Bolwarra Public School
Plan 2015 – 2017

STAFF

STUDENTS

COMMUNITY
School background 2015 - 2017

SCHOOL VISION STATEMENT

A connective and cohesive school community that aspires to develop the social, emotional and academic skills of its learners by providing a high quality and relevant curriculum, producing individuals that make ethical and constructive choices about their personal, educational and social behaviours.

SCHOOL CONTEXT

Bolwarra Public School boasts a proud tradition of providing high quality public education to our community since 1852. Bolwarra is a vibrant and evolving learning community of 460 students, their supportive families and an experienced teaching staff. The school is located within a community that is experiencing significant housing growth. Bolwarra Public School is proud to have such a fine reputation within the Maitland area as a caring close-knit community school who strives for excellence, and whose spirit is enriched by the principle of ‘success through effort.’ This approach to equal responsibility for children’s education is made possible by active participation and co-operation amongst parents, students and staff. The school has 19 classes from Kinder to Year 6 with teaching staff supported by Learning and Support Teachers, School Learning and Support Officers and an active School Learning Support Team. NAPLAN growth show excellent growth of students and who achieve above state and regional averages in literacy and numeracy.

Bolwarra Public School’s FOEI (Family Occupation and Education Index) is 59, compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. 58% of parents have achieved Year 12, with 28% with Bachelor degrees or above, 39% with trade certificates and Certificates 1-1V, 18% with Advanced diplomas and 15% with no non-school qualification.

SCHOOL PLANNING PROCESS

Staff Consultation: ‘Tell Them From Me’ Survey; Focus group discussions, Staff Development Days, staff meetings.

Community Consultation: Focus group discussions, Survey Monkey, phone survey, P&C and School Council feedback.

Student Consultation: ‘Tell Them From Me Survey’, Student Council feedback, Student Executive workshop.

Maitland Community Schools: Consultation, Planning Days

Data analysis: External/Internal sources

Executive Consultation and Planning: three days planning in vacation break

School Council and P&C: Consultation, discussions, focus group meetings
This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:
- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school's educational and organisational leadership culture

**Purpose**

**STRICT DIRECTION 1**

**STUDENTS**
Strengthen student engagement in learning

**Purpose**

Strengthen, develop and implement challenging, innovative and inclusive student learning that enables them to reach their full potential in a rapidly changing world.

**STRICT DIRECTION 2**

**STAFF**
Build teacher capacity to provide effective teaching, leading and learning.

**Purpose**

To provide a well-trained and well supported staff with a range of professional learning opportunities that are relevant an engaging, within a culture of professional trust and collaboration, within our school and across the Maitland Learning Community.

**STRICT DIRECTION 3**

**COMMUNITY**
Enhance quality partnerships and networks both within and beyond our school community.

**Purpose**

School policies and practices acknowledge families as partners in their student’s education. The school recognises and builds the capacity of families to assist student learning and support school goals and targets, whilst building networks and partnerships with external organisations.
# Strategic direction 1: Strengthen student engagement in learning

**PURPOSE**

Strengthen, develop and implement challenging, innovative and inclusive student learning that enables them to reach their full potential in a rapidly changing world.

**PEOPLE**

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

**Students:** Students have access to high quality educational experiences that are inclusive, relevant and engaging. Students are actively engaged in monitoring and reflecting on their own progress to inform their learning goals. Students develop the capacity to think creatively, innovate, solve problems and engage with new disciplines. Students interact in different social contexts to strengthen their skills in communication, collaboration with others beyond friendship groups and to enhance resilience and engagement. Students are engaged in higher levels of thinking and rigorous learning.

**Staff:** Staff to strengthen the general capabilities that underpin flexible and analytical thinking as well as strengthen ability for inter-disciplinary approaches to innovation and problem solving.

**Parents** Support and consolidate parent partnerships to value, hold high expectations for their child’s educational outcomes.

**PROCESSES**

How do we do it and how will we know?

**Individual Learning Goals:** Involve students in tracking their progress on the learning continuums. Over a three year period Stage 3, Stage 2 and Stage 1 students will develop individual learning goals for literacy, numeracy and technology and monitor and track their progress.

**Project Based Learning:** Investigate, implement and evaluate student engagement through innovative learning theories.

**Inquiry and Innovation:** A culture of inquiry and innovation is promoted, where real-world learning opportunities are provided to promote higher engagement.

**Evaluation plan:** Capture rich data from the ‘Tell Them from Me Surveys’ and other identified sources.

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

**Product:** Improved student capacity to learn and play an active role in their own learning.

**Product:** Students use reflection on their own learning to plan, and inform future learning.

**Product:** Improved student engagement through providing constructing learning experiences that are innovative, accessible, engaging and challenging.

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

**Practices:** Engaged students who develop their individual learning goals for authentic purposes and who are able to think deeply and logically, are creative, empathetic, innovative and resourceful and are able to solve problems that draw upon a range of learning areas and disciplines.

