School plan 2015 – 2017

Bemboka Public School
### School background 2015 - 2017

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<th>School vision statement</th>
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| At Bemboka Public School, we are preparing our students for a complex, rapidly changing world. Our students will be critical thinkers, problem solvers, communicators, collaborators and lifelong learners who are empowered to take action and make a positive difference in the world. | Bemboka Public School is a small rural school situated 35 kilometres from the nearest retail centre. It has an enrolment of 52 students with 13% being aboriginal. The school has close links with the local community where we support many local events such as the local agricultural Show, the Lions Christmas Fair and ANZAC day ceremonies. The local community supports us by participating in our Stephanie Alexander Kitchen Garden program and supporting us with financial donations for our presentation night. The school offers a diverse curriculum to engage learners with woodwork, gardening and cooking classes enjoyed by all students across the school year. We have a special focus on literacy and numeracy and have implemented programs to support increased expectations of achievement for all students. We also emphasize the importance of leadership, in particular, student leadership as we prepare our students for their future. | This plan has evolved after consultation with parents, teachers and students. This has taken the form of:  
- revisiting our school vision to update it to reflect our need to ensure we meet the needs of 21st century learners  
- using the Melbourne Declaration as the basis for our teaching and learning goals  
- meetings with focus groups of parents who have evaluated our progress and identified areas for further development,  
- whole class student discussions with responses being recorded and voted upon,  
- evaluating data gathered from the evaluation of our Improving Numeracy National Partnership  
- school based assessments in Literacy and Numeracy including Spelling |

#### Bemboka School Song
Bemboka Public School is our school  
A place where we like to be  
Where we meet our friends and learn new ways  
To listen, look and see.  
**Achieve with pride**  
**Never hide**  
Your qualities deep inside  
Bemboka Public School is our school  
We are proud of who we are  
We can think and wonder why  
We can believe and really try  
**Achieve with pride**  
**Never hide**  
Your qualities deep inside  
Bemboka Public School is our school  
Nestled on the sloping hill  
We are learners who care about the rest  
We are winners who do our best  
**Achieve with pride**  
**Never hide**  
Your qualities deep inside
School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
High quality leadership, teaching and learning

**Purpose:**
To ensure life opportunities for students are enhanced through high quality leadership, teaching and learning.

**STRATEGIC DIRECTION 2**
Connecting learning

**Purpose:**
To design a learning provision that engages students in their learning in a purposeful and meaningful way.

**STRATEGIC DIRECTION 3**
Strategic partnerships

**Purpose:**
To form strategic partnerships to explore new ideas, increase innovation, learning opportunities and best practice.
### Strategic Direction 1: High quality leadership, teaching and learning.

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| **To ensure that life opportunities for our students are enhanced through quality leadership, teaching and learning.** | **Leader:** Undertake research to develop understanding and skills in best practice to ensure quality teaching and learning programs are offered at Bemboka PS. Develop strategic resourcing capabilities around best practice to support quality teaching and learning.  
**Staff:** Create expertise in coaching, innovation, collaboration, problem solving  
Deepen understanding of explicit learning intentions and how to provide quality feedback to learners and parent/caregivers  
**Parents:** Deeper understanding of the shifts involved in 21st century learning. Parents and community encouraged to actively participate in all areas of school life | **School leader engages in personal reading and research into best practice for teaching, learning and leadership.**  
Funding of time for shared programming & planning practices to inform scope & sequence development & implementation  
Strategic professional learning in programming, ICT, and the implementation of the new curricula  
Strategic professional learning and practice opportunities in the coaching process provided throughout the year  
Parents attend workshops on 21st century learning  
Parents continue their involvement in playgroup, classes, garden and kitchen programs | **PRACTICES**  
School leader works with staff who are well informed and well read about continuous improvement in their pedagogy.  
Student achievement data tracked and evaluated using PLAN  
Whole school sharing of practice, and developing assessment criteria for consistency when tracking students on the continuums  
Coaching conversations used to improve practice **PRODUCTS**  
Clearly defined scope & sequence documents that map learning and assessment of learning from K-6 to inform tracking of student achievement  
Well designed, resourced and evidence based teaching and learning programs in English and Mathematics  
Students feel connected to their community and enjoy all the benefits of that relationship. |

**Improvement Measures**  
School based assessment indicates that rate of growth in Literacy and Numeracy is at or above expected levels as measured on the continuums. (NAPLAN data should validate the above)  
**Additional Measures**  
Staff survey indicates 100% of staff have the understanding and confidence to implement, assess and report on the NSW Syllabus for the Australian Curriculum in English and Mathematics.  
Staff survey indicates 80% of staff have the understanding and confidence to personalise learning for every student – underpinned by the Every Student Every School (ESES) key reform and aligned to the requirements of NCCD.
### Strategic Direction 2: Connecting learning

