School Plan 2015 – 2017

BATLOW TECHNOLOGY SCHOOL
1152
## School background 2015 - 2017

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| At Batlow Technology School, we strive to prepare future citizens to be successful learners, confident and creative individuals and active and informed representatives of our school community. We aim to create a supportive and inclusive quality learning environment geared to the promotion of wellbeing, student achievement and strong community links. Batlow Technology School embraces the How2Learn strategy which focuses on building students' capacity to learn and is a central platform to the school's ethos of enabling students to be successful lifelong learners. | Batlow Technology School is a K-12 school with a population of 155 students servicing the surrounding rural community in the foothills of the Snowy Mountains. The school is dedicated to "Preparing Future Citizens" for the 21st Century and is committed to excellence in teaching and learning and fostering strong community links. The school has excellent facilities, including a multi-purpose hall, extensive implementation of 21st century technology via the school wide implementation of Smart boards and plans for a state of the art Trade Training Centre to be built 2015/2016. Our dedicated teachers are well placed to provide a broad range of extra-curricular activities, such as the 2015 overseas language and cultural excursion to Japan, to broaden the experiences of our students. | - Staff meetings and Staff Development Days provide platform for discussion of planning process through DEC materials-templates, example school plans, PowerPoints and facts sheets.  
- Extensive consultation with all stakeholders-surveys online and hard copy, P&C meetings, Scoop, staff meetings.  
- Time: Overview Term 3 SDD; planning in earnest began end of Term 3 and continued as a priority focus during term 4; formation of strategic direction groups and explicit timeline set and adhered to. Strategic directions established through consultation and 5 Ps addressed.  
- Administration of Tell Them From Me survey (Week 7).  
- Feedback from Principal School Leadership (Week 7).  
- Staff planning session to establish milestones (Week 7) and refine Template A.  
- Adoption and inclusion of TTFM survey results (Week 8). |
**Purpose:**
To use quality 21st century pedagogy to promote personalised learning opportunities, based on current data, supporting students to become creative and productive life-long learners who can see the relevance of their learning to create pathways towards success.

**Purpose:**
To foster a positive and inclusive school culture which nurtures and supports our students to be self-aware and to feel self-worth, to aspire to achieve and to exhibit a sense of optimism about their lives.

**Purpose:**
To promote engagement, understanding and cohesion within the school and wider community to encourage positive relationships, inclusivity and rewarding connections based on collaboration.
### Strategic Direction 1: TEACHING and LEARNING

**Purpose**

To use quality 21st century pedagogy to promote personalised learning opportunities, based on current data, supporting students to become creative and productive life-long learners who can see the relevance of their learning to create pathways to success.

**Improvement Measures**

1. 100% of teachers utilise data to inform their programming and use this to create personalised learning programs for students with identified learning differences.
2. 85% of students meet expected individual growth in NAPLAN results from years 3 to 9.

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| **Students:** thoughtfully reflect on and evaluate their learning and actively seek to make improvements through school wide evaluation activities:  
  - What did I learn?  
  - What did I enjoy?  
  - What can I do better?  
  - What help do I need?  
  **Staff:** will build capacity to self-reflect and analyse the impact of data to drive assessment for learning through internal and external professional development and leadership opportunities. | **Teachers work collaboratively to develop appropriate differentiated learning activities within programs.**  
  - Peer coaching facilitators develop a plan for all invested staff who actively seek to improve their pedagogy. The number of peer coaches and facilitators will increase to meet this need.  
  - Build teams around the focus of Literacy, Numeracy and Technology to develop quality resources, exemplary teaching and assessment practice based on authentic data collection and analysis.  
  - Individuals/teams are given opportunities to analyse relevant student data to support individual student growth. This process builds the capacity of all staff to understand and embed critical data and strategies in their programs to meet the needs of their students.  
  **Evaluation plan:** Student achievement data will be analysed every term. Peer coaches evaluate the process to develop facilitator and teacher capacity. IPLPs reflect improvement goals and school planning process. | **Products:**  
  - 100% of teachers utilise data to inform their programming and use this to create personalised learning programs for students with identified learning differences.  
  - 85% of students meet expected individual growth in NAPLAN results from years 3 to 9.  
  - 85% of students from year 3 to the end of year 10 to show growth of 2 clusters in Reading, Comprehension, Vocabulary Knowledge and Aspects of Writing over a stage cycle.  
  **What are our newly embedded practices and how are they integrated and in sync with our purpose?**  
  - **Practices:** Teachers include SMART, literacy/numeracy continuum and internal and/or external survey data (TTFM) in their programs to improve student learning outcomes. A tailored professional learning plan is in place in order to develop specific and targeted personalised learning programs based on student data. Teachers know how to support individual student growth through in-school assistance from teaching and learning teams, LaST and executive.

