

School plan 2015 – 2017



Providing quality learning for all students

Effective leadership embracing educational change

Connected Communities



SCHOOL VISION STATEMENT

To develop a collaborative and well informed whole school community that provides authentic quality education through effective teaching practices to ensure all students are successful learners and active and informed future leaders.

SCHOOL CONTEXT

Berowra Public School is a dynamic and effective school where staff and parents help students to feel happy and secure; enjoy learning; strive to achieve their potential; experience success; and care for themselves, others and the environment.

The school provides a well-balanced curriculum, with emphasis on developing skills in literacy and numeracy. There is also a tradition of excellence in performing arts, particularly drama, choir and music. Sport is another traditional area of strength, and a number of highly effective programs operate to cater for our gifted and talented students. Expanding the opportunities for the use of technology is a continuing school priority.

Our diverse curriculum and extracurricular programs cater for students with a full range of abilities and interests. Community support is a particular feature of the school. Four effective parent bodies provide much needed support for the school in many ways-practical, financial and consultative.

SCHOOL PLANNING PROCESS

The writing of the school plan commenced in 2014 with a one day workshop. At the workshop the Berowra PS executive and the Wideview PS executive, formulated three strategic directions.

These directions articulate our school's priorities over the next three years for effective leadership, quality teaching and learning, and dynamic connected communities. The directions are high level and future-focused and will drive a whole school culture of educational and organisational excellence.

Both schools surveyed their parents, teachers and students.

The schools overwhelming strength is reflected in our consistently above average NAPLAN results however these results. We are going to focus on students at the high achieving end as well as the development of all students. Our learning interventions for these targeted groups will be a focus on Visual Literacy and the implementation of Big Writing, K-6, in 2015.

STRATEGIC DIRECTION 1

Providing quality learning for all students.

Development and implementation of quality curriculum, personalised learning and innovative practices for all students.

STRATEGIC DIRECTION 2

Effective leadership embracing educational change.

Embedding and implementing explicit targeted and engaging professional leadership and learning.

STRATEGIC DIRECTION 3

Connected Communities

Implementation of effective communication frameworks and school planning in partnership with an informed school community and the Keerawall Community of Schools.

PURPOSE

To develop and implement creative, personalised teaching programs designed to motivate and engage all students.

To deliver innovative and effective quality teaching practices which are aligned with the current curriculum designed to maximise student achievement.

IMPROVEMENT MEASURE/S

- In Year 3 NAPLAN Reading and Spelling, 60% of students achieve in Bands 5 and 6 with a 2% improvement each year.
- In Year 5 NAPLAN Reading and Spelling, 70% of students achieve in Bands 7 and 8 with a 2% improvement each year.
- In Year 3 NAPLAN Writing, 70% of our students achieve in Bands 5 and 6 with a 2% improvement each year.
- In Year 5 NAPLAN Writing, 70% of students achieve in Bands 7 and 8 with a 2% improvement each year.
- To achieve school growth in school based assessments by 10% at the completion of each year in learning Mathematics and English.

PEOPLE

Students:

Engage students in their own learning by ensuring they have a clear understanding of expectations of their performance and the skills and capacity to evaluate, create and problem solve across all Key Learning Areas, through explicit teaching, open ended and inquiry based learning. Literacy and numeracy will be improved through the implementation of differentiated and contextualised learning experiences, designed to build on current knowledge and meet individual learning needs.

Staff:

To develop staff capabilities by designing training and school-wide systems and structures to support and extend performing students, as well as laterally and vertically extend and/or accelerate high-performing and gifted and talented students. Design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity, especially in Big Writing. Participate in professional learning that will increase their skills in differentiated learning including, meeting the needs of gifted and talented students and specific learning needs.

Parents

Parents are encouraged with open communication through the term letter; parent/teacher information evenings; parent/teacher interviews; grade/curriculum information sessions. Parents understand the importance of students taking responsibility for their learning and behaviour and therefore support teachers.

Community partners:

Curriculum planners will develop scope and sequences for all new syllabuses in collaboration with Community of Schools (Keerawall).

Leaders:

Continue to initiate specific and whole school programs to meet the needs of our students learning. Leaders will regularly evaluate school plans and data in consultation with staff, leading informed adjustments to current programs and/or practices where required.

