School plan 2015 – 2017

Bundarra Central School
### School vision statement

We value individuality, creativity and critical thinking, providing opportunities for all students to maximise their growth academically, vocationally and culturally.

We are committed to providing a safe, stimulating and nurturing environment empowering students to reach their full potential and experience success in life.

We encourage our students to be respectful of others, involved in improving and responsive to change, being responsible users of technology and resources.

As a school community we seek to model lifelong learning, tolerance and high personal expectations encouraging our students to be responsible global citizens and valued contributing members of their community.

### School context

Bundarra Central School, set in a picturesque location beside the Gwydir River, caters for the educational needs of students from Kindergarten to Year 12 and had a total 2015 enrolment of 155 students. Its well-kept grounds and gardens contribute to the quality of the learning environment created for all students through the delivery of a diverse curricula, using innovative practice focused on quality teaching and learning. Senior students accessed a wealth of H.S.C courses, co-taught with Dubbo School of Distance Education, locally delivered HSC courses; externally presented work readiness training and TAFE delivered vocational education programs studied at local TAFE or at the school.

Bundarra Central School is a Positive Behaviour for Learning school with the core values of respect, response and involvement. The school places an emphasis on student participation in sport complementing academic achievement. This is enhanced by debating competitions which reflect the importance of intellectual cooperation and competition. Strong links to community organisations and business enterprises contribute to the successes of the school.

### School planning process

- New School Planning Process introductory material shared through Newsletter and website.
- Regular Newsletter reportage about NSP and developments at school.
- Parent, student and staff surveys and focus group meetings using Tell Them from US and Dare to Lead instruments.
- Staff input through regular staff meetings.
- Student input through regular Student Representative Council meetings.
Purpose: To improve the learning outcomes for students across Academic, Vocational, Social and Cultural sectors of the school preparing students for a productive and fulfilling life.

STRATEGIC DIRECTION 1
Improving the Outcomes for Student Learning

Purpose: To build, guide and foster leadership capacity in the school community developing everyone’s skills to contribute in improving our community.

STRATEGIC DIRECTION 2
Development of Leadership in the School Community

Purpose: To develop and strengthen the co relationships with all parts of the community where the school is a large focus of that community.

STRATEGIC DIRECTION 3
Developing and Strengthening Community Partnerships
## Strategic Direction 1: Improving the Outcomes for Student Learning

### Purpose

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

To improve the learning outcomes for students across Academic, Vocational, Social and Cultural sectors of the school preparing students for a productive and fulfilling life.

### People

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

**Students:**

Can expect the experiences in their classroom to allow them to increase their expectations, capacity and achievement.

Access other learning opportunities through broader industry, community and tertiary experiences to provide real world experiences.

**Staff:**

Design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity.

Develop ILPs for every student.

### Processes

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

- Faculties share best practice models in programming assessment and QT classroom practices.
- Use data analysis to implement a literacy, numeracy and ICT strategy to identify targeted intervention.
- Enhance opportunities for students at risk of not completing their schooling through transition programs.
- Coordinate effective programs at significant transition points by developing student programs and course patterns that are appropriate for all students.
- Programming to provide challenging, rich learning environments for National Curriculum.
- Learning Support Team to direct the development of ILPs for each student.
- Devise and implement a range of staff and student feedback models.

### Products and Practices

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

- Value adding data to be at or above state average for all students.
- Engagement rates of students to improve measured by increased attendance rates and participation rates in school programs.

**Product:**

- Teaching programs will reflect innovative and quality teaching practices which are individualised for each student.
- Teaching programs will reflect (through annotation and modification) changes guided by data analysis.
- Transition programs will be developed for each transition point of a student’s education.
- Literacy, numeracy and technology teaching programs developed to meet the requirements of the National Curriculum and student needs identified through data analysis.

**Product:**

- Teaching programs developed from data analysis and individualise for students.
- ILPs developed for each student.
Parents/Carers:
Through the provision of a collaborative and inclusive partnership opportunities parents/caregivers will develop the confidence in and ability to contribute and participate in their child’s learning and development.

Community Partners:
Collaborative partnerships will be strengthened with external community support networks to provide real world opportunities and experiences for students.

Leaders:
Provide professional learning programs for staff guided by analysis of data gathered through results, surveys and observations.

Develop skills in strategic collection of data of programs run in the school and the analysis of that data for effective planning.

Evaluation Plan
- Due to the relatively small cohorts sitting tests and the volatile nature of abilities of different cohorts we will base the primary analysis on value adding as data to measure improvement.
- In school testing and analysis of Sentral data will be regularly analysed evaluating the

Planning template – V2.0

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

Practice:
All planning will be guided through effective data gathering and analysis.
effectiveness of programs (academic, social and cultural) and used as a measure of engagement of students.

- Continued analysis of survey data (Tell from Me) and school based surveys.

