School plan 2015 – 2017

Bilpin Public School 1228
## School vision statement

Bilpin Public School is a caring environment which engages students, parents and the community in a shared learning journey based on mutual respect. Our exceptional school offers a warm and friendly learning environment which prides itself on the social, emotional, physical and intellectual wellbeing of every child.

Bilpin Public School is an inclusive school that endeavours to engage all students in meaningful and relevant learning experiences.

Our staff have high expectations and aim to provide quality teaching and best practice in the classroom. We believe that by providing a well-balanced, quality education, focused on enquiry based learning we encourage all students to become self-motivated learners who display empathy, resilience and a desire to achieve their best.

The values we instil in our students are to be **Respectful, Responsible, Honest and Safe learners**, who strive for life-long learning and personal excellence.

We endeavour to engage students, parents and the community in shared learning experiences, working in partnership to support students in becoming successful, confident, creative, informed and engaged learners with a respect for themselves and others.

## School context

Bilpin Public School is a small school located in a semi-rural area on the fringe of the Hawkesbury District nestled amongst orchards. 67 students attend our school. In addition, three percent of our students identify as being Aboriginal and seven percent of our students from LBOTE.

At Bilpin Public School, an experienced and dedicated team of qualified staff is committed to improving educational outcomes for all of its students. Bilpin Public School is a proud member of the Colo Learning Community of partner schools. In addition, we are an active member of the Hawkesbury Small Schools Network.

The school continues to focus on the quality of student outcomes in literacy, numeracy, technology and engagement and caters for a broad range of activities from performing arts, leadership, sporting, environmental, academic and cultural pursuits.

At Bilpin Public School our mission is “Learn to Live”. All staff members strive to provide students with the skills, knowledge and values necessary for success in education and in life. The school works closely with all families to nurture and develop the potential of every child.

Bilpin Public School is a participant in the ‘Click, Connect, Collaborate’ project – enabling the global classroom. We have engaged in a 3 year partnership with our 3 local Environmental Education Centres to seek support in the implementation of the new Science syllabus with a focus on project based learning and sustainability. This support will continue for implementation of the History syllabus, incorporating Aboriginal histories and cross curriculum priority areas.

At Bilpin we value strong partnerships between our school, our parents and our community. The enduring partnership between our school and the wider community works collaboratively to deliver outstanding educational opportunities for all students.

## School planning process

Staff and community consultation around the school plan commenced in 2014 with several planning meetings aimed at developing a three-year school vision. The whole school community were invited to be part of the planning process. A variety of consultation processes have taken place during the production of the plan.

### Students

The students of Bilpin Public School were involved in the planning process through informal class discussions. They also completed surveys, focussing on learning and well-being, to assist in identifying key focus areas. An extensive analysis of student assessment data, including NAPLAN, PLAN and Reading Recovery data, also assisted to identify focus areas.

### Staff

All staff were involved in several planning meetings conducted at the end of Term 4, 2014 and during Term 1, 2015. During Term 1, 2015, staff meetings were conducted to develop the 5Ps for each strategic direction. These meetings involved intensive discussion and input from all staff, indicating some clear focus areas for the next three years.

### Community

Community members were invited to attend several P&C meetings towards the end of term 4, 2014 and the beginning of Term 1, 2015 to participate in discussions related to planning and developing a school vision for 2015-2017. Parents were invited to complete surveys in consultation with their children to provide further input from community members.

This extensive consultation processes and the information gathered contributed significantly to the content of the Bilpin Public School three-year plan. These processes will also be conducted annually to ensure the continued refinement and improvement of the school plan.
Purpose:
To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities; which develops them as both learners and leaders; which instils the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

STRATEGIC DIRECTION 1
Resilient, engaged, self-directed learners

Purpose:
Through quality teaching practices, develop the knowledge, understanding and skills of all students resulting in confident, creative, active and informed citizens. Create connected, collaborative learning beyond the immediate walls of the school ensuring students acquire the knowledge and skills to participate effectively in a global society and pave the way for their future success. Develop a culture of high expectations and community engagement, resulting in a sustained whole school leadership strategy that promotes succession planning, distributive leadership and organisational best practice.

STRATEGIC DIRECTION 2
Teachers as leaders of quality learning

Purpose:
To build inclusive collaborative teams and school networks, through quality community partnerships with parents, the Colo Learning Community and broader school community. We will also endeavour to develop positive relationships with stake holders in the local area, strengthen connections with organisations and institutions that will enhance the opportunities of learners to aspire to achieve their personal best with confidence and a sense of pride.

