

School plan 2015 – 2017



Providing
quality learning
for all students

Effective leadership
embracing
educational change

Inclusive and
engaging
communities



SCHOOL VISION STATEMENT

To develop a collaborative and well informed whole school community that provides 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 (P&C, School Support Group, Uniform Shop and Canteen Committee) 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 are not reflected our value added. 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.

In 2016, this plan was updated to reflect current directions.

STRATEGIC DIRECTION 1

Providing quality learning for all students.

STRATEGIC DIRECTION 2

Effective leadership embracing educational change.

STRATEGIC DIRECTION 3

Inclusive and engaging communities

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

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

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

- Every student is actively and consistently engaged in learning that is meaningful, developmental and inspiring.
- Literacy and Numeracy Improvement measures include all students achieving at 'expected growth or above' in NAPLAN performance; and ensuring all students meet literacy cluster measures for their grade level each term of the annual school year.
- 95% of students K-6 will have moved within levels in Big Writing in 12 months.

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 reflect on their learning. Equip students to be able to 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:

Design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity, especially in Big Writing and Mathematics.

Participate in professional learning that will increase their skills in differentiated learning including, addressing and incorporating mathematical pedagogy in the classrooms. (as advised by Anita Chin)

Parents

Parents are encouraged with open communication through the term letter; parent/teacher information evenings (Parent Information Evening with Anita Chin on Mathematics); 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 student's 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 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). All staff implementing Summary of Adjustments.
- Focus on the implementation of innovative quality behaviour management programs (PBL) to ensure student wellbeing and a conducive and productive learning environment. Staff retraining.
- 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 assessment folders and SENTRAL 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 and track growth 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, Continuums and PLAN data.
- The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social and physical wellbeing of students.
- 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.

Practices:

- Quality teaching and learning practices across the school, demonstrated through differentiated Literacy and Numeracy lessons and assessments to improve student achievement. Demonstration lessons with Anita Chin.
- 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
- 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.
- 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 nurtured, encouraged, 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

BPS is a professional learning community with a focus on student wellbeing and academic growth, collective responsibility, reflective professional practices based on contemporary pedagogical research. Aspiring leaders are developing their capacity as leaders for innovation and best practice in teaching and learning.

All teaching staff are registered with The NSW Institute of Teachers and are working towards achieving or maintaining proficiency by the end of 2017 with identified teachers working towards higher levels of accreditation.

Aspiring leaders develop capacity for leadership and best practice in teaching and learning, to become dynamic facilitators of student learning, curriculum and resource management.

PEOPLE

Students:

Teaching staff use the quality teaching framework to develop student leadership capabilities, integrating skills and learning experiences.

Staff:

Foster and identify leadership capabilities in all staff, supporting a change in leadership culture by providing opportunities for all staff to become active leaders within the school community.

Aspects of the Quality Teaching Framework will be the lens through which teaching and learning programs are developed and implemented, with a focus on rich, dynamic whole school maths programs.

Executive will develop knowledge and practices in instructional coaching, instructional rounds, learning walks and peer observation. Executive will lead professional learning to develop these skills in the teaching staff, resulting in more visible teaching and learning and encouraging colleagues to collaborate to improve teacher practice and student learning.

In 2016, all teaching staff will meet as part of the Keerawall COS network. Each stage team will be led by an agreed leader and meeting agendas will be decided by individual teams, giving agency to all teachers.

Parents:

Parents and caregivers will form an important part of the BPS community that supports a culture of change and positive partnerships for the benefit of student wellbeing. Parents and caregivers will be offered opportunities to learn about current research and innovative teaching practices.

Evaluation plan:

All teachers will continue to develop, implement, reflect on and evaluate Performance and Development Plans (PDPs) linked to the school plan and strategic directions.

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

Stage supervisors will demonstrate new practices of peer observation and will engage in reflective discussion about teacher practice and student learning.

PROCESSES

Staff:

All teaching staff will continue to engage in professional learning to develop a deep understanding of the Australian Professional Standards for Teachers and the accreditation process and requirements.

Teachers requiring accreditation (TRAs) will be supported by mentors and the Keerawall COS Accreditation Network meetings.

Teachers maintaining accreditation and pre-2004 teachers will continue to develop the knowledge, understanding and practices required for accreditation.

Teachers working towards achieving Highly Accomplished Teacher (HAT) accreditation will be supported in the development of their submission by providing opportunities for the recognition and demonstration of being highly effective, skilled classroom practitioners. They will work independently and collaboratively to improve their own practice and the practice of colleagues, demonstrating that they are knowledgeable and active members of the school community. They will contribute to their colleagues' learning, taking on roles that guide, advise or lead others. They will regularly initiate and engage in educational discussions about effective teaching to improve the educational outcomes for students.

Teaching staff will continue to develop and refine the processes, practices and products of Professional Development Plans (PDPs) under the Professional Development Framework (PDF). PDPs will be developed in consultation with executive, focusing on linking goals to system and school goals.

Staff will continue to focus on developing and implementing a shared understanding of quality pedagogy through collaborative professional learning, mentoring and coaching.

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.

Executive will foster leadership capabilities in all staff will be identified, supporting a change in leadership culture by providing opportunities for all staff to become active leaders within the school community.

PRODUCTS AND PRACTICES

Product:

- **An educational setting where leadership is nurtured, encouraged, effectively modelling and developed amongst all teaching staff, demonstrating effective management by encouraging collaborative communication and professional development.**
- **Develop, promote and practice effective management by encouraging communication, collaboration and professional development.**
- **The quality teaching framework will be embedded throughout teaching and learning programs, by facilitating teacher understanding and classroom practice.**

Practices:

- Proactive leadership across the school supports quality educational and organisational practices in alignment with DOE 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.
- Collegial discussions and a collaborative environment will ensure leadership is effectively fostered, developed and enhanced.
- 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.
- 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.
- 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.
- SAS staff is supported as they transition to LMBR and adapt to new systems.

PURPOSE

To provide a range of effective communication strategies that is across all levels of the school, inclusive of staff, students and administration.

To foster and encourage open communication by developing deeper 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

To improve communication with all community members so that more than 85% of staff and families report that they receive clear and accurate information.

10% 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%.

10% increase of parents contributing to voluntary fees.

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.
- Active school parliament.
- School captains involved in community forum.

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.
- 100% of teachers develop confidence in teaching social skills and values education.
- Input to community forum.

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
- Active involvement towards Community Forum – common goals.

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.
- Ongoing appraisal, reflection and development through School Excellence Framework.

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.

In promotion of student wellbeing and social cohesion, continue to promote Positive Behaviour for Learning (PBL) within the school.

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 and community forum.
- Analysis and further planning from data collected.
- Further develop partnerships with high schools and universities to support directions in the school plan.
- 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.
- 10% 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. Community Partnership Forum.
- Improve the capacity of all staff to proactively respond to unproductive social behaviour in a professional, consistent and educative way to facilitate positive change
- Well maintained school Facebook page and improved updates on our website.
- Effective use of explicit teaching and the reinforcement of social skills and behaviour to create a positive and supportive environment.