

# School plan 2015 – 2017

## Ben Lomond 1196 - Snow Gums Learning Alliance





## School vision statement

The Snow Gums Learning Alliance is an innovative, learning community that seeks every opportunity to build and extend collaborative opportunities to create successful and engaged learners.

Ben Lomond Public School is an engaged, active contributor to the Snow Gums Learning Alliance. We live our values of respect, responsibility, leadership and resilience.

## School context

**The Snow Gums Learning Alliance** consists of five small schools, Bald Blair Public School, Black Mountain Public School, Ben Lomond Public School, Chandler Public School and Ebor Public School.

The Alliance was formed in 2013, as a smaller group within the Highlands Learning Network with the express purpose of strengthening teaching and learning across the five schools.

The schools had a history of working together to provide sporting opportunities for students across the schools.

The Alliance has been successful in obtaining over \$50 000 in grants to enhance and strengthen the teaching and learning across the Alliance.

**Ben Lomond Public School** is a small rural school with a population of 11 students. There are five girls and six boys spread across Kinder to Year 5.

The Family Occupation and Education Index (FOEI) is a school level measure of relative socio-economic disadvantage developed specifically for NSW government schools. FOEI is based on students' parental background information provided on enrolment forms. This measure has been developed by the Office of Education's Centre for Education Statistics and Evaluation (CESE).

Ben Lomond Public School's FOEI value is **36** compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. Ben Lomond Public school's FOEI value is among the lowest 20 per cent of FOEI values across NSW government schools.

The school provides a high quality education, with a curriculum designed to engage and challenge each and

## School planning process

All parents of students at Ben Lomond Public School were sent a survey asking them to comment on what was great about the school, what could be improved, was there anything we were not doing that we should investigate.

A presentation to the Parents and Citizens Association (P&C) about the planning for the School Plan was held and feedback was sought.

Information was included in the school newsletter about the survey and feedback requested.

As a result of these processes 100% of families were able to provide feedback.

Several community members provided feedback through informal discussions.

Several planning days for staff from the Alliance schools were held to enable staff to formulate ideas and provide feedback.



every student.

The school is situated twenty two kilometers from Guyra on the Ben Lomond Road.

The student population is mostly drawn from farms within the local area.

Technology such as video conferencing and online learning supports and enhances the strong literacy and numeracy focus.

Ben Lomond Public School has a talented staff, which is committed to quality learning outcomes for students. We have 3 teaching staff with a full time equivalent of 1.4. The school has 2 Non-teaching staff with a full time equivalent of 1.2.

The school has an active P&C Association that supports the school.



## Strategic Direction 1

Students across the Snow Gums Learning Alliance are successful and engaged 21<sup>st</sup> Century Learners.

### Purpose:

To ensure learning across our alliance builds the capabilities for all students so they are:

- Literate
- Numerate
- Collaborative
- Self-directed
- Critical and creative thinkers.

## Strategic Direction 2

The Snow Gums Learning Alliance implements a combined Learning Support Team

### Purpose:

Schools across the Snow Gums Learning Alliance work collaboratively to offer a strong, effective learning support team which supports the learning needs of students across our schools.

Through working collaboratively, our schools engage in high level professional development. Use of resources, including funding, is streamlined. Access to specialist personnel is strengthened.

## Strategic Direction 3

Strong Community Partnerships

### Purpose:

The support of community is essential in a small school environment. Through engaging the community, students are able to access a variety of experiences and talents.

Research shows that effective community relations can increase student learning.

# Strategic Direction 1: Students across the Snow Gums Learning Alliance are successful and engaged 21<sup>st</sup> Century Learners.

## Purpose

Schools across the Snow Gums Learning Alliance work collaboratively to complete a variety of tasks utilising a variety of collaborative technologies including, but not limited to the Snow Gums Learning Alliance website  
[www.snowgums.schools.nsw.edu.au](http://www.snowgums.schools.nsw.edu.au)

The further development of the Snow Gums Learning Alliance will ensure learning across our alliance builds the capabilities for all students so they are:

- Literate
- Numerate
- Collaborative
- Self-directed
- Critical and creative thinkers.