PROCESSES

- Build staff capacity to teach the National Curriculum through quality professional learning and collaborative curriculum and assessment/reporting planning to support school wide systems and a dynamic learning environment.
- Build staff capacity to plan and differentiate programming and pedagogy and create grouping structures to support differentiation for both low performing and high performing students.
- Staff identify students for the National Consistent Collection of Data (NCCD) and plan relevant support with the Learning and Support Team (LaST).
- Focus on the implementation of innovative quality behaviour management programs (Positive Behaviour engaged Learning) to ensure student wellbeing and a conducive and productive learning environment.
- Use of school and external assessment data, including NCCD, to drive change, inform future directions and make adjustments.

Evaluation plan:

Regular reflecting and reporting against milestones by the target team. Closely monitor progress using the Literacy and Numeracy continuums, through staff meetings and collaborative CTJ processes. Analysis of internal and external data.

Surveys and authentic feedback

Regular reflection and use of rubrics to track progress and measure evidence of students' use of 21st Century skills. Data collection in Sentral to ensure ongoing tracking of student progress. Teachers continually reflect on students' learning goals in reading, writing and numeracy. Students' compilations of 'Big Writes' each year.

PRODUCTS AND PRACTICES

Product:

Improved school performance in Literacy and Numeracy, evidenced through NAPLAN results and PLAN data.

Practice:

Quality teaching and learning practices across the school, demonstrated through differentiated literacy and numeracy lessons and assessments to improve student achievement. Quality pedagogy and consistency in teacher judgement with curriculum program design, scope and sequences and assessment benchmarks for whole school evaluation, professional learning and strategic planning

Product:

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social and physical wellbeing of students.

Practice:

Teachers monitor and reinforce PBL programs in all settings. Response to both positive and negative incidents is consistent throughout the school and incidents are kept in Sentral for analysis and review.

Product:

100% of teaching and learning programs and lessons show evidence of differentiated learning and implementation of the Australian curriculum. All students are highly engaged learners who achieve success, irrespective of ability or disability.

Practice:

Plotting all students on the Literacy and Numeracy continuum and implementing quality teaching and learning practices to ensure all students progress successfully along these continuums. Item analysis of all NAPLAN strands leading to development of targeted teaching practice. Students reflect and report on the achievement of their own learning goals.

Strategic direction 2: *Effective leadership embracing educational change.*

PURPOSE

Provide an educational setting where leadership is effectively modelled and developed amongst all teaching staff.

Develop, promote and practice effective management by encouraging communication, collaboration and professional development.

Embed the quality teaching framework throughout teaching and learning programs, by facilitating teacher understanding and classroom practice.

IMPROVEMENT MEASURE/S

All teachers and executive are registered with BOSTES and are accredited as proficient by the end of 2017 with identified teachers working towards higher levels of accreditation.

BPS is a professional learning community with a focus on student learning, collective responsibility, reflective professional inquiry, and group and individual learning.

Aspiring leaders develop their leadership capacity for innovation and best practice in teaching and learning to become dynamic facilitators of student learning.

PEOPLE

Students:

Engage students in the development of leadership capabilities which integrate skills and learning experiences in the area of intellectual quality within the Quality Teacher Framework.

Staff:

Develop capacity of leadership team to lead the school in implementing a change in culture.

Collaboratively developing leadership potential in all staff and providing opportunities for all staff to become active leaders within the school community.

All staff implement and utilise the Quality Teaching Framework in the preparation (and delivery) of teaching and learning programs.

Executive and aspiring executive meet on a regular basis in order to develop networking across the Keerawall Community schools, to enhance team leadership and develop effective communication.

Parents:

Support a culture of change and positive partnerships with parents for the benefit of students.

PROCESSES

Staff:

Further engage and develop a deep understanding of the Australian Professional Standards for Teachers and the Accreditation process.

Professional learning for school staff in the Professional Development Framework.

All staff complete PDPs (Performance and Development Plans) that display an understanding of the national teaching standards and that align school and personal goals and reflect on these goals.

Further develop a shared staff understanding of quality pedagogy through collaborative professional learning, mentoring and coaching.

Building the capacity of non-teaching staff: to navigate through change driven by LMBR (Leading and Managing the Business Reform) and LSLD (Local Schools, Local Decisions) through targeted professional learning, job sharing.

Leaders:

Current and aspirant school leaders develop strong and quality leadership and management skills so as to manage and lead focus and curriculum teams and other projects at school and across the Keerawall Community of Schools.

Evaluation plan:

All teachers will have a Performance and Development Plan (PDP).

Regular reflecting and reporting against milestones by the target team and leadership group.

Supervisors report improved programming with differentiated teaching learning activities with reference to the Quality Teaching model.

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

Teachers are more willing to take part in leadership opportunities.