STRATEGIC DIRECTION 3
Collaborative, Connected Community
**Strategic Direction 1: Resilient, engaged, self-directed learners**

**Purpose**

**Why do we need this particular strategic direction and why is it important?**

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities; which develops them as both learners and leaders; which instils the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

**Improvement Measures**

1. Increase students’ ability to achieve stage based outcomes in Literacy and Numeracy. This will be measured against NAPLAN results and school based assessment results of SENA 1 and SENA 2. Improvement will be evident in PLAN data.

2. Students in K – 2 achieving at or above expected benchmarks by the end of each academic year.

3. Increased engagement of students as evidenced by data collected from observations conducted by staff.

**People**

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

**Students:** Students demonstrate increased self-confidence regarding own learning. Students are able to take risks in relation to their individual learning journey. Student learning is enhanced through student feedback and self-regulation.

**Staff:** Teachers deliver personalised learning and support through a differentiated curriculum. Early intervention practices are established for students at risk. Staff utilise Sentinel to plot student progress and monitor student welfare practices.

**Leaders:** Current and aspirational school leaders, lead and manage key projects at school to develop their leadership and management capabilities through professional learning opportunities and collegial meetings.

**Parents/Carers:** Parents involved in planning to support students as they progress through the stages of education.

**Community Partners:** Positive and respectful relationships are evident across the school community underpinning a productive learning environment, and support students’ development of strong identities as learners.

**Processes**

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

Students develop as learners and leaders through engagement in Click, Connect, Collaborate (CCC) projects.

Environmental partnerships with EECs, Greening Australia, University of Western Sydney (UWS) established to support the implementation of our Click, Connect, Collaborate projects.

Professional learning will develop and sustain key Literacy programs; Focus on Reading, Reading Recovery, Multilit and L3.

Effective student welfare programs, including Bounce Back and 123 Magic, will continue to be implemented in classrooms to target specific areas of need. Positive Behaviour for Learning (PBL) will be implemented to review school systems, data and practices that underpin effective behaviour management and social skills education.

All students are plotted on the Literacy and Numeracy continuums and recorded in PLAN.

**Evaluation Plan**

Regular monitoring of NAPLAN, PLAN and Reading Recovery data as well as internal school based assessment data in order to analyse student achievement in Literacy and Numeracy.

Analysis of student reward, suspension, behavioural and attendance data to ensure school programs and strategies are implemented effectively.

**Products and Practices**

**Products**

Increase students’ ability to achieve stage based outcomes in Literacy and Numeracy. This will be measured against NAPLAN results and school based assessment results of SENA 1 and SENA 2. Improvement will be evident in PLAN data.

Students in K – 2 achieving at or above expected benchmarks by the end of each academic year.

Increased engagement of students as evidenced by data collected from observations conducted by staff.

**Practices**

Teachers deliver engaging curriculum, which promotes self-directed learning, critical thinking, creativity and problem solving. Personalised learning pathways are collaboratively developed and monitored for the achievement of Aboriginal students, students in Out of Home Care and students with disabilities.

Effective transition programs between preschool and Kindergarten and Year 6 and high school are continued.

Explicit targets for improvement in student achievement levels have been set and regularly communicated to parents and staff.

The school promotes and maintains an environment reflective of its high expectations that all students will learn successfully, irrespective of ability or disability.

A highly effective and engaging ‘Click, Connect, Collaborate’ (CCC) project, is evident throughout the school and broader community.
## Strategic Direction 2: Teachers as leaders of quality learning

### Purpose

**Why do we need this particular strategic direction and why is it important?**

Through quality teaching practices, develop the knowledge, understanding and skills of all students resulting in confident, creative, active and informed citizens. Create connected, collaborative learning beyond the immediate walls of the school ensuring students acquire the knowledge and skills to participate effectively in a global society and pave the way for their future success. Develop a culture of high expectations and community engagement, resulting in a sustained whole school leadership strategy that promotes succession planning, distributive leadership and organisational best practice.

### Improvement Measures

1. **Performance and Development Plans** matched to the Australian Professional Standards for Teachers.
2. **Evidence of differentiation in teachers’ programs around NCCD, ESES, GTIL.**

### People

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

**Students:** Students demonstrate the effective use of critical thinking skills through engaging opportunities, making relevant connections with their world. Students undertake collaborative learning in local and global settings.

**Staff:** Through quality professional learning opportunities, collegial planning and mentoring opportunities, staff will ensure best practice and promote a culture of high expectations.

**Leaders:** All staff provided with purposeful leadership roles based on their expertise, with opportunities to further develop other areas of interest.

**Parents/Carers:** Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

**Community:** Partnerships of collaboration and involvement with the community towards building aspirations of learning and engagement in our society, are actively promoted.

### Processes

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

The school will implement an environmental education project in partnership with Longneck Lagoon EEC, Brewongle EEC and Greening Australia as part of ‘Click, Connect, Collaborate’ (CCC).

