School plan 2015 – 2017

Binnaway Central School 1237
### School vision statement

“To provide all students with an education to succeed in a complex, changing world. Students will develop to be responsible, happy, resilient and socially adept. They will exhibit the qualities of successful learners who are confident and creative and who will become active and informed citizens.”

### School context

Binnaway Central School is an important part of a small rural community. It provides education from Kindergarten to Year 12 for children in small classes providing high levels of individual attention. The school motto, "The Effort, Not The Reward", reminds staff and students of high expectations for their commitment in all endeavours. The school’s vision is “To provide all students with an education to succeed in a complex, changing world. Students will develop to be responsible, happy, resilient and socially adept. They will exhibit the qualities of successful learners who are confident and creative and who will become active and informed citizens.” This is provided by: focusing on the child in the classroom; our commitment to excellence in teaching and learning; and catering for individuals.

The school has a student population of 87 students in 2015, divided equally between primary and secondary. The majority of students are drawn from the township with a number of students being drawn from the small community of Neilrex.

There is an emphasis on literacy and numeracy learning in the school, particularly in Early Stage 1/Stage 1. The school delivers the Early Action for Success literacy program and is undertaking the introduction of L3 during 2015.

The school has a small and enthusiastic parent body which plays a significant role in providing resources to school. It is also the operator of the school canteen on three days each week.

### School planning process

The school planning process commenced during Semester 2 of 2014. The initial planning consisted of meetings where staff and various stakeholders were informed of the planning process. Membership of the school planning team included all school staff, members of the P&C and the Binnaway Progress Association.

The planning process was informed by surveys which were completed by all students from Stages 2 to 6, parents and staff, by accessing data provided by class assessment, NAPLAN, Benchmarking, Best Start and data provided in utilising the Literacy and Numeracy Continuum.

All stakeholders were broken into three focus groups, with each group allocated a strategic direction to formulate. The strategic directions identified were increased student engagement, enhanced quality teaching and learning and the strengthening of community engagement. The focus groups re-grouped with a formulated strategic direction.

A draft document was then produced which was presented to all stakeholders and disseminated to those who had not been part of the process for comment. Following this consultation process, the strategic directions were approved.
School strategic directions 2015 - 2017

Purpose:
To improve student learning experiences, both in the classroom and the wider school community.

Purpose:
To develop and enhance quality teaching practices.

Purpose:
To strengthen relationships with all stakeholders, in order to work together as a learning community in order to provide the best outcomes for our students.

STRATEGIC DIRECTION 1
Literacy & Numeracy
Student Engagement
Behaviour & Attendance

STRATEGIC DIRECTION 2
Quality teaching practices
Improved student learning outcomes
Differentiated learning

STRATEGIC DIRECTION 3
Community Participation
Parental Engagement
### Strategic Direction 1: Enhanced learning opportunities through increased student engagement

#### Purpose

To improve student learning experiences, both in the classroom and the wider school community through the development of whole school programs, increasing teacher capacity and engaging students in meaningful learning and socialisation opportunities.

#### People

**Students**

Students will be engaged with teaching and learning programs that are explicit, purposeful and successful.

Students will be given opportunities to take ownership of their learning and behaviour through Quality Teaching practices.

**Staff**

Staff will be engaged in professional learning that is targeted towards the identified learning needs of the students and our school targets, particularly in the areas of literacy and numeracy.

**Parents**

Opportunities to be made available to inform and develop parent’s knowledge of initiatives and programs and expectations relating to syllabus outcomes.

**Community**

Opportunities to inform and develop community knowledge of school programs and activities

#### Processes

**ES1 and S1 students to be assessed twice a term and other students once each semester, for placement on the literacy and numeracy continuum, with staff being trained in the use of PLAN.**

**Relevant staff to be trained in literacy programs Early Action for Success and L3.**

**Teacher programs will demonstrate the use of Quality Teaching pedagogy, including the 8 Ways of Learning.**

**Individual Learning Plans will be developed for each student K-10 in Term 1 and will be reviewed during Term 3.**

**Staff to access a variety of resources to help them know their students and how they learn, including the L&ST, ILP’s, SMART data, PLAN.**

**Staff to be provided with training in student well-being programs, including Youth Mental Health First Aid and GOT IT.**

**Student welfare incidents to be recorded on Sentral with data to be analysed at the end of each term.**

**Additional painted games areas to be established with an SLSO to be engaged in the facilitating of organised games.**

**Additional hours be provided to SLSO’s as a means of enriching and supporting the teaching and learning environment.**

**All staff to be trained in the implementation of the PBL program.**

#### Products and Practices

**Product: Each student K-10 will demonstrate growth during the year, on the literacy and numeracy continuum and PAT.**

**Product: Improved student engagement will occur across the school resulting in increased student learning outcomes and attendance.**

**Product: Improvement in student socialisation skills and well-being, resulting in reduced suspension and detention levels.**

**Practice: All students K-10 to be assessed and placed on literacy and numeracy continuum in Term 1 and Term 4.**

**Practice: Student attendance to be monitored with prompt intervention for students demonstrating unsatisfactory attendance.**

