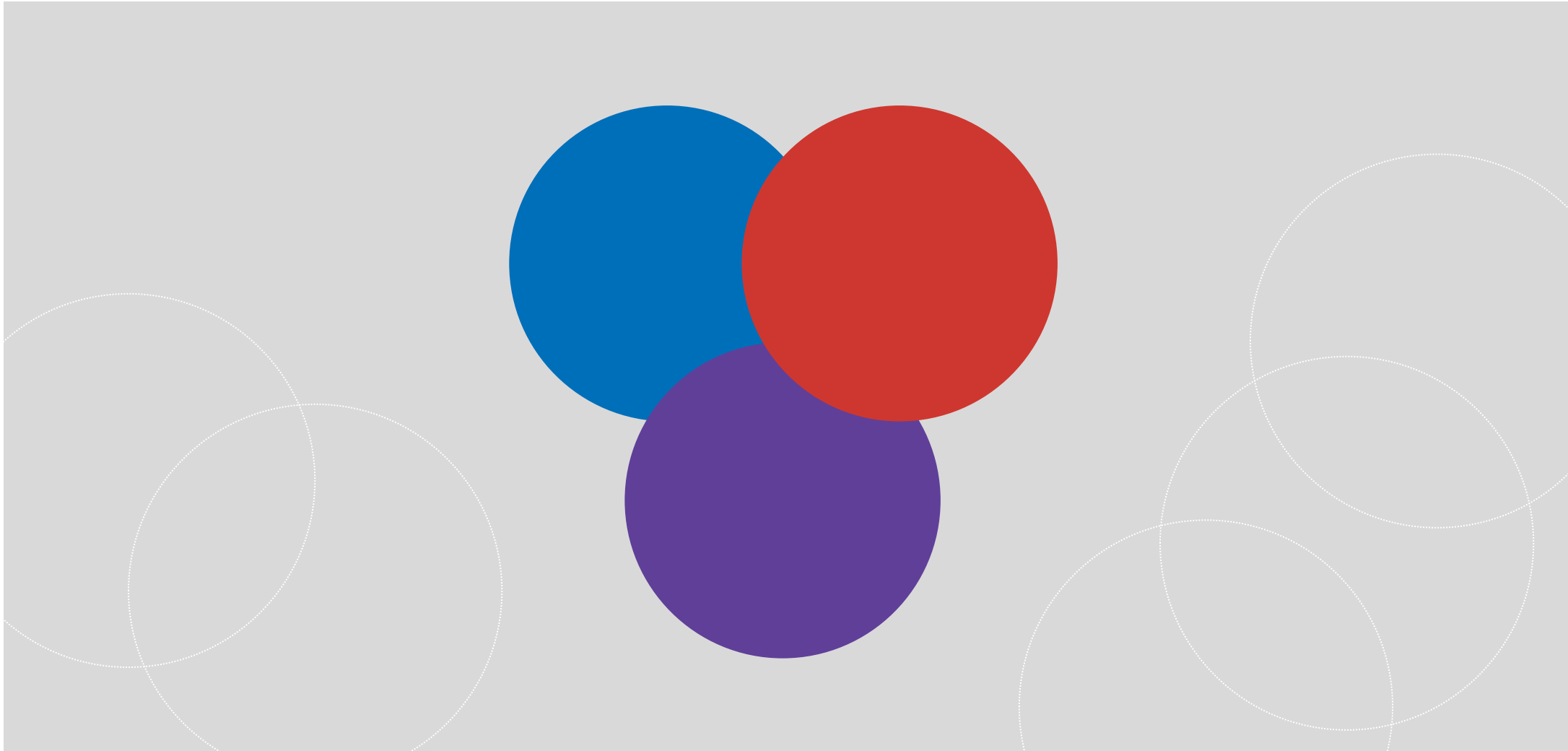# School plan 2015 – 2017

Banksmeadow Public School 1121

School vision statement

At Banksmeadow Public School we aim to develop socially competent and informed young citizens who have the skills confidence and creativity to make a positive difference to our world.

Through a focus on literacy and numeracy, our students will build a depth of knowledge, skills and understandings to flourish in a modern, changing society and actively pursue life long learning.

We endeavour to promote a sense of ethical and social justice in our students to display empathy and accept diversity, acting as responsible members of our global community.