## Improvement Measures

- ❖ Student assessment results show a growth across all areas of Science.
- ❖ Student's self-reflection journals indicate an increased understanding of their scientific learning, with an increasingly sophisticated reflection on their learning goals.
- ❖ Teachers will be working collaboratively, using strong and effective assessment strategies while evaluating assessments in a consistent manner.

## People

### Students:

- ❖ Will learn both within and across the schools of the alliance to develop 21<sup>st</sup> Century skills through high quality teaching and learning using a range of technologies as the conduit to build essential skills and learning abilities for each student across the alliance.

### Staff:

- ❖ Will actively engage in collaborative professional learning and subsequent cooperative planning and delivery of high quality learning experiences and assessment tasks based on the NSW Board of Studies Syllabus.
- ❖ Staff will develop the capacity to explicitly teach students how to set goals, reflect on these goals and gather evidence of their learning.

### Parents/Carers:

- ❖ Parents understand and support the alliance initiatives.

### Community Partners:

- ❖ Community partners understand and support the alliance initiatives.

### Leaders

- ❖ Will develop the skills and mindsets to plan and lead high

## Processes

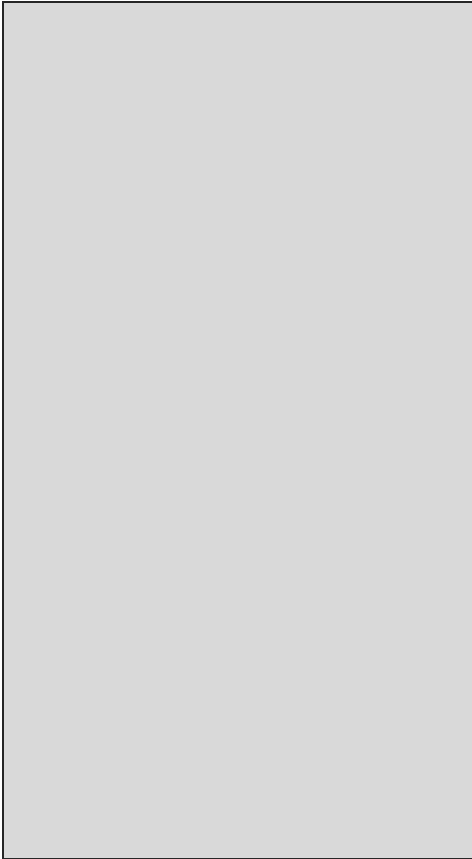
- ❖ Establish regular planning meetings through which leaders access professional learning and also plan for the provision of high quality, disciplined and focused professional learning for teachers across the alliance.
- ❖ Deliver high quality collaborative and sustained professional learning for staff in key aspects of the syllabus of focus:
  - 2015 Mathematics
  - 2015 Science
  - 2016 History
  - 2017 Geography
 and facilitate the cooperative development of high quality units of work and subsequent teaching, learning and implementation of consistent assessment practices across the alliance.
- ❖ Leaders develop their knowledge of the collaborative professional learning strategy of Learning Walks to be used to inform and evaluate progress and determine future professional learning needs.
- ❖ The Principals in each of the Snow Gums Alliance schools will take on a focus area to develop expert skills to lead

## Products and Practices

- ❖ A culture of collaboration and connectedness is evident across the alliance. High quality leadership, curriculum development, teaching and learning practices and student learning outcomes all have action plans developed, implemented and assessed.
- ❖ Students demonstrate success in their learning through completion of collaboratively developed skills based units of learning, which have been specifically designed to develop capacity in collaboration, self-direction and critical and creative thinking.
- ❖ All staff of Snow Gums Learning Alliance implements the NSW Board of Studies Syllabus documents and have shared in the development of – an Alliance Plan, scope and sequences, assessment schedules and units of learning.
- ❖ The Alliance of Schools uses the Literacy and Numeracy continuums for monitoring progress of all students across the alliance to be used to determine growth in learning.

### Practice

- ❖ A website that effectively



quality professional learning which supports curriculum planning, implementation and evaluation across the alliance.

professional learning which will build the collective capacity of all in achieving the strategic direction of the alliance.

- ❖ Students will be given opportunities to therefore engage in a variety of high quality learning tasks utilising technologies.
- ❖ Students will be taught how to set clear learning goals within the context of the units of work developed which support differentiated and personalised learning outcomes and can also be used to measure their learning and enhance their ownership of their learning.

