School plan 2015 – 2017

Bonalbo Central School
**School background 2015 - 2017**

**SCHOOL VISION STATEMENT**

At Bonalbo Central School we will provide the highest quality education possible in a safe and caring environment.

Our vision is that we will be our community’s school of first choice. We will achieve this vision because we will foster a culture of engagement and love of learning in every student and teacher.

We will be a school where 100% of students complete year 12 through traditional or alternate pathways.

Our community will value and trust us because we will be the best school we can possibly be and we will reciprocate by promoting our community and playing an integral part in it.

**SCHOOL CONTEXT**

Bonalbo Central School is situated in the upper reaches of the Clarence Valley, approximately seventy kilometres from Casino and provides a full K-12 curriculum. The school draws the majority of its students from surrounding areas to the north, south and west in approximately equal proportions with some students having up to three bus changes involved in their journey to school. Parents are on the whole isolated from the Bonalbo village without any public transport links. Being a K-12 school Bonalbo Central School draws some of its secondary students from its own primary school. Partner schools are up to 30km from Bonalbo.

The school is committed to the provision of comprehensive, quality education: quality teaching and assessment practices; an emphasis on literacy and numeracy K-12; comprehensive student welfare structures; developing school community partnerships; provision of a broad and balanced curriculum. There are approximately 48 students in Years K-6 and 100 in Years 7-12. Of these 148 students approximately 20% are of ATSI descent.

**SCHOOL PLANNING PROCESS**

A review of the previous school plan (2014-2014) was undertaken to establish what had been successfully achieved and to compare the requirements of the new plan to the old format. An analysis of the schools NAPLAN data, HSC results, suspension and attendance data was undertaken to determine whether the targets that had been set in the old plan were achieved and how classroom and school administrative practices might be tailored to underpin the plan’s key assumptions and directions.

An outline of the school plan was taken to executive and then staff to allow and informed debate to be undertaken about requirements. The staff workedshopped a school vision statement and this was taken to P&C meetings to allow input from these key stakeholders. Work with the Aboriginal Education Team and AECG on the plan is ongoing. Parent surveys were conducted to get input from parents to see what they felt the school was doing well and where we could improve. Students were surveyed and spoken to in focus groups to incorporate their views into the formation of targets.

All key stakeholders were provided with a copy of the draft plan and asked to comment on its key directions. This was used to finalise the final draft.
Innovative teaching and leading will drive student success.

Our school will build the capacity of our teachers and leaders. We will work to engage all staff in professional learning that is relevant and drives change in classroom practices and culture.

We will search out and utilize the very best professional learning and practices to develop highly effective staff performance and foster a collaborative culture that values acceptance and inclusiveness.

School partnerships are critical if our school is to thrive and achieve its long term aims.

Our school will foster its links with the school community by working with its P&C, local businesses and institutions to develop a culture of co-operation and trust.

We will work with partners in our community of schools to enhance student learning opportunities, collegiate groups and professional links.

Our Aboriginal students and community are key partners in our school’s measure of success.

Our school will work to transform our students learning outcomes by incorporating aboriginal ways of learning into classroom practice.

We will build a culture of inclusiveness and acceptance through a process of cultural change so that every student will be able to say with pride “this is my school”.

Innovative Teaching & Leading to transform professional classroom practice

Building Community and Community of School Partnerships to become our community’s school of choice

Enhanced Aboriginal Learning and Aboriginal Ownership of school culture
### Strategic direction 1: Innovative Teaching & Leading to transform professional classroom practice

#### PURPOSE

Innovative teaching and leading are the keys to improving classroom practice and achieving improved student outcomes.

By building a culture of creative and innovative teaching we will build professionalism, engage students in meaningful and relevant tasks and establish a shared understanding of what high expectations mean.

#### PEOPLE

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

**Students:**
- Students want to be in class and are engaged productively in their own learning
- All students in the 6-7 transition years will have personalised learning & transition plans.

**Staff:**
- Teaching strategies explicitly target students perceptions of themselves and their capabilities
- HSC teachers to use RAP analysis package as a planning tool for setting benchmarks

**Parents:**
- Parents to be informed of staff training initiatives through newsletters and P&C

**Community partners:**
- Continuity between approaches adopted at the various schools so students don’t need to learn a whole new vocabulary

**Leaders:**
- Executive Mentoring of new and aspiring leaders to be placed into the school’s performance and development framework process
- Succession planning to be given high priority by the school leadership team

#### PROCESSES

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

- Staff feedback at staff meetings about the TPL that has been undertaken
- Professional development plans tied closely to school priorities
- Collegiate networks used to provide professional development pathways
- All staff to be actively engaged in the Performance and Development Frameworks through their professional development plans
- To develop a culture of pedagogical risk taking behaviours in staff
- Succession Planning in the form of a matrix to be developed and implemented
- Regular section in school newsletter updating parents on TPL teachers are undertaking
- Staff will be trained in the use of RAP analysis package.
- LaST and AEO to build strategic partnerships with 5/6 teachers at BCS and partner schools leading to personalised learning & transition plans.