**Practices** Students have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional and social well-being.

**Practices** Staffs promote a culture of inquiry, innovation and engagement, where creative and challenging exploration and independent learning is valued.

**IMPROVEMENT MEASURE/S**

Improved student capacity to learn and play an active role in their own learning.

Improved student engagement through providing constructing learning experiences that are innovative, accessible, engaging and challenging.

Students use reflection on their own learning to plan, and inform future learning.

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# Strategic direction 2: Build staff capacity to provide effective teaching, leading and learning

## PURPOSE

To provide a well-trained and well supported staff with a range of professional learning opportunities that are relevant, engaging, and within our culture of professional trust and collaboration, within our school and across the Maitland Learning Community (MLC).

## PEOPLE

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

**Students:** Develop their capacity to learn and play an active role in their own learning.

**Staff:** Professional learning is personalised and results in a fully trained and accredited staff, delivering quality educational experiences that are engaging and inclusive.

**Parents:** Develop an understanding of and awareness of the implications of current educational practices and the impact it has on their child’s learning and engagement.

**Community partners:** Consolidate and further develop strategic partnerships that enhance the quality of teaching across the MLC.

## PROCESSES

How do we do it and how will we know?

**Curriculum Development.** Provide training and development support to build teacher capacity in curriculum delivery.

**Coaching and Mentoring (Leadership Learning):**

1. Review and reflect on contemporary research on school improvement, teacher learning and fostering quality teaching through coaching and mentoring. (Hattie, Timperly)
2. Trial new methods of professional learning, based on research, with a focus on collaborative discussion and goal setting.
3. Professional Learning Framework: observe and reflect with their staff regularly throughout the year to discuss, review and set professional learning goals using the Australian Teaching Standards.

**Build staff capacity in 21st century learning:** Upskilling all staff in self-evaluation and monitoring their own growth, skills development, level of improvement and confidence in the delivery of technology and curriculum.

**Evaluation plan:** Regular reporting against milestones: from Stage and Team Leaders and all staff and reflection on the identified needs.

## PRODUCTS AND PRACTICES

What is achieved and how do we know?

**Products:**

- Differentiated TPL at both Stage and whole school level to upskill staff in technology, leadership and National Curriculums.
- A fully accredited teaching staff in line with the National Teaching Standards and GTIL.

**Practices:**

- Staff self-evaluate and monitor their growth, skills development, level of improvement and confidence in the delivery of technology and curriculum.

- Staff reflect and report the achievements of their learning and leadership goals through self-monitoring and evaluation.

- Proactive professional learning teams across stage and curriculum areas, and across schools, focussed on delivering best practice and consistent quality teaching and achievement of TARS standards.

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**IMPROVEMENT MEASURES**

Differentiated TPL at both Stage and whole school level to upskill staff in technology, leadership and National Curriculums.

A fully accredited teaching staff in line with the National Teaching Standards and GTIL.

Staff build, share and express their knowledge of quality teaching practices through open dialogue and shared reflection to deliver best practices, within and across the Maitland Learning Community.
**Strategic direction 3: Enhancing quality partnerships & networks both within and beyond our school community**

**PURPOSE**

School policies and practices acknowledge families as partners in their student’s education. The school recognises and builds the capacity of families to assist student learning and support school goals and targets, whilst building networks and partnerships with external organisations.

**PEOPLE**

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

**Students:** Have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical well-being.

**Staff:** Develop staff capacity to build stronger community relations with parents from all backgrounds. To improve positive modes of two-way communication to improve community consultation processes.

**Parents:** Developing an understanding of the value of improved family-school partnerships for the educational benefit of all students.

**PROCESSSES**

How do we do it and how will we know?

**Positive Community and School partnerships.** Establish a Family-School Reference group to develop priorities for improving community relationships and positive school identity.

**Home/School Learning Connections.** To support student educational programs between home and school. And create two-way communication processes that support active and frequent collaboration between school and community.

**Student Well-being and Engagement.** To encourage home support of our social and emotional well-being programs

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

**Product:** Improved parent collaboration and participation in focus workshops on social-emotional and curriculum based learning.

**Product:** Supportive school community evidenced by increased number of parents at P&C, School Council and community events.

**Product:** Improved school’s local cultural knowledge, understanding and experiences of Indigenous culture by participation in AECG, local community events and cultural excursions.

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

**Practice:** Build parenting skills, deepen family relationships and improve the social-emotional well-being and resilience of children and families through participation in programs such as ‘Camp Out With Kids’ and ‘Kidsmatter’.

**Practices:** Two-way, reciprocated and respectful communication between students, staff, parents, care-givers and the wider community.

**Practices:** The School Community understand and acknowledges the value of Indigenous cultures and possess the knowledge, skills and understandings to contribute to reconciliation.