School plan 2015 – 2017

Bradfordville Public School 4406
A Member of the Goulburn Community of Public Schools

Innovative teaching and learning

Inclusive, engaging and holistic school environment

Dynamic educational community culture
## School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
<tr>
<td>Bradfordville Public School is committed to continually enhancing the educational outcomes of all students, while providing opportunities for success in a happy, supportive, positive and harmonious learning environment.</td>
<td>Bradfordville Public School is located in an outer suburb of Goulburn. The school is a proud and active member of the Goulburn Community of Schools (GCOPS) which works collaboratively and productively to provide opportunities for students and training and development for staff. The school has enjoyed a steady growth over the recent years. There are 11 classes and 256 students enrolled, with approximately 5% of students identifying as Aboriginal or Torres Strait Islander. Students come from a variety of socio-economic backgrounds. In 2015, the school has a Family Occupation and Education (FOE) index of 127 which reflects the diverse makeup of the community but also indicates that a large percentage of families meet criteria for disadvantage. The school has a strong culture of excellence in the performing arts and sporting pursuits and takes great pride in the provision of a holistic curriculum to ensure that all students have the opportunity to excel in areas of individual interest and talent.</td>
<td>The school plan at Bradfordville Public School is consultative at all levels; students, staff and community.</td>
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**Purpose:**
*To develop and implement, high quality learning programs that reflect 21st Century learning and current pedagogical best practices based on the needs of learners as identified through effective data analysis.*

**Purpose:**
*To actively encourage student engagement in all aspects of schooling through provision of opportunities for students that reflects the diverse nature of individual learners and their needs.*

**Purpose:**
*To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication and empowered leadership.*
## Strategic Direction 1: Innovative Teaching and Learning

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tbody>
<tr>
<td><strong>Why do we need this particular strategic direction and why is it important?</strong></td>
<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong></td>
<td><strong>How do we do it and how will we know?</strong></td>
<td><strong>What is achieved and how do we measure?</strong></td>
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<tr>
<td>To develop and implement, high quality learning programs that reflect 21st Century learning and current pedagogical best practices based on the needs of learners as identified through effective data analysis.</td>
<td>Students: Students are engaged in learning that reflects current best practice in education including 21st century teaching practices. Students are engaged in the teaching and learning process to become responsible and reflective learners through an understanding of the continuums. Staff: Embedding of 21st century teaching practices into staff pedagogy. Staff actively engage in goal setting aligned to the National Standard for Teachers. Staff plan for, design and implement effective teaching and learning programs with an understanding of the need to progress all students along the continuums. Parents/Carers: Parents are informed about and involved with best practices in teaching and changes in curriculum expectations and encouraged to be partners in their child’s education. Leaders: School leaders collaboratively develop a clear vision for whole school best teaching practices. Staff to engage in leadership opportunities. Lead staff in quality professional learning to improve pedagogy and student outcomes.</td>
<td></td>
<td>Product:</td>
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<td>School-based assessment data indicates that students are achieving at or beyond expected stage standards. This is to be measured against Literacy and Numeracy continuums, with all students experiencing growth.</td>
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<td>Parents have an understanding of current teaching practices and are able to support their children In learning.</td>
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<td>Leadership is multifaceted and is shared amongst all staff.</td>
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<td>What are our newly embedded practices and how are they integrated and in sync with our purpose? Practice:</td>
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<td>Teachers devising and implementing learning specific to the needs of students to promote growth of learning at all levels.</td>
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<td>Teachers devising lessons that reflect 21st century ideals.</td>
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<td>Evaluation Plan:</td>
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<td>Regular reporting against milestones and feedback from focus groups sessions and staff surveys.</td>
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<td>School Excellence Framework</td>
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<td>Analysing student data</td>
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<td>Monitoring Teacher Personal Professional Learning Plans</td>
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## Strategic Direction 2: Inclusive, Engaging and Holistic School Environment

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

**To actively encourage student engagement in all aspects of schooling through provision of opportunities for students that reflects the diverse nature of individual learners and their needs.**

### People

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

**Students:**
Engage all students in meaningful learning and social opportunities.

**Staff:**
To devise and implement teaching strategies that engage learning for all students.

**Parents/Carers:**
Engage with learning to support their children as learners and as members of the school community.

**Community Partners:**
Provide opportunities for partners to understand the importance of student engagement and strategies to achieve this.

**Leaders:**
Develop an understanding of the needs of all students, and undertake research on how to engage students in:
- all learning; and
- social development.

### Processes

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

- Commitment of staff to promote engagement strategies across all areas of the school.
- Devise a school policy which outlines classroom practice expectations and reflects quality teaching designed to engage all learners.
- Provision of opportunities for students to succeed in both academic and extra-curricula activities.

**Evaluation Plan**

- Regular reporting against milestones feedback from focus groups sessions
- Student, staff and parent surveys including "Tell them from me".

### Products and Practices

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

- Student attendance at or above the state average.
- Increased or continued high level of student engagement, as indicated through surveys and focus group discussions.

**Product:**

- All staff understand the individual needs of students.
- Whole school opportunities for students that promote social development and success.
- Connections are made with community partners to promote context of learning.
- Parent support is utilised to connect school and learning with students’ home life.

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

**Practice:**

- Classroom lessons are engaging and relevant to 21st century learners.
- Students are provided with a variety of well supported opportunities.
- Connections are made between school and community.
Strategic Direction 3: Dynamic, Educational Community Culture.

### Purpose

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

**To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication and empowered leadership.**

### People

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

**Students:** train students to provide effective feedback about learning and opportunities.

**Staff:** empower staff to communicate with other staff, community, students and leadership groups.

**Parents/Carers:** provide parents with the opportunity to have a valued voice in the educational process of their child.

**Community Partners:** provide professional learning to strengthen partnerships.

**Leaders:** To undertake professional learning around the need for and the methods to improve whole school to community communication strategies.

### Processes

How do we do it and how will we know?

Establish effective methods of communication between the school and community.

Establish effective methods of communication between students, classroom teachers and parents.

Develop and implement a communication policy for the school to promote best practice.

### Products and Practices

What is achieved and how do we measure?

- All school members, including parents, students and staff communicate in an effective, genuine and respectful manner. This will be evident through constructive survey responses and focus group discussions.

### Improvement Measures

- All school members, including parents, students and staff communicate in an effective, genuine and respectful manner. This will be evident through constructive survey responses and focus group discussions.

### Evaluation Plan

Regular reporting against milestones feedback from focus groups sessions and surveys.

### Practice

- Effective communication is evident across the whole school community.