**Evaluation Plan**

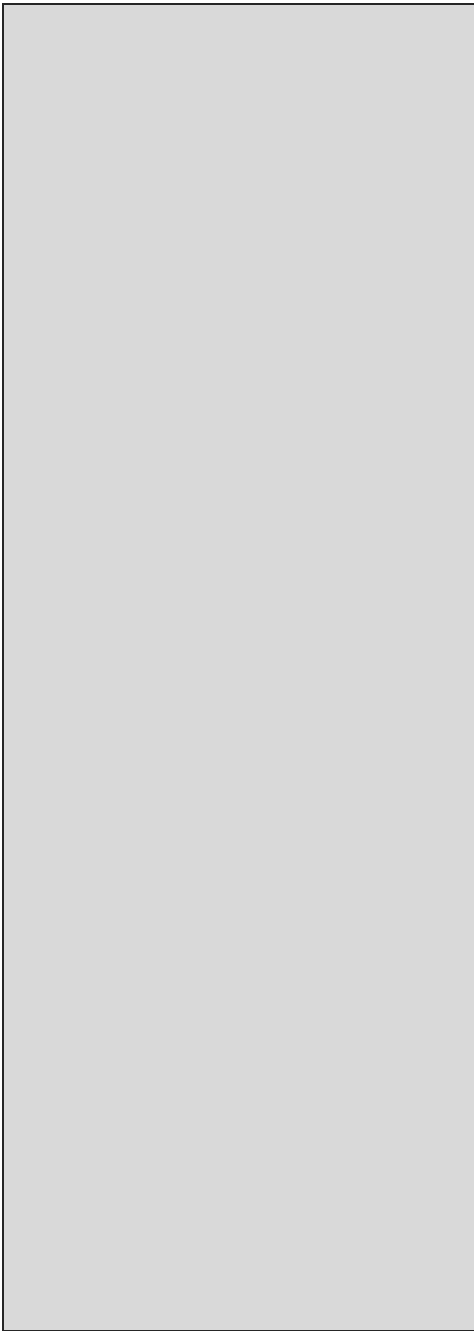
- ❖ Regular reporting against milestones by the leadership group, following feedback from students, staff, parents and community.

communicates the learning of all students and staff.

- ❖ Expert teachers across the Alliance deliver Professional Learning.
- ❖ Expert teachers across the Alliance deliver quality lessons to students outside their own classroom.
- ❖ Expert Mentors across the Alliance support beginning teachers.

## Strategic Direction 2: The Snow Gums Learning Alliance implements a combined Learning Support Team

Purpose	People	Processes	Products and Practices
<p>Schools across the Snow Gums Learning Alliance work collaboratively to offer a strong, effective learning support team which supports the learning needs of students across our schools.</p> <p>Through working collaboratively, our schools engage in high level professional development. Use of resources, including funding, is streamlined. Access to specialist personnel is strengthened.</p>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>❖ Will have their specific learning needs address through access to a strong learning support team.</li> </ul> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>❖ Will have access to higher levels of support for students with specific learning needs.</li> <li>❖ Staff will have access to targeted professional learning to help them support students with specific learning needs.</li> <li>❖ Staff will have access to additional professional support.</li> <li>❖ Staff will work collaboratively to ensure the best educational support for all students.</li> </ul> <p><b>Parents/Carers:</b></p> <ul style="list-style-type: none"> <li>❖ Parents and carers will work with the learning support team to develop learning and support plans to support their children's learning.</li> </ul> <p><b>Community Partners:</b></p> <ul style="list-style-type: none"> <li>❖ Community partners work across the alliance to support the students from each of the schools.</li> </ul> <p><b>Leaders:</b></p> <ul style="list-style-type: none"> <li>❖ School leaders ensure that all staff have learning support</li> </ul>	<ul style="list-style-type: none"> <li>❖ A learning support team is established, with representatives of each school included.</li> <li>❖ A timetable is devised to ensure that meetings are held regularly.</li> <li>❖ Learning support professional learning has been incorporated into teacher's professional learning plans. High quality professional learning is offered to all staff in a collaborative manner.</li> <li>❖ Protocols and procedures are established to support the function of the Learning Support Team.</li> </ul> <p><b>Evaluation Plan</b></p> <p>Evaluation of the success of the learning support team will occur every 6 months. Evaluation will include:</p> <ul style="list-style-type: none"> <li>• feedback from students, teachers and parents;</li> <li>• evaluation of student work samples;</li> <li>• data from assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Students have access to learning support that is strongly aligned to their individual learning needs.</li> <li>❖ School staff has access to high quality, regular professional learning which supports the specific focuses of the learning support team.</li> <li>❖ Learning support team is meeting regularly, maximising support from specialist staff such as school councillors.</li> <li>❖ All students have identified Individual Education Plan, with individualised learning targets. Targets will be measured to evaluate the success of the alliance.</li> <li>❖ Identified students are working on Personal Learning and Support plans, which are evaluated regularly at learning support meetings.</li> <li>❖ A high functioning learning support team is making interventions and adjustments to enhance student access to the curriculum.</li> </ul> <p><b>Product:</b></p> <ul style="list-style-type: none"> <li>❖ Learning support team is meeting regularly, and is being supported by associated support staff such as school councillors.</li> </ul>
<p><b>Improvement Measures</b></p> <ul style="list-style-type: none"> <li>❖ Staff within the Alliance work collaboratively to strengthen learning support offered to all students.</li> <li>❖ Identified students access required additional support.</li> <li>❖ Protocols and procedures are in place to support the ongoing operation of the Alliance's Learning Support Team.</li> </ul>			