<table>
<thead>
<tr>
<th>Improvement Measures</th>
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<tbody>
<tr>
<td>- Value adding data to be at or above state average for all students.</td>
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### Strategic Direction 2: Development of Leadership in the School Community

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tr>
<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
</tr>
<tr>
<td>To build, guide and foster leadership capacity in the school community developing everyone’s skills to contribute in improving our community.</td>
<td>Students: Develop leadership capabilities in all students providing real experiences where they experience success in their initiatives.</td>
<td>Expand the role of the SRC and implement a JAECG to include providing input for the development of school plans and initiatives.</td>
<td>Analysis of SRC and JAECG minutes for an increase in the number and quality of planning suggestions.</td>
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<td>Staff: Develop the school’s leadership capacity through Instructional Leadership Models and expanding opportunities for leading roles.</td>
<td>Expand the number of opportunities for student leadership as team captains and student coordinators.</td>
<td>Increase in participation rates of Parents/caregivers and community members at training and planning meetings including an analysis of minutes for quality of input.</td>
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<td>Parents/Carers: Expanding opportunities for parents/caregivers to participate on planning and decision making committees.</td>
<td>Instructional Leadership to be a focus of professional development with school committees and projects co-ordinated by teachers and mentored by executive staff.</td>
<td>Increase of participation and satisfaction of professional development at the school.</td>
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<td>Implementing projects involving leaders from the Aboriginal Community.</td>
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<td></td>
<td>Community Partners: Develop and strengthen links to Service Organisations for Career Development programs.</td>
<td>Parents/Caregivers invited to participate on evaluation/planning committees.</td>
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<td>Leaders: Implement mentoring programs for staff in co-ordinating, leadership and chairperson roles on school committees.</td>
<td>Training provided to parents/caregivers on evaluation techniques and data analysis.</td>
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<td>Participation of Service Organisation in Career program.</td>
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<td>Focus on Leadership development and mentoring of staff in leadership roles.</td>
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Product:
- A Student Leadership Development program established for all students.
- Training opportunities for Parents/caregivers and community members enabling effective contribution to the school planning processes.

What are our newly embedded practices and how are they integrated and in sync with our purpose?
- All stakeholders included in the school’s planning and evaluation practices.
Evaluation Plan

- Ongoing analysis of meeting minutes from SRC, JAECG monitoring for evidence of greater participation in planning suggestions for the school.
- Monitor participation rates on school committees.
- Analyse Professional Development Framework data for evidence of leadership development.
- Evidence of improvement in research methodology ensuring triangulation of data and improved data collection and analysis methodology.

Improvement Measures

- Analysis of SRC and JAECG minutes for an increase in the number and quality of planning suggestions.
- Increase in participation rates of Parents/caregivers and community members at training and planning meetings including an analysis of minutes for quality of input.
- Increase of participation and satisfaction of professional development at the school.
# Strategic Direction 3: Developing and Strengthening Community Partnerships

## Purpose

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

To develop and strengthen the relationships with all parts of the community where the school is a large focus of that community.

## People

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

**Students:**
- Promote student achievement in the community.
- Strengthen transition links between local Preschool and Kindergarten, students from other schools, school to University and school to work.

**Staff:**
- Implement co-ordination roles for staff with community groups.

**Parents/Carers:**
- Participate in forums and meetings to actively engage with child’s learning.

**Community Partners:**
- Provide support for individual student needs and school projects.
- Provide opportunities for student participation in Community events.
- Engage in school to work programs.
- Provide opportunities for student participation in engaging in community service.

**Leaders:**
- Provide policy and procedures for safe and effective student engagement in community related projects.

## Processes

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

- Appoint a staff member to co-ordinate the collection and distribution of publicity.
- Increase the displays of student work within the school and performances at assemblies.
- Expand transition planning to include greater opportunities for students to participate with these community groups.
- Staff co-ordinators to be single point liaison with each group.
- Implement parent programs to provide information on supporting their child’s development and support material to provide structure to home study.

## Products and Practices

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

- Analysis of the number and type of articles promoting student showing increase achievement in the local media.
- Evaluation of community groups experience of working with the school through surveys displaying higher measures of satisfaction.

**Product:**
- The appointment of a schools promotion officer from within the staff.
- A single point contact for each project/program.

**Product:**
- Further development of site induction procedures.

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

**Practice:**
- Increased student input into school planning

**Practice:**
- Clear procedures and communication protocols for community involvement.
Provide effective communication with community groups and agencies.

- Provide single point contact for community groups through staff coordinators.

**Evaluation Plan**

- Monitor media releases for quality and quantity.
- Survey community groups to monitor their experience with the school.
- WH&S committee to monitor and evaluate the site induction, policy and procedures for the school including visitors.

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### Improvement Measures

- Analysis of the number of articles promoting student achievement in the local media showing increase.
- Evaluation of community groups experience of working with the school through surveys displaying higher measures of satisfaction.