#### PRODUCTS AND PRACTICES

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

**Products:**
- Students can articulate their learning goals
- Student’s own leaning goals are reflected in PLP’s for those students who have them
- 100% of staff to have and to be actively engaged with their professional development plans

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

**Practices:**
- All staff will express significant increases in their risk taking in pedagogy
- There will be regular check-ins to discuss and share risk taking pedagogy
- Assessment – the expectation will be that 100% of students will hand in assessment tasks.

#### IMPROVEMENT MEASURE/S

**Improvement Measures**

- All staff to have PLPs
- Succession plans in place and reviewed in school’s performance and development framework process
- No students will need external prompting to be in class
- Student disengagement is the exception rather than the rule
- 100% of staff to participate in at least one collegiate initiative each year.
- Every teacher with a HSC class to use the RAP package to set two clear academic goals for each of their students.
### Strategic direction 2: Building Community and Community of School Partnerships to become our community’s school of choice

#### PURPOSE

Fostering strong community partnerships is critical if our school is continue providing a comprehensive and relevant education to the students in our community.

Building strategic partnerships with community and Community of School will enhance the reputation of our school, allow us to tailor the education we provide to student need and ensure that we become out community’s school of choice.

#### PEOPLE

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

**Students:**
- To foster a belief in staff that Bonalbo students are outstanding and to demonstrate this belief through both words and actions.
- Ensuring that the deficit model of thinking ends. Positive student outcomes will lead to positive parent perceptions and statements.

**Staff:**
- Staff professionalism will be enhanced through quality teaching and assessment

**Parents:**
- Parents will see the school values their children and support the school in words and actions
- Community partners will be identified and links established or enhanced by promoting training opportunities available and skills offered by school graduates.

**Leaders:**
- School leaders to be seen to treat all students fairly and consistently

#### PROCESSES

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

- Yearly student, parent and staff surveys used to monitor satisfaction rates.
- Work with Community of Schools to align welfare and discipline processes at partner schools with those operating at BCS
- Hosting regular Business Breakfasts to coordinate the promotion of the school with the promotion of the district
- Identify and enhance partnerships with local businesses and community groups by hosting business breakfast meetings, running annual satisfaction surveys and Careers teacher, TVet teachers promotion through their liaison roles.
- Build collegiate links with Community of School’s partners to enhance literacy and numeracy programs and up-skill all staff in these schools.

#### PRODUCTS AND PRACTICES

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

**Products:**
- Students to be readily accepted into SBat programs by local businesses
- School is the community’s first choice of school for their children

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

**Practices:**
- Students involve themselves in local events and proudly wear the school uniform.
- Transition program is used as a launching pad for links between partner schools for literacy & numeracy initiatives.

#### IMPROVEMENT MEASURE/S

**Improvement Measures**

- The decline in student enrolments will be slowed by the parents making BCS their first choice as an education provider.
- Students will be able to articulate a sense of familiarity between BCS and our partner schools.
- At least one Community of School principal’s meeting held per term.
**Strategic direction 3: Enhanced Aboriginal Learning and Aboriginal Ownership of school culture**

**PURPOSE**

Aboriginal students’ outcomes are one of the key performance measures of our school.

For our school to survive and thrive we must enhance aboriginal student outcomes, tailor our teaching practices to address aboriginal ways of learning and develop a culture of student and community ownership of our school.

**PEOPLE**

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

Students:
- Senior students to be provided with access to AIME and associated academic support.
- Students to participate in Sista Speak and Rock And Water programs.
- Students to be provided with leadership opportunities at ceremonies and assemblies
- Students will have access to Sports Stars and Ag Team programs.

Staff:
- Staff to be provided with TPL training in 8-Ways
- Staff to be provided with cultural awareness training opportunities.

Parents:
- Parents invited to school event that clearly demonstrate the school values Aboriginal culture (NAIDOC Day)
- Welcome to Country to be included in all ceremonies

Community partners:
- Enhance local business links to encourage them to take on School Based Trainees
- Facilitate identification of the training opportunities offered by the school by local firms

**PROCESSES**

How do we do it and how will we know?

- To build partnerships with local AECG.
- Build the capacity of key members of the Aboriginal Education team
- Embed Stronger Smarter strategies into teaching and school wide strategies
- Investigate and develop the 8 Ways of Learning strategies into classroom strategies
- Business Breakfast to be used as a forum to promote the school and facilitate initiatives around SBat for students.
- LaST and AEO to build strategic partnerships with teachers at our partner schools leading to personalised transition plans that lead to relevant and consistent learning goals.

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

Products:
- Parents feel comfortable being in and contacting the school. We will know this has happened when the majority of phone calls made from the school to Aboriginal parents and carers are answered.
- Aboriginal students aspire to finish school. We will know this has been achieved when they can articulate a pathway for themselves post school or are confident enough to say they are still developing their plans.

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

Practices:
- School staff attend every AECG meeting
- The Aboriginal Education team meet on a regular basis with a published agenda
- Members of staff not on the Aboriginal Education Team can articulate the role the team plays within the school.

**IMPROVEMENT MEASURE/S**

- 100% of Aboriginal students in Years 7&8 to be able to identify their progress on data walls for literacy and numeracy.
- Aboriginal students will proudly stand and sit with their peers at assemblies and public gatherings.
- Members of staff not on the Aboriginal Education Team will be able to articulate the role the team plays within the school.
- 100% of senior students have school to work plans and can articulate their post school pathway.