targets included in their professional learning plans.

- ❖ School leaders ensure that all staff have access to timely support from the learning support team.
- ❖ Leaders ensure that meetings are timely, and evaluate the success of the team on a regular basis.

**Product:**

- ❖ Identified students are working on Personal Learning and Support plans, which are evaluated regularly at learning support meetings.

**Practice:**

- ❖ School leaders and teaching staff are working collaboratively to identify and support student need.

**Practice:**

- ❖ Schools are sharing resources to support the specific learning needs of all students.



# Strategic Direction 3: Strong Community Partnerships

## Purpose

The support of community is essential in a small school environment. Through engaging community, students are able to access a variety of experiences and supports.

Research shows that effective community relations can increase student learning.

## Improvement Measures

Community partners are working with the school and learning alliance in a way that enhances learning experiences.

Learning and supports plans are strengthened and students gain access to necessary community partners.

## People

### Students:

- ❖ Students develop their communication skills, and learn how to interact with a wider cross section of the community.

### Staff:

- ❖ All staff contributes to consultation processes.
- ❖ Staff offered professional development around having difficult conversations.

### Parents/Carers:

- ❖ Parents and carers consulted and encouraged to be involved in community activities.
- ❖ Parents and carers are guided through processes of appropriate communication with students.
- ❖ Parents and carers guided through code of conduct and child protection, where necessary.

### Community Partners:

- ❖ Community partners contribute a range of skills to the school community.
- ❖ Community partners are aware of Child Protection and code of conduct issues.

### Leaders:

- ❖ Develop a clear map of who is in the community.
- ❖ Regularly review who is in the

## Processes

- ❖ Community partners are engaged with the school community, working where appropriate to enhance the learning experience of students.
- ❖ Community partners are working with teachers to develop strategies that specifically enhance learning for students.
- ❖ Community partners are working with staff to develop new skills and abilities.
- ❖ Community partners are working with us to enhance the Snow Gums Alliance.
- ❖ Through the NSW Primary Principals Association Credentialing process, research into effective ways of working with the community is undertaken.

## Evaluation Plan

- ❖ Regular evaluation will include surveying key stakeholders, anecdotal evidence from teachers, students, parents and community stakeholders.

## Products and Practices

### Product:

- ❖ Community partners with expertise in areas identified through Learning and Support team are working with leaders and teachers. Evidence of their work is explicit in the students learning and support plans.

### Product:

- ❖ Community partners are engaged in activities throughout the school.

### Practice:

- ❖ Community partners are consulted, in collaboration with the Snow Gums Alliance, to identify strengths and provide professional learning.

### Practice:

- ❖ Community partnerships are reported on explicitly, and new appropriate partnerships are sought.



community, and initiate contact with community partners.

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