroom.** |

- The school has in place a comprehensive framework to support the cognitive, emotional, social and physical wellbeing of students which measurably improves individual and collective wellbeing.

- Parent/carers report effective relationships with the school to support their children’s wellbeing and learning.

### Evaluation Plan

- Regular reporting against milestones by the leadership group, feedback from project teams, focus groups, surveys
- LST referrals, Behavioural referrals
- Problem solving skills analysed.
- Tell them from me survey – students, staff and parents.

### Quality teaching and technology

**Higher order thinking skills and 4 Cs of 21st century learning**

**Student wellbeing**

**Parent partnership**

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### Strategic Direction 3: Leadership and Learning

**Purpose**
Staff will build their capacity through focused professional learning and development that creates a culture where every staff member is engaged in and responsible for, ongoing, relevant and evidence-based learning and practice at an individual and collective level.

Strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

**Improve Measures**
- Sustained, evidence based professional development in a collaborative learning community is directly linked to the changes required in classroom practice and in raising student learning outcomes.
- 100% staff and leaders reflecting and reporting on the achievement of their own learning and leadership goals against the Teaching Standards framework.

1. **Professional learning /learning plans**
2. **Leadership development**
3. **use of performance data for evidence based decision making**

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<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff:</strong> All staff demonstrate personal responsibility for developing their professional learning plan using the professional standards.</td>
<td>Professional learning is linked to the school plan and professional standards and its impact on the quality of teaching and student learning is evaluated.</td>
<td><strong>Product:</strong> Sustained, evidence based professional development in a collaborative learning community is directly linked to changes required in classroom practice and in raising student learning outcomes.</td>
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<tr>
<td>All teacher professional learning plans drive the delivery of quality educational programs as teachers build upon their strengths and identify their development in professional learning by using the standards.</td>
<td>Strategic formal and informal professional learning, mostly on site, building teacher knowledge and understanding through sharing practices, reflection, observation, discussion, mentoring, coaching and collaboration.</td>
<td>100% staff and leaders reflecting and reporting on the achievement of their own learning and leadership goals against the Teaching Standards framework.</td>
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<tr>
<td>Engage all staff in professional development that is relevant, future focussed, and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.</td>
<td>All staff evaluate the effectiveness of teaching practice to plan for the ongoing learning of students.</td>
<td>Through focus groups and one to one meetings, staff identify greater knowledge of Teaching Standards and understanding of their current capabilities and their future directions through professional plans.</td>
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<td><strong>Leaders:</strong> Leaders actively supporting their teams, and individual staff through mentoring, coaching and leading. Leaders facilitate the development of professional plans.</td>
<td>Induction for early careers teachers is supported through school structure and personnel.</td>
<td><strong>Practice:</strong> Professional learning teams established across stages, curriculum areas, priority areas and are leading improved and embedded practice in relation to curriculum improvement and quality teaching.</td>
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<td>Teachers and leaders are engaged in teaching and leadership practices and professional learning networks that are purposeful, and optimise success.</td>
<td>Executive development is individualised and relevant through Professional Development Framework.</td>
<td>Leadership capacity is developed and sustained for leading evidence based, strategic planning through the School Excellence Framework.</td>
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<td>Strong processes ensure effective leadership and differentiated professional development within the Teacher Standards framework.</td>
<td>Excellence Framework is used by executive to lead others to evaluate school and direct future planning.</td>
<td>School’s leaders are mentoring others focused on teaching, leading and innovation.</td>
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<td><strong>Principal:</strong> Develops and sources current, research based professional learning for whole staff, individual teachers, cohorts and executive to build capacity, based on professional plans, needs of the students and direction of the school.</td>
<td><strong>Evaluation Plan</strong> Regular reporting against milestones by the executive team, feedback from project teams, performance matrices, focus groups, one to one meetings, and staff surveys. Review of planned strategic directions in staff meetings.</td>
<td>Staff evaluate effectiveness of teaching practice to plan for ongoing learning of students.</td>
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<td>School teams provide feedback on professional learning plans through collegial discussion and comprehensive school surveys.</td>
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