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| **To design a learning provision that engages students and teachers in learning in a purposeful and meaningful way** | **Leader:** Design for the provision of effective teaching and learning that meets the additional learning needs of every student.  
**Staff:** Develop capabilities to personalise learning for every student.  
**Students:** Students are able to track their own learning against a standard. | **Leader:** Ensures that equitable and targeted Professional Learning opportunities are given to all staff to improve teaching and learning practices.  
**Staff:** Professional learning around effective Learning and Support – including personalised plans for every student.  
**Students:** are coached to set their own goals in relation to expected growth. | **Practices:**  
**Leader** ensures all staff meetings have time for Professional Learning sharing and reflection  
**Staff** Staff engage in peer coaching to focus on improving their capacity to assess and improve the impact of their teaching  
**Students and teachers** regularly exchange written or verbal feedback about their learning in order to maintain focus and direction.  
**Students** are able to set goals and track their own learning against a standard.  
**Students feel connected to their community and enjoy all the benefits of that relationship** |
| **Improvement Measures** | **Parents** Have a deeper understanding of effective Learning and Support.  
**Community** Reciprocal relationships are fostered through mutual involvement in shared events | **Evaluation plan:**  
Internal - Regular reporting against milestones; feedback from project teams; focus group sessions and a staff survey.  
External validation - Engage the services of a critical friend to review the quality and effectiveness of the implementation approach across the school. | **Products:**  
**Staff** are able to provide clear evidence that the Quality teaching framework is being implemented in the classroom  
**Staff implement Individual Learning Plans that reflect the language and requirements of the Nationally Consistent Collection of Data.**  
**Students:** Students are able to set goals and track their own learning against a standard  
**Students feel connected to their community and enjoy all the benefits of that relationship** |
| **Student attendance has improved.**  
**School based assessment indicates that rate of growth in Literacy and Numeracy is at or above expected levels as measured on the continuums.**  
(NAPLAN data should validate the above)  
**Additional Measures** Staff survey indicates 100% of staff are actively engaged in coaching conversations and goal setting. Staff survey indicates 75% of staff have the understanding and confidence to implement and measure the effectiveness of 21st century learning. All staff indicate understanding of and commitment to Performance & Development – including accreditation aligned to Australian Professional Standards for Teachers | **Leadership**  
Ensures that equitable and targeted Professional Learning opportunities are given to all staff to improve teaching and learning practices.  
Staff Professional learning around effective Learning and Support – including personalised plans for every student.  
Students are coached to set their own goals in relation to expected growth.  
Meetings held to raise community awareness of effective Learning and Support. The school supports the community in practical ways and community groups such as the Garden group remain physically involved in the school.  
**Evaluation plan:**  
Internal - Regular reporting against milestones; feedback from project teams; focus group sessions and a staff survey.  
External validation - Engage the services of a critical friend to review the quality and effectiveness of the implementation approach across the school. | **Products:**  
Staff are able to provide clear evidence that the Quality teaching framework is being implemented in the classroom  
Staff implement Individual Learning Plans that reflect the language and requirements of the Nationally Consistent Collection of Data.  
Students are able to set goals and track their own learning against a standard  
Students feel connected to their community and enjoy all the benefits of that relationship |
Strategic Direction 3: The development of strategic partnerships

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| To form strategic partnerships to explore new ideas, increase innovation, learning opportunities and best practice. | **Leader:**
School leaders are engaged as active members of the South Coast Learning Community, Bega Community of Schools & Far South Coast Principal’s Network

**Staff:** Staff are informed and have the opportunity to participate in effective Community of Schools processes & procedures

**Students:** Are exposed to, experience and engage in partnerships that promote learning

**Parents & Community**
Understand and support the school being connected to partner schools and organizations that improve learning opportunities for all. | **Leader:** Shares the South Coast Learning Community Strategic Plan with staff to enable them to connect with the bigger picture.

Provides opportunities for individual staff to take responsibility for Community of schools initiatives e.g. high school transition.

**Staff:** Build capacity in the use of M Goals to inform teaching strategies for aboriginal students

**Students:** Develop skills in maintaining successful partnerships where shared learning happens and is celebrated

**Evaluation plan:**
**Internal:** Regular reporting against milestones, feedback from project teams, focus group sessions and staff surveys.

**External:** Engage the services of a critical friend to review the quality and effectiveness of the implementation approach across the school.

**PRACTICES**
Strong transitions across the Bega Community of Schools that engages students, staff and community.

Meaningful and effective Learning and Support processes including transfer of information and ongoing monitoring – underpinned by the ESES reform

Students participate in community of schools sporting events, cultural events and excursions

**PRODUCTS**
PLPs for all Aboriginal students using MGoals in consultation with community members

Aboriginal and Torres Strait Islander cross curriculum areas embedded in programs across all KLA's

Clear and consistent templates for documentation of Learning and Support for students aligned to Nationally Consistent Collection of Data (NCCD) and ESES

**Improvement Measures**
**Additional Measures**
Staff survey indicates 100% of staff have the understanding and confidence to implement and measure the effectiveness of the Every Student Every School (ESES) reform

Staff survey indicates 90% of staff have the understanding and confidence to implement and measure the effectiveness of Mgoals to support learning and wellbeing for Indigenous students

**Planning template – V2.0**