We equip our learners to lead healthy lifestyles, promoting a sense of self-worth, self-awareness and personal identity to support their emotional, mental, spiritual and physical wellbeing.

School context

Banksmeadow Public School (251 students) is located in the Eastern Suburbs of Sydney. The school has a Department of Education and Communities preschool catering for 40 places and an IO Support Unit for nine students. Banksmeadow Public School has a reputation of providing students with quality public education through a wide range of learning opportunities and experiences and a focus on high academic performance. A strong and effective partnership exists with an active and articulate community from diverse cultural backgrounds and professions. The leadership team comprises of the Principal and three Assistant Principals. Current school priorities include literacy, numeracy, ICT, leadership, sport and student wellbeing. Banksmeadow Public School works closely in a Learning Alliance with three other local primary schools as well as with local businesses.

School planning process

Following extensive professional learning about positive psychology and appreciative enquiry as part of the school's Learning Alliance project, it was decided that the initial consultation would use an appreciative inquiry (AI) summit approach.

16 Year 6 students, 6 parents and 4 staff formed the school research team and were trained in the process of AI. In an attempt to avoid any conflicts of interest and interviewer bias, it was decided that students would interview students, parents would interview parents and teachers would interview teachers. 100% of staff, 25% of students and 25% of parents were interviewed. The process focused on 2 main areas:
- What do you like about Banksmeadow PS?
- What are areas for development?

The data was collated and triangulated with the three strategic directions determined. Summaries of the data were presented to the school community through a mini-summit and P&C meetings.

The Principal attended DEC School Planning Modules 1 & 2 as well as a Critical Conversations for School Planning Workshop. All relevant information and knowledge from these PL sessions was fed back to all staff.

The School Excellence Framework was introduced to staff and the school community. During staff and executive meetings, staff undertook mapping and brainstorming exercises in regards to the school's strengths and areas for development in the domains of Learning, Teaching and Leading. Aboriginal parents were consulted in regards to the development of Personalised learning Programs as a way of providing targeted, ongoing educational support.

A draft plan was then developed. The Principal met with the Director PSNSW Botany Bay and the Principal, School Leadership, High Performance to discuss work to date and gather feedback in regards to the draft plan. The plan was presented to staff and parents for final comment.

School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1

Development of Successful Students

STRATEGIC DIRECTION 2

Strengthening Positive School Culture

STRATEGIC DIRECTION 3

Excellence in Educational Practice

Purpose:

To continue developing a school culture that builds and promotes educational aspiration where students are strongly supported and intrinsically motivated to improve their performance.

To deliver a curriculum that enables students to become literate and numerate and be creative and productive users of technology as well as encouraging students to be creative and critical thinkers who can collaborate in teams and successfully communicate their thoughts and ideas.

To develop a school framework that enhances the individual and collective wellbeing of staff, students and families in a positive and respectful way and embeds a system of values in order to promote the development of students who possess a strong sense of empathy, ethical and social justice and who embrace diversity as global citizens.

Purpose:

To strengthen the positive relationships and engagement within our school community by providing explicit opportunities for collaboration, consultation and engaged communication.

To engage the school community as active participants in the successful education of our students through the development of effective management systems, structures and processes that underpin ongoing school improvement and support a culture of high expectations.

Purpose:

To further develop a school culture where our educators demonstrate a personal and collective responsibility to promote ongoing growth in professional teaching standards and are committed to identifying, understanding and implementing the most effective teaching methods.

To ensure all students reach their full potential, the capacity of teachers will be strengthened through the development of explicit systems for collaboration and feedback and the strategic implementation of individual and shared professional learning.

Planning template – V2.0

Strategic Direction 1: Development of Successful Students

Purpose

To continue developing a school culture that builds and promotes educational aspiration where students are strongly supported and intrinsically motivated to improve their performance.

To deliver a curriculum that enables students to become literate and numerate and be creative and productive users of technology as well as encouraging students to be creative and critical thinkers who can collaborate in teams and successfully communicate their thoughts and ideas.

To develop a school framework that enhances the individual and collective wellbeing of staff, students and families in a positive and respectful way and embeds a system of values in order to promote the development of students who possess a strong sense of empathy, ethical and social justice and who embrace diversity as global citizens.