**Practice: The literacy programs, Early Action for Success and L3 to be implemented in ES1, S1.**

**Practice: Teaching and learning will be differentiated and driven by assessment data with the development of Individual Learning Plans for all students K-12.**

**Practice: Quality Teaching practices, including 8 Ways of Learning, will be demonstrated and embedded in all teaching programs.**

**Practice: Organised activities will be provided for Primary students during recess and lunch breaks as well as the provision of professional learning for staff in student well-being. Introduction of the PBL program.**

**Practice: Positive Behaviour for Learning Program to be introduced into the school**

**Practice: Additional SLSO’s to work with students in addressing the learning needs of individual students.**

#### Improvement Measures

- All primary students will improve by 2 clusters on the literacy and numeracy continuum by the end of term 4 2015.
- All secondary students will improve by one cluster on the numeracy continuum and will show linear progression from previous testing period within PAT.
- School attendance will improve from 94% to 96% in the primary school and from 90% to 92% in the secondary school by the end of term 3 2015.
- All staff are trained and committed to the implementation of the PBL program by end of term 4 2015.
## Strategic Direction 2: Developing practices that enhance school quality

### Purpose
To improve student learning and outcomes through the development and delivery of consistent and differentiated high quality teaching practice across all areas of the curriculum.

### People

#### Students
Student learning outcomes will be improved through the use of Quality Teaching practices and evidence based differentiated teaching, designed to meet the learning needs of all students.

#### Staff
Staff capabilities will be developed and enhanced through continued professional learning, both externally and through support structures provided within the school community.

#### Parents
Opportunities will be provided for parents to work with teachers collaboratively in improving the educational programs within the school, including the development of Individual Learning Plans for all students.

### Processes
Leadership Support will be provided for planning for connected learning within the Wollemi Connected Community, including communities of practice.

Training will be provided to staff in the implementation of the Performance and Development Framework.

Staff to develop professional learning plans that incorporate the Australian Professional Standards for Teachers as well as clear and explicit links to school targets.

Staff to provide evidence of differentiated learning within their programs which reflects student performance as informed by available data.

Staff to demonstrate explicit evidence in programs of Quality Teaching practices and 8 Ways pedagogy. Programs will be submitted for collaborative discussion each term.

Staff will maintain a professional journal where improvement against the Australian Professional Standards for Teachers may be demonstrated.

During 2015 staff to investigate opportunities in the middle school which will facilitate the transition into secondary school.

### Products and Practices

#### Product
- All teachers will have a professional learning plan based on identified areas of need.
- All teachers demonstrate evidenced improvement within each standard of the Australian Professional Standards for Teachers.
- Teacher programming to reflect Quality Teaching adjustments, 8 Ways pedagogy and student Individual Learning Plans.
- Links to schools in the Wollemi Connected Community will be formalised.

#### Practice
- Staff to develop a Professional Learning Plan which reflects the requirements of the Performance and Development Framework.
- Staff to demonstrate improvement against the Australian Professional Standards for Teachers which will be embedded in their performance and development process.
- Staff will embed 8 Ways pedagogy and Quality Teaching practices in their teaching and learning programs.
- Regular discussions will be held within the Wollemi Connected Community in ways of improving teacher quality and improved learning outcomes.

### Improvement Measures
- All staff will have developed a Performance and Development Plan by the end of Term 2 2015.
- All teachers will be trained in and embedding 8 Ways pedagogy in their teaching and learning by Week 5, Term 2 2015.
- Formal networks within the Wollemi Connected Community, in Primary and Secondary areas will be established by the end of Term 2 2015.
**Strategic Direction 3: Enhancing Community Engagement and Participation**

**Purpose**
To strengthen relationships with all stakeholders, in order to work together as a learning community in order to provide the best outcomes for our students.

**People**

**Students**
The SRC to undertake an increased leadership role in the school and local community with selected members being given the opportunity to attend leadership training courses.

**Staff**
Staff will improve communication lines between the school and the community through increased usage of the school newsletter, personal invitations to parents to attend school activities and more frequent communication to parents in relation to student progress.

**Parents**
Parents to be invited and encouraged to participate in programs offered by the school or community agencies.

**Community**
External agencies will be approached to provide training to parents in parenting and mental health programs.

**Processes**

**Products and Practices**

**Product:** To increase parent participation in all aspects of school life

**Product:** To expand the skillsets of parents to enable them to better support their children.

**Product:** The SRC to be involved in community activities, including the ANZAC Day ceremony and the Binnaway Show.

**Practice:** Parents will be encouraged to be involved in school activities through membership of and involvement in school P&C activities.

**Practice:** School will develop a comprehensive Education Week and NAIDOC Week program aimed at encouraging parents to be involved in their children’s learning activities.

**Practice:** An informal Open Day will be held in Term 1 Week 3 where parents will be able to meet staff and join the students in their classroom.

**Practice:** Outside agencies to be approached to provide parenting programs and support for parents.

**Improvement Measures**
- The school will conduct at least two parenting programs during 2015.
- The school will conduct at least two activities each term where parents and the community will be invited to attend and participate.
- 20% increase in the number of students volunteering and participating in community events.