Bonville Public School 1297
**School background** 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
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<tr>
<td>Bonville Public School prepares 21st century learners with knowledge, skills and values in an inclusive, safe and supportive learning environment. Our aim is to build confidence in all students so that they develop a love for lifelong learning. Empowering all students to make profound and informed decisions about local and global issues, including humanity and sustainability, through innovation in teaching and learning.</td>
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<tr>
<th>School context</th>
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<td>Bonville Public School is a small rural school of 112 students, 63 boys and 49 girls. The school is located 12 kilometres south of Coffs Harbour and is nestled between rural farm land and the Bongil Bongil National Park.</td>
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<td>Bonville Public School has a proud history of academic and sporting success. The school offers a balanced education across the curriculum which focuses on enriching the whole child. Student leadership across K-6 is actively promoted.</td>
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<td>Bonville Public School enjoys strong partnerships with community organisations including Hopscotch Preschool, Rotary and the Southern Cross University. Bonville Public School is also a proud member of the Bongil Bongil Community of Schools.</td>
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<td>Bonville Public School has a ‘Family, Occupation, Employment, Index’ (FOEI) of 86 (2013/14) based on educational disadvantage related to socio-economic background to students from a mean of 100. As a result the school’s equity loading is limited to $10 786 per semester.</td>
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<td>Bonville PS has 5 classes. 5 permanent teachers (including relieving Assistant Principal and Principal), 2 Temporary Teachers, a permanent/part-time Teacher Librarian and a Learning and Support Teacher 1 day per week.</td>
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<th>School planning process</th>
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<td>Throughout 2014 there were a series of 4 School Improvement/School Planning meetings for parents/community during school hours and after school. Additionally, there were 4 staff meetings allocated to the development of the school plan. In Term 1, 2015 a further 3 meetings with parents/community and staff were scheduled to finalise the school plan.</td>
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<td>Staff, parents and primary students were also surveyed during Term 4. Responses to surveys and feedback from meetings were collated. NAPLAN and school data including; class assessment tasks and observations; BEST Start; and student Learning Continuums were utilised to develop the foundation of the planning process.</td>
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<td>The school plan was also developed in consultation with the Principal School Leadership Officer and the Director of Public Schools, Coffs Harbour.</td>
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**School strategic directions 2015 - 2017**

**Purpose:**
To develop an integrated approach to quality teaching, curriculum planning and delivery and assessment promoting learning excellence and responsiveness in meeting student learning needs in order to maximise individual student learning outcomes. Teachers will develop students’ essential skills in literacy and numeracy.

**Purpose:**
To ensure there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. This will enable students to manage emotional, mental, spiritual and physical wellbeing, and become confident and resilient citizens.

**Purpose:**
To continue the development of educational aspiration and ongoing performance improvement across the community that promotes high expectations, community engagement, continuous improvement and strategic use of resources to improve student outcomes. This will be demonstrated through strong student and staff leadership underpinned by core values.
## Purpose
To develop an integrated approach to quality teaching, curriculum planning and delivery and assessment promoting learning excellence and responsiveness in meeting student learning needs in order to maximise individual student learning outcomes. Teachers will develop students’ essential skills in literacy and numeracy.

## People
### Students:
Building student knowledge and capacity in self-reflection and goal setting in taking responsibility for learning.

### Staff:
Engage staff in professional learning that is relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.

### Community:
Building awareness around curriculum and 21st Century Learning.

## Processes
### Project 1: Develop whole school Scope and Sequences and relevant assessment tools for the NSW Syllabus for the Australian Curriculum in English, Mathematics and Science and Technology and Creative Arts with Bellinger Valley Small Schools.
- Professional Learning for staff based on all current NSW Syllabus for the Australian Curriculum.
- Develop whole school Scope and Sequences to meet the needs of composite classes.
- Lead the effective development of rubrics to support consistent teacher judgement when assessing students.

### Project 2: Develop and implement lesson study model with Repton Public School to enhance the engagement and outcomes for students in literacy and numeracy.
- Professional learning for staff based on giving and receiving feedback, lesson study model of observation and feedback.
- Observation of lessons and feedback across both schools and including all staff with a focus on Mental Strategies in Numeracy and Comprehension or Writing in Literacy.

