School plan 2015 – 2017

Bourke Walgett School of Distance Education 4644
**School vision statement**

Bourke Walgett School of Distance Education (BWSODE) will provide every child with a high quality education designed between staff, students, families and the community in caring and collaborative partnerships. At Bourke Walgett School of Distance Education, we will develop our learners to:

- be creative thinkers, to solve problems, innovatively, collaboratively and resourcefully,
- achieve their personal best and become respectful, positive life-long learners,
- be independent and critically literate and
- engage in enjoyable learning experiences.

A strong partnership with the small schools in the Western Plains Network and Primary Distance Schools will be maintained to provide, social, academic and professional and social learning opportunities for students, staff, supervisors and parents.

**School context**

Bourke Walgett School of Distance Education is a split site school with centres in the small rural townships of Bourke and Walgett, the Centres are located 264 kilometres apart.

Our unique school offers educational services to students who are primarily geographically isolated from, or unable to attend, face-to-face schooling. Our students live in a wide range of environments and communities across the North West of NSW and can include students travelling within Australia who are usually enrolled for between three and 12 months. Our school also caters for students with medical conditions, extraordinary circumstances, additional learning and support needs and significant support needs in transition.

Geographically isolated students participate in the Satellite Education Program that is delivered by staff at our school and allows daily interaction between staff, students and families. Our school also works collaboratively with other satellite education schools to deliver across school programs.

We offer a comprehensive field service program that is supported through our equity funding and we have linked with other Primary DE schools to collaborate in the production of quality learning materials.

**School planning process**

In Term 4 2014, the school sought the opinions of the school community, via a survey, about the school in terms of future directions.

The survey was sent to all families via email and reminders of the return date were also sent via our morning messages.

At the end of Week 6 Term 4 13 of 18 geographically isolated families had responded by return email. In the weeks prior we also had phone contact with two travelling families and canvased their responses to the survey, as they could not be contacted by email. Our total response was 75% of enrolments.

The draft school vision statement was then constructed from the student, staff and family responses.

In Week 6 of Term 4, 2014 a meeting was held in Nyngan with the Western Plains Small Schools Network. At this the Principal School Leadership, took us through the new school plan format and theoretical basis to develop a deeper understanding of the school planning process.

In Week 7, Term 4, 2014 we presented the survey findings to the Bourke parents at the centre management meeting, and discussed how these could be used to inform the new school planning process in 2015.

In Week 9, Term 4, 2014, we met with the Walgett parents and discussed the survey findings, how this could inform school planning and worked on the draft vision statement.

In Term 1, 2015 a draft version of the school plan was presented to the school management meeting for critique and editing.

During Term 1, 2015 we developed the 5P planning page which was presented to parents for comment prior to finalisation.
School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
Purposeful Student Learning

**Purpose:**
It is critical that we create opportunities for students to be highly engaged, independent learners and thinkers through personalised learning, while supporting their emotional, social, physical and spiritual wellbeing.

**STRATEGIC DIRECTION 2**
Creating a Dynamic and High Performing School

**Purpose:**
It is essential to have inspired staff, supervisors and students who actively challenge and critically analyse their teaching and learning to continually improve. We must develop high expectations to achieve success which is motivated by peer evaluation and self-reflection.

**STRATEGIC DIRECTION 3**
Strong Community Engagement and Partnerships

**Purpose:**
It is essential to develop and foster relationships, engage in collaboration with all stakeholders. We will improve student engagement and develop more effective partnerships with families.
## Strategic Direction 1: Purposeful Student Learning

### Purpose

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

*It is critical that we create opportunities for students to be highly engaged, independent learners and thinkers through personalised learning, while supporting their emotional, social, physical and spiritual wellbeing.*

### People

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

**Students:**

Become equal partners in developing goals and develop the skills to critically analyse their own learning, focussing on assessment.

**Staff**

Will implement the new curriculum and will develop the ability to actively engage students in critically analysing their own learning.

**Home Supervisors/ Tutors:**

Will develop the capacity to support the personalisation of student learning through strong partnerships and collaboration with teachers.

**Primary Distance Education Leaders Alliance** will engage to develop quality teaching and learning materials and up skill staff in the design of learning materials.

### Processes

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

**Organisation**

Develop efficient school based systems for the implementation, development and analysis of student learning and assessment. These may include but are not limited to, PLAN, Blogs, Adobe Connect, Acrobat Pro, Edmodo.

**Personalised Learning;** Develop and implement school processes for personalised learning practices. Three way planning (teacher / student / supervisor) incorporated into the planning, implementation and monitoring

**Teacher Quality;** Focus on building teacher capacity through professional learning that deepens syllabus knowledge and an understanding of how students learn.

**School Learning Alliances;** Build proactive learning alliances with the Western Plains Small School network and the Primary Distance education network in developing professional learning for staff and innovative projects for students.

**Evaluation Plan**

Continuous evidence-seeking formative assessment through observation, formal and informal discussions and teaching and learning program reviews. Literacy and Numeracy continuum and PLAN data. Record of student goal setting and evaluation beginning and end of each semester.

### Products and Practices

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

**Product:**

- All students have personal learning goals

**Product:**

- All teacher programs will incorporate personalised learning adjustments, evidence of catering for student goals and continuum tracking as an assessment tool.