Improvement Measures

- ❖ Improved student achievement levels in Literacy and Numeracy for all students including equity groups as reflected in school-based assessments (baseline data to be established in 2015)
- ❖ Individual and collective wellbeing is measurably improved (baseline data to be established in 2015)

People

Students: Students will have high expectations of themselves, set realistic growth goals and continue to develop their understanding and appreciation of learning**.** They will demonstrate more self-awareness, care for themselves, and contribute to the wellbeing of others and the wider community.

Staff: Ensure that all students are appropriately supported, engaged, challenged and extended by designing classroom activities to meet students' learning needs, interests and aspirations. Teachers will closely monitor the progress of individual students and continually adjust their teaching in response to the progress that individuals are making.

Parents/Carers: Will be actively engaged and informed about what their child is learning, how their needs are being met, how they are progressing and how they can support their child socially, emotionally, physically and academically.

Community Partners: Curriculum provision will be enhanced by learning alliances with other schools and organisations through the Positive Education Project.

Leaders: Will provide professional learning and community education through the development and implementation of a comprehensive and inclusive framework that supports the cognitive, emotional, social and physical wellbeing of students, and measurably improves student academic achievement as well as the individual and collective wellbeing of the school community.

Processes

Positive Education Project
Learning Alliance with 3 local schools to implement positive education through:
- Professional learning regarding the application of positive psychology interventions in schools
- Teaching and learning with a strengths & character focus
- Implementation of the Kids Matter or Friendly Schools Plus Framework and complimentary programs

Student Tracking Project
School will implement a consistent and systematic plan for the collection, analysis and use of a range of student achievement and wellbeing data through development of;
- K-6 Assessment Schedule
- K-6 Student Tracking System
- Targeted education support programs for all Aboriginal students

Curriculum Differentiation Project
K-6 approach to understanding individual differences and devising strategies to cater for the needs of each student through:
- Professional learning in Learning Continuums
- Transparent, strategic approach to gifted and talented/learning support programs
- Implementation of differentiated teaching programs that embed strategies to develop critical thinking and creativity in every classroom

Evaluation Plan
- Teaching & learning programs
- Tracking of student achievement
- Social-Emotional Wellbeing Survey & National School Improvement Tool

Products and Practices

Products
- ❖ Improved student achievement levels in Literacy and Numeracy for all students including equity groups as reflected in school-based assessment data (baseline data to be established in 2015)
- ❖ Individual and collective wellbeing is measurably improved (baseline data to be established in 2015)
- ❖ 100% of teaching and learning programs reflect the effective use of curriculum differentiation strategies.
- ❖ 100% of students' academic achievement tracked consistently and systematically

Practices
- The school aligns staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.
- Assessment data is used to monitor achievements in student learning and used to inform teaching and learning.
- Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.
- Curriculum programs and teaching practices are differentiated to effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices.
- The school implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching, learning and social environment.

Strategic Direction 2: Strengthening Positive School Culture

Purpose

To strengthen the positive relationships and engagement within our school community by providing explicit opportunities for collaboration and engaged communication.

To engage the school community as active participants in the successful education of our students through the development of effective management systems, structures and processes that underpin ongoing school improvement and support a culture of high expectations.

Improvement Measures

- ❖ Improve overall parent satisfaction rates with school communication and engagement (Baseline data to be established in 2015)
- ❖ Improve overall parent, staff and student satisfaction rates with the student reporting process (Baseline data to be established in 2015)

People

Students: Will learn to self-report on their achievement and learning goals as a part of their formal report and play an active role in affecting positive changes to school communications.

Staff: Will use their professional knowledge and skills along with feedback from community consultation to develop a more effective, multi-dimensional student report template that improves school communication. They will also play an active role in affecting positive changes to school communications.

Parents/Carers: Will be consulted extensively as a part of the school communication review and members of the community with expertise in communication will be sought to assist with the development of communication and engagement strategies.

Community Partners: Members of the community with expertise in communication will be sought to assist with the implementation of communication and engagement strategies.

Leaders: Will lead the community survey and make deliberate and strategic use of its partnerships and relationships to access and develop resources for the purpose of enriching the school's standing within the local community and improving student outcomes.