PRODUCTS AND PRACTICES

Product:

Teachers have effective classroom management where students are engaged in learning and there are high expectations of achievement.

Practice:

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices and reflect a clear understanding of the Quality Teaching Framework.

Product:

All teachers and executive are registered with BOSTES and are accredited as proficient by the end of 2017 with identified teachers working towards higher levels of accreditation.

Practices:

Proactive leadership learning across the school supports quality educational and organisational practices in alignment with DEC policy; Australian Professional Standards; School Excellence Framework; Performance and Development Framework; and NSW syllabus for Australian curriculum.

Regular professional learning activities occurring which are aligned to strategic directions; school learning goals; system requirements; and professional career aspirations of staff.

Product:

The Keerawall Community of Schools is a professional learning community with a focus on student learning, collective responsibility, reflective professional inquiry, as well as, group and individual learning.

Practices:

BPS has a strong collegial culture where teachers take responsibility for changes in practice required to achieve school targets and regularly reflect on the effectiveness of their own efforts to meet those targets.

School leaders place a high priority on the ongoing professional learning of all staff and participate in professional learning alongside teachers.

All SAS staff are confident to transition to LMBR and adapt to new systems.

PURPOSE

To provide a network of effective communication frameworks across all levels of the school, inclusive of staff, students and administration.

To foster and encourage open communication by developing strong partnerships throughout a well-informed, inclusive school community.

To continue to develop, share and promote professional learning, leadership, sharing and accreditation through the community of schools.

IMPROVEMENT MEASURE/S

Families and the school share responsibility for student learning and wellbeing through building parent capacity to support learning at home, and improved communication.

A 15% increase in the number of parents attending and supporting school information sessions, the P&C and other community events/fundraisers.

Quality of school life surveys indicate high levels of positive student, staff, and parent satisfaction levels with school learning culture and environment being > 90%.

PEOPLE

Students:

- Actively participate in their own learning pathways and are able to demonstrate their learning to their teachers and their parents.
- Students have daily access to **engaging** and **inspiring teachers** and resources.
- Explore values, rights and responsibilities. Understand and believe in our core values, consider consequences and make ethical decisions
- Develop respect for cultural diversity.

Staff:

- Consistently communicate, collaborate and involve parents in the educational progress of their children.
- Learn to link value capabilities in teaching programs
- Engage in Teacher Professional Learning (TPL) to develop Consistency of Teacher Judgement (CTJ) in values education. Integrate the focus initiatives and programs as part of the effective delivery of the PD/H/PE curriculum. Work in project teams to support key initiatives.

Parents and Community Partners:

- Parents form active partnerships with teachers and children to further enhance educational progress (including increased involvement of all stake holders)
- Support and reinforce the values promoted in school programs

Leaders:

- Lead a positive values culture demonstrating high expectations, consistency and modelling school values.
- Provide opportunities for instructional leadership across the school i.e. focussing on professional learning needs and utilising and promoting stake holder expertise.

PROCESSES

Staff, students, parents and the community at large understand the core values of being safe, respectful and responsible learners who have high expectations of themselves and show empathy for others and value diversity

Creating a deeper, shared understanding of authentic partnerships with the P&C and the wider community groups.

Provide opportunities for parents to understand the direction of their child's learning through effective communication of policies and processes.

A Positive Behaviour for Learning (PBL) framework is in place to support consistent implementation of the student wellbeing policy

Continue to promote sharing of resources through online forums to promote professional cohesion.

Align Professional Learning and capacity building to school; student, parents and staff needs.

Expand our Community of Schools linkages and opportunities for curriculum and facility sharing through ongoing professional dialogue, meetings, linked projects and professional learning.

Evaluation plan:

- Regular reflecting and reporting against milestones by the target team.
- Analysis and further planning from data collected.
- Develop partnerships with high schools and universities to expand ideas of relationship between values, behaviour and learning.
- Positive Behaviour for Learning tools used to monitor, reflect and evaluate student wellbeing.

PRODUCTS AND PRACTICES

Products:

- Clear communication strategies are put in place to convey relevant information to all stakeholders.
- 15% increase in the number of parents attending and supporting school information sessions, the P&C and other community events/fundraisers.
- Sustained high levels of positive student, staff, and parent satisfaction levels with school learning culture and environment being > 90%.

Practices:

- Implementation of school-wide systems and practices that support all staff and develop a culture focussed on problem solving and preventative solutions.
- Strong community partnerships to support the implementation of school programs.
- Effective use of explicit teaching and the reinforcement of social skills and behaviour to create a positive and supportive environment.