**Community partners:** are utilised to promote a collaborative approach to personalised learning opportunities.  
**Leaders:** Principal, Head Teachers and Assistant Principal continue to hold the expectation that all staff are using data to drive their programming and to professionally develop staff to confidently differentiate the curriculum.
### Strategic Direction 2: WELLBEING

#### Purpose

To foster a positive and inclusive school culture which nurtures and supports students to be self-aware to feel self-worth, to aspire to achieve and to have a sense of optimism about their lives.

#### Improvement Measures

1. Reduction in suspension by 25% resulting from a dedicated focus on student wellbeing and DEC Core Values.
2. Increase whole school attendance rates by 10%.

#### People

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

**Students:** engage in our Wellbeing and Values program, reflective of the school’s HOW2Learn focus and DEC Core Values. Students are also encouraged to participate in engagement programs to encourage holistic development and an understanding of their role in this transformation process.

**Staff:** are immersed in the Wellbeing and Values focus of the school via the leadership of K-12 stage advisers and support teaching roles during fortnightly Wellbeing sessions across the school.

**Parents:** are encouraged to support and engage with our Wellbeing and Values program to develop young Australians holistically shaped for adulthood.

**Community partners:** provide expertise and opportunity for our students to achieve their life goals.

**Leaders:** continue to drive whole school focus by developing staff capacity and seeking innovative solutions to meet student needs.

#### Processes

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

- Our HOW2Learn initiative and Wellbeing and Values focus is embedded in school culture through explicit learning experiences and reflection/self-evaluation opportunities in and outside the classroom.
- Regular recognition of school community achievements through Whole School Assemblies.
- Informing the wider community about whole school practices through newsletters, parent information evenings, community noticeboard, Skoolbag application and social media.
- Using network expertise to support our Wellbeing and Values program to create informed, resilient and aspirational young Australians.
- Revised Wellbeing and Discipline Policy.

**Evaluation plan:**

An increase in positive student level awards in keeping with revised Wellbeing and Discipline Policy. Feedback from the wider community regarding their understanding of the Wellbeing and Values of the school (TTFM).

Evaluate attendance data.

#### Products and Practices

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

**Products:**

- Reduction in suspension by 25%.
- Increase whole school attendance rates by 10%.
- Student needs are understood as a result of regular internal and external survey feedback (TTFM) to provide data on academic, wellbeing, engagement and school life experience.

**Practices:**

Positive school community engagement and support of Wellbeing and Values/How2Learn sessions and revised Wellbeing and Discipline policy demonstrated by a reduction in negative referrals.

Authentic reflection by staff on practices to ensure equity of opportunity for all students.

School community feedback and analysis of the school wellbeing and discipline system to refine current policy is an embedded part of school practice.

Teacher led lunchtime engagement programs to promote a school culture of inclusivity and a reduction in partial truancy.
## Strategic Direction 3: SCHOOL COMMUNITY LINKS

### Purpose
To promote engagement, understanding and cohesion within the school and wider community to encourage positive relationships, inclusivity and rewarding connections based on collaboration.

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

**Students:** possess a social and ethical understanding of themselves, within the school and wider community and understand their role as productive future citizens.

**Staff:** engage with the wider school community to create a nurturing and supportive learning environment to provide greater opportunities through expanded network links.

**Parents:** engage in a positive relationship with the school and wider community, through school events, practices and shared values.

**Community partners:** continue to be of enormous importance in the facilitation of positive, accessible and relevant opportunities for stakeholders to improve student outcomes and to improve community support of our school.

**Leaders:** promote a strong, respectful and transparent bond with the wider community, based on the common desire to holistically support students to improve their future outcomes.

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

**Partnership Engagement:**
- Establish productive relationships between local businesses and BTS to provide students with more work placement opportunities.

**Network Expertise:**
- Utilise network professionals to assist students and their families in their learning journey.

**Clear communication:**
- Parents and staff will continue to collaborate to deliver outstanding opportunities and experiences for our students to create, confident and capable young adults.

**Actions and Evidence:**
- TTFM survey
- PLPs and ILPs/data
- Work placement opportunities/careers support
- School community celebration of student success.

### Products and Practices
**What is achieved and how do we know?**

**Products:**
- All staff work collaboratively with the learning community to share achievements and goals to support learning in the home.
- A supportive, safe and inclusive school community providing opportunity for collaboration based on the notion that all stakeholders have a vested interest in our shared vision.
- Established strong links with the community to broaden students learning experiences and work placement opportunities.
- Increase student enrolment numbers

**Practice:**
Provide collaborative learning opportunities for parents/partners in the areas of literacy, numeracy and our school core values.

A revised Wellbeing and Discipline policy and a Wellbeing and Values focus shared with our school community to promote positive relationships within our school community.

Develop a positive learning environment within each classroom from K-12 based on high expectations and a clearly defined Wellbeing and Discipline policy.

Establish fruitful community links to offer opportunity for our students to realise future goals.

### Improvement Measures
1. All staff work collaboratively with our learning community to share achievements and goals to support learning in the home.
2. Established strong links with the community to broaden students learning experiences and work placement opportunities.