**Product:**

- Creation of distance learning materials that meet new syllabus requirements and cater for new syllabus implementation.

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

**Practice:**

- Teaching staff regularly plots students on the Literacy and Numeracy continuums. This is used to inform teaching and learning.

**Practice:**

- Enhanced explicit and specific teaching and learning opportunities for students with significant support needs via the satellite education program and outreach sessions.

### Improvement Measures

- Students improve two cluster markers on the Literacy and Numeracy continuums.
- Quality Teaching Units produced for new curriculum as released.
## Strategic Direction 2: Creating a Dynamic and High Performing School

### Purpose

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

It is essential to have inspired staff, supervisors and students who actively challenge and critically analyse their teaching and learning to continually improve. We must develop high expectations to achieve success which is motivated by peer evaluation and self-reflection.

### People

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

**Students:**
Will become quality learners focussing on engagement, achievement, evaluation and reflection by engaging in leadership sessions and personal learning sessions with teachers.

**Staff:**
Staff will develop personalised learning systems to develop, promote and challenge all students to critically analyse and reflect on their learning and achievements.

**Home Supervisors / Tutors:**
Home supervisors / tutors will engage in ongoing professional learning to develop the ability to actively support their students’ learning with the new syllabus.

**Leaders:**
Will engage, promote and mentor all staff and provide opportunities for them to engage in professional learning that will develop their knowledge and skills of continuums, practices and how students learn.

### Processes

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

**Evidence Based Decision Making**
Develop staff capacity, through guided professional learning, in the effective use of quantitative and qualitative assessment data.

**Innovative Educational Resourcing and Planning**
School planning developed around, and focused on a K-6 basis to cater for multi-stage classrooms and syllabus expectations.

**Collaborative and Connected Culture**
High expectations for student learning articulated explicitly in all forms of communication. Community of practice development with a focus on developing educational expertise.

**Evaluation Plan**
Collecting evidence of formative assessment practice

**Supervisors** report improved programming with differentiated teaching learning activities

**Teacher** surveys indicate an increase in work satisfaction and increase levels of support to achieve personal professional learning goals.

### Products and Practices

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

**Product:**
All student learning programs are based on assessment data.

**Product:**
Quality teaching and learning materials produced and utilised within teaching programs and K-6 scope and sequences for new syllabuses developed as they are released.

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

**Practice:**
Effective use of quantitative and qualitative student assessment data to inform and drive school curriculum teaching and assessment practices

**Practice:**
Effective staff collaboration and professional sharing through team teaching and across school, region. State partnerships.

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**Improvement Measures**

- Scope and Sequences developed for new curriculums as released
- Induction and supervisor support packages developed for new curriculums.

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## Strategic Direction 3: Strong Community Engagement and Partnerships

**Purpose**

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

*It is essential to develop and foster relationships, engage in collaboration with all stakeholders. We will improve student engagement and develop more effective partnerships with families.*

<table>
<thead>
<tr>
<th>Improvement Measures</th>
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<td>- All students to maintain an attendance rate of 90% or above</td>
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<td>- Higher level of parental satisfaction with school operations</td>
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**People**

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

- **Students:**
  - Students will develop the skills to become active contributors and have a voice in the school community.

- **Staff:**
  - Will implement a system to contact all supervisors monthly to evaluate and develop ongoing student learning programs as well as support the supervisor in new curriculum delivery, enhancing the important role parents play in the education of their children.

- **Parents / Home Supervisors / Tutors:**
  - Will participate in ongoing learning sessions based on the new curriculums and teaching methodology to improve understanding, delivery of programs and develop effective partnerships with teachers.

- **Community Partners:**
  - Will develop, grow and promote the image of BWSODE within the wider Community.

- **Leaders:**
  - Will develop a supportive environment where staff are encouraged to participate in the development of innovative programs and activities and feel valued and heard.
  - Will provide the opportunity for the engagement of staff to develop their skills in leadership and communication

**Processes**

How do we do it and how will we know?

- **Coaching**
  - Implementation of Growth Coaching professional learning for executive to build leadership and communication skills.

- **Student Leadership Courses**
  - Implementation of leadership programs for students to build leadership capacity and communication skills.

- **Communication**
  - Develop and negotiate times for teachers to connect with students and or supervisors including but not limited to specific teaching, programming meetings and classroom management issues to enhance the teaching, relationship and learning cycle.

- **Evaluation Plan**
  - Develop opportunities and programs to provide students with opportunities to engage and collaborate with other schools and peers.

**Products and Practices**

What is achieved and how do we measure?

- **Product**
  - Focus group of parents developed to provide feedback, on a term basis, on engagement between families and school.

- **Product**
  - Develop and implement a comprehensive program of information dissemination for all current and prospective students and their families.

- **Product**
  - Develop and implement action plans in relation to feedback provided from interactions with supervisors and students in areas of student achievement, personalised learning, interest groups and extra-curricular activities which will be shared monthly with the families and community.

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

- **Practice**
  - Teachers will deliver quality teaching and learning programs and extra-curricular opportunities guided by learning goals that increase student engagement.

- **Practice**
  - Options and activities embedded in teaching and learning programs focussing on collaboration with peers and other schools.