Processes

Communication and Engagement Project

School will implement a communication and engagement strategy that aims at optimizing the way we inform, consult, involve and collaborate within our school and our community. Focus areas will include;
- ICT in communication
- Review and evaluation of current communication methods
- Capacity building and succession planning strategies to communicate school programs and priorities over time.

Student Reporting Project

School will implement a consistent and systematic plan for the reporting of student achievement in a concise and meaningful way through development of;
- Student Report Template review
- Inclusion of PLAN feedback reports for parents K-6
- Student contribution to the formal report template

Evaluation Plan

Community Survey
Community Focus Groups

Products and Practices

Products
- ❖ Improve overall parent satisfaction rates with school communication and engagement (Baseline data to be established in 2015)
- ❖ Improve overall parent, staff and student satisfaction rates with the student reporting process (Baseline data to be established in 2015)

Practices
- Succession planning, leadership development and workforce planning are designed to drive whole-school improvement.
- Practices and processes are responsive to school community feedback.
- Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

Strategic Direction 3: Excellence in Educational Practice

Purpose

To further develop a school culture where our educators demonstrate a personal and collective responsibility to promote ongoing growth in professional teaching standards and are committed to identifying, understanding and implementing the most effective teaching methods.

To ensure all students reach their full potential, the capacity of teachers will be strengthened through the development of explicit systems for collaboration, feedback and reflection and the strategic implementation of individual and shared professional learning.

Improvement Measures

- ❖ 100% of educators provide evidence of the implementation of a variety of strategies with a medium-high "effect size" through programming and/or observation.
- ❖ 100% of educators include evidence of reflective practice in their teaching and learning programs that incorporate evaluations of practice and future directions needed/taken.
- ❖ 100% of educators participating in a variety of Collaborative Professional Learning experiences each term as measured by Professional Development Plans and professional conversations.

People

Students: Will be asked to offer feedback to educators regarding classroom climate, pedagogy, engagement and relevance of learning tasks which will be used to improve each in turn.

Staff: Through strategic professional learning, all educators will develop commitment to identifying, understanding and implementing better teaching methods, with a high priority being given to evidence-based teaching strategies.

Parents/Carers: Will be educated about the three projects and consulted in regards to the use of technology in reflective processes.

Community Partners: Field experts and educators within our school's learning alliance will be employed to collaboratively build the capacity of our educators

Leaders: Demonstrate a strong conviction that improved teaching is the key to improved student learning and have explicit expectations regarding the kinds of teaching that need to occur. Leaders will organise strategic professional learning and invest time working with educators to improve their teaching practices.

Processes

Visible Learning Project
Implement evidence-based teaching practices to make learning "visible" and maximise achievement through;
- Professional learning in John Hattie's meta-analyses and findings.
- Whole-school approach to the implementation of teaching strategies with medium-high "effect sizes"
- Evaluation of the impact of high-level strategies on student learning.

Collaborative Learning Project
Build educator capacity across the school in a climate of trust and mutual respect to improve learning outcomes through;
- Structuring opportunities for educators to demonstrate and share their practice using evidence-based strategies such as instructional rounds.
- Employment of field experts to provide demonstration lessons.
- Structuring opportunities for collaborative planning that promote sharing of expertise.

Reflective Practices Project
- Professional learning in evidence-based reflective practices.
- Employment of a range of reflective practices including the use of ICT.
- Embedding evidence of reflection in teaching and learning programs and its effect on practice/student learning.

Evaluation Plan
- "Visible Learning Inside" Checklist
- Irving Student Evaluation of Accomplished Teaching Scale
- AITSL Self-Assessment Tool
- Teaching & learning Programs

Products and Practices

Products
- ❖ 100% of educators provide evidence of the implementation of a variety of strategies with a medium-high "effect size" through programming and/or observation.
- ❖ 100% of educators include evidence of reflective practice in their teaching and learning programs that incorporate evaluations of practice and future directions needed/taken.
- ❖ 100% of educators participating in a variety of Collaborative Professional Learning experiences each term as measured by Professional Development Plans and professional conversations.

Practices
- Educators know their impact and are driven to improve student learning outcomes through critical and deliberate reflection and evaluation.
- Educators demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and employ evidence-based teaching strategies.
- The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.
- The school has explicit systems for collaboration, observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.