Quality professional learning supports all staff in the implementation of DEC reforms, focus areas and professional learning goals.

Effective pedagogical practices are demonstrated through innovative educational programs, appropriate resourcing and the maintenance of strong school and community partnerships.

The school implements processes to enable all staff to engage in team teaching and collegial observations for all staff to reflect on best practice and ensure consistency of curriculum delivery. This includes strategies for differentiation and consistency of teacher judgement.

Inter-school relationships are evident providing mentoring and coaching support to ensure the ongoing development of all staff in a Small School setting.

**Evaluation Plan**

Formal and informal classroom observations and structured feedback sessions timetabled and documented in Performance and Development Plans.

Joint collegial professional sharing sessions (school and inter-school) timetabled and documented.

School performance surveys undertaken by staff to evaluate effectiveness of programs.

### Products and Practices

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

**Products**

Performance and Development Plans matched to the Australian Professional Standards for Teachers.

Evidence of differentiation in teachers’ programs around NCCD, ESES, GTIL.

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

**Practices**

All staff collect evidence to support their PDPs to demonstrate progress of their professional learning goals in line with the Performance and Development Framework.

All staff demonstrate evidence of differentiation and monitoring of student progress in their programs in line with DEC reforms.

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive and are relevant to their stages of learning development.

A highly effective and engaging ‘Click, Connect, Collaborate’ (CCC) project, is evident throughout the school and broader community.
Strategic Direction 3: **Collaborative, Connected Community**

**Purpose**

**Why do we need this particular strategic direction and why is it important?**

To build inclusive collaborative teams and school networks, through quality community partnerships with parents, the Colo Learning Community and broader school community. We will also endeavour to develop positive relationships with stakeholders in the local area, strengthen connections with organisations and institutions that will enhance the opportunities of learners to aspire to achieve their personal best with confidence and a sense of pride.

**People**

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

**Students:** Students participate in effective leadership and transition programs to develop all students as both learners and leaders. All students in K – 6 are actively engaged in the ‘Click, Connect, Collaborate’ (CCC) project with opportunities to connect globally with other learners.

**Staff:** Staff develop positive collegial relationships with the broader teaching community. Staff effectively communicate with students and parents to build a strong link between home and school.

**Leaders:** All staff provided with opportunities to lead and manage projects across the Colo Learning Community and Small Schools Network. Opportunities to attend HELP conferences for Professional Leadership dialogue are provided.

**Parents/Carers:** Positive and respectful relationships are evident across the school community to underpin a productive learning environment and support students’ development of strong identities as learners.

**Community:** Existing partnerships with the Small Schools Network and Colo Learning Community are strengthened to support the school’s programs and directions. Sustained relationships with external agencies such as universities (UWS), business (Greening Australia), industry and community organisations to improve educational opportunities for students are evident.

**Processes**

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

Encourage involvement of parents and community members in school projects such as ‘Click, Connect, Collaborate’ and the Kitchen Garden program, utilising parent expertise and linkages within the community.

Create jointly planned professional learning for staff, students and parents across the Colo Learning Community and Small Schools Network.

Promote and sustain school partnerships through improved communication mediums and regular meetings.

**Evaluation Plan**

Survey parent community to identify areas of expertise and level of possible commitment to school projects.

Evaluate the effectiveness of any Colo and Small Schools joint ventures (students, staff and parents) for future planning (time and financial resourcing).

Monitor community involvement in school and community events e.g. P & C, fundraising, projects.

**Products and Practices**

**Products**

Increased parent and community participation in school based events and projects ['Click, Connect, Collaborate' (CCC)] to support engagement in student learning and wellbeing.

Sustained high levels of student engagement and learning directly resulting from strong community partnerships.

Development of sustained positive relationships with local stakeholders, organisations and higher learning institutions to enhance learning opportunities for students.

Increased frequency of joint professional learning events for students, staff and parents across the Colo Learning Community and Small Schools Network.

Sustained enrolment through the implementation of effective transition programs (Pre-school – Kindergarten and Year 6 – high school).

**Practices**

The school has established positive partnerships external organisations to work collaboratively to ensure continuity of learning for all students.

The school has embedded explicit systems to effectively and positively communicate with all members of our school community.

The school has productive relationships with other school communities and external agencies for the purpose of professional learning and student engagement.

A highly effective and engaging ‘Click, Connect, Collaborate’ (CCC) project, is evident throughout the school and broader community.

---

**Improvement Measures**

1. Increased parent and community participation in school based events and projects ['Click, Connect, Collaborate' (CCC)] to support engagement in student learning and wellbeing.

2. Increased frequency of joint professional learning events for students, staff and parents across the Colo Learning Community and Small Schools Network.

3. Sustained enrolment through the implementation of effective transition programs (Pre-school - Kindergarten and Year 6 – high school).