## Products and Practices
### Products:
- Clear, visible, continuous mapping of all students on continuums leading to growth at or above expected benchmark clusters for 100% students in both Literacy and Numeracy.
- All teachers have Professional Learning Plan based on individual needs. The school has Professional Learning Plan based on school’s priorities.
- Whole school scope and sequences are embedded in all teaching and learning programs K-6.

### Practices:
- Strong student engagement in all classrooms, all day - every day as measured through Lesson Study, Quality Teaching framework and surveys.
- Strong collaborative professional learning culture.
- There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. (School Excellence Framework p.2)

## Improvement Measures
- Clear, visible, continuous mapping of all students on continuums leading to growth at or above expected benchmark clusters for 100% students in both Literacy and Numeracy.
- There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. (School Excellence Framework p.2)
# Strategic Direction 2: COMMUNITY wellbeing

## Purpose

To ensure there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. This will enable students to manage emotional, mental, spiritual and physical wellbeing, and become confident and resilient citizens.

## People

**Students:**
Increased capabilities in communication and collaboration skills to improve emotional resilience, social intelligence, confidence and to develop a sense of community and wellbeing. Students are advocates of school values and beliefs

**Staff:**
Capabilities will be developed to build stronger community relations with parents and to encourage and support regular discussions and consultations with parents and community by designing and implementing whole school as well as differentiated individualised professional learning.

**Community:**
Parents are encouraged to be active partners. There will be opportunities for parents to develop extensive knowledge of Curriculum and Student Wellbeing.

## Processes

**Project 1:**
- Participate in programs and opportunities that promote individual confidence and to model exemplary behaviour, high expectations and student leadership.

**Project 2:**
- Professional learning developed in collaboration with other schools in and across networks and the learning community.

**Project 3:**
- Facilitate parent workshops around Curriculum, Wellbeing, School Planning and other school ‘business’.

## Products and Practices

**Product:**
- Strong culture of wellbeing for the whole school community as evidenced through the Wellbeing Framework.

**Practice:**
- Positive Behaviour for Learning (PBL) is an embedded culture understood by all students, staff and community.
- Students demonstrate increased resilience and confidence as leaders across the school.
- There are consistent guidelines and expectations for students. All staff will implement consistent school practices and processes.
- Build strong partnerships across the Bongil community with parents, community groups and schools. Teachers, school leaders and community experts will deliver professional workshops to better inform students, parents, teachers and community.

## Improvement Measures

- Strong culture of wellbeing for the whole school community as evidenced through the wellbeing framework.
- Positive Behaviour for Learning (PBL) is an embedded culture understood by all students, staff and community.
**Strategic Direction 3: CULTURE and VALUES leadership**

### Purpose
To continue the development of educational aspiration and ongoing performance improvement across the community that promotes high expectations, community engagement, continuous improvement and strategic use of resources to improve student outcomes.

### People

**Student:**
Increase student leadership capabilities as citizens in a global environment.

**Staff:**
Further develop the leadership capabilities of all staff as leaders across the school.

**Community:**
Bonville Public School and the broader Bongil Bongil Community of Schools provide a rich, balanced and inclusive quality education for all students.

### Processes

**Project 1:**
Develop a whole school Enrichment Program that promotes a love of lifelong learning, sustainability and wellbeing.
- Engage the community to strengthen existing programs.
- Engage students in the Kids Teaching Kids program.

**Project 2:**
Support all teachers to challenge and broaden their skill sets through Action Research, setting their own directions and improve their pedagogical practice.

**Project 3:**
Promote Bongil Bongil Community of Schools.
- Musicales
- Wellbeing Days
- THS Enrichment Courses

All Bonville students are proud leaders who are actively engaged and make informed judgements about the world around them.

### Products and Practices

**Products:**
- Current and effective pedagogy is being implemented within classrooms and across the school.
- Teacher leaders in all classrooms demonstrate instructional leadership promoting and modelling effective evidence based practice. (School Excellence Framework p7)
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- Student leadership practises are evidence through surveys.
- Teachers have purposeful leadership roles based on professional expertise. (School Excellence Framework p12)

**Practice:**
- An ongoing, sustainable enrichment program with 100% of student participation.
- Students are supported in a strong transition program at key transition points.
- All students are empowered and lead each other’s learning.
- All students take responsibility for their own learning.