

School plan 2015-2017

Bardwell Park Infants School 5148



School background 2015–2017

School vision statement

At Bardwell Park Infants School we believe that all our students will fulfil our school motto 'Grow in Knowledge'. Our students will grow in their creative, collaborative and technological skills to reach their full potential in an encouraging and inclusive school and community climate.

School context

Bardwell Park Infants School is a small well established TP2 Infants School located near Sydney Airport. The school is set in an attractive and well maintained environment. The school caters for students from Kindergarten to Year 2. There is a strong focus on effective literacy and numeracy programs.

There are currently 51 families with a total enrolment of 60 students. There is one class each of Kindergarten, Year 1 and Year 2. Students come from a wide range of cultural backgrounds with 62% coming from Language Backgrounds Other Than English (LBOTE). Fifteen different languages are represented. The main languages are Arabic, Greek and Mandarin. There are no identified Aboriginal students within the school community.

The Family Occupation and Educational Index (FOEI) is one measure used to allocate resources to schools. On a scale of 1–300 the school has a rating of 28 which indicates low levels of disadvantage in the community.

The staff are highly experienced and dedicated to the pursuit of high quality teaching and learning experiences to prepare students for the diverse challenges of the 21st century.

There has always been a positive relationship with the culturally diverse local community. Parents and carers are involved in all key aspects of school life and are kept informed about the policies and practices implemented by the school.

Since 2008 the school has been a part of the Infants TP2 Community of Schools to maintain professional learning dedicated to the needs of K–2 students.

School planning process

The three strategic directions for 2015–2017 have been determined in a number of ways:

All teachers are currently participating in discussing and reflecting on key documents to guide our future policies and practices: School Excellence Framework, Australian Professional Standards for Teachers, Performance and Development Framework and the individual Performance and Development Plan;

Examination and analysis of all student performance data through school based assessment, regular PLAN data collection and also tracking NAPLAN results of former Year 2 students;

Consultation with staff and the parent community has been through discussion forums and surveys (pencil case) to determine what is working well and what can be improved to inform future directions;

There has been staff and community input to discuss, provide feedback and finalise the school plan.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Learning: to develop the capabilities of students and build on performance improvement, especially in the areas of literacy and numeracy.

Purpose:

Students need to become successful learners, confident and creative individuals and active and informed citizens (Melbourne Declaration on Educational Goals for Young Australians).

To improve student learning students need to engage in quality personalised learning experiences particularly in the areas of literacy and numeracy, to successfully reach their potential.

STRATEGIC DIRECTION 2

Teaching/Leading: teachers deliver quality curriculum programs to meet the needs of individual students based on internal and external student performance data.

Purpose:

To enhance teacher capabilities and professional learning to deliver quality teaching and learning programs based on data that reflects current research and practice with an emphasis on early learning.

Teachers also need to be committed to the development of their own management and leadership skills to build individual capacity.

STRATEGIC DIRECTION 3

Collaborating: Continued positive relationships between the school and local community, other schools and external agencies will enhance the core business of teaching and learning.

Purpose:

To continue to build strong, quality relationships between staff members, with parents/carers and with other schools in the community, including preschools and the local council. These relationships will facilitate increased collaboration and innovation of shared, quality educational practices.

Strategic Direction 1: Learning: to develop the capabilities of students and build on performance improvement, especially in the areas of literacy and numeracy.

Purpose

Students need to become successful learners, confident and creative individuals and active and informed citizens (Melbourne Declaration on Educational Goals for Young Australians).

To improve student learning students need to engage in quality personalised learning experiences particularly in the areas of literacy and numeracy, to successfully reach their potential.

Improvement Measures

Continued student growth on school based assessments and benchmarks in literacy and numeracy.

80% of students achieve intended PLAN literacy and numeracy continuum cluster

People

Students

Students will actively engage in their own learning and demonstrate their improvement particularly in aspects of literacy and numeracy.

Staff

Staff will enhance their professional practice and pedagogy in literacy and numeracy through continued professional learning and sharing of and implementation of the new syllabuses.

Parents/Carers

Parents will support student learning through both active engagement with the school and support of student learning at home, together with fund raising for resources.

Community Partners

Strengthen existing partnerships and create new opportunities to collaborate across a variety of schools.

Leaders

Teachers are given opportunities to lead professional learning in a range of curriculum and management areas.

Processes

Whole school approach to literacy and numeracy teaching based on new syllabuses including further staff professional learning where appropriate.

Collect and analyse school based literacy and numeracy data to inform teaching cycle:

PLAN data updated regularly,

Regular running records to maintain reading level data

TEN data collected

SENA given at regular intervals.

Evaluation Plan

Regular examination of school based and PLAN data to validate teaching and learning practices in literacy and numeracy.

Regular assessment cycle and tracking of student achievement data.

Examine Year 3 NAPLAN data of former Year 2 students to pinpoint areas of strength and improvement.

Practices and Products

Practices

High quality teaching and learning practices across all classes with a focus on student improvement through the implementation of the new English and Mathematics syllabuses.

Evidence based quality teaching and learning practices across the school demonstrated through differentiated literacy and numeracy programs

Products

In English:

80% of students will achieve intended PLAN literacy continuum clusters

80% of students will achieve intended reading levels for each stage

80% of students in Stage 1 will achieve Sound or above in all English strands

80% of former students currently in Year 3 will reach bands 5 and 6 in all literacy strands

In Mathematics:

80% of students will achieve intended PLAN numeracy continuum clusters

80% of students will achieve intended SENA level for each stage

80% of students in Stage 1 will achieve Sound or above in number

80% of former students currently in Year 3 will reach bands 5 and 6 in all numeracy strands.

Strategic Direction 2: Teaching/Leading: teachers deliver quality curriculum programs to meet the needs of individual students based on internal and external

student performance data

Purpose

To enhance teacher capabilities and professional learning to deliver quality teaching and learning programs based on data that reflects current research and practice with an emphasis on early learning.

Teachers also need to be committed to the development of their own management and leadership skills to build individual capacity.

Improvement Measures

Increased levels of student achievement on PLAN literacy and numeracy continuums.

Deeper understanding of new policies and processes underpinning current educational thought, including the School Excellence Framework and the Australian Professional Standards for Teachers.

Targeted Professional Learning to enhance areas of literacy and numeracy.

Individual teachers leading the school in a teaching/learning or management area.

People

Students

Students are engaged learners in all classrooms. Quality teaching is evident and learning is enhanced through the differentiation of the curriculum.

Staff

Staff enhance their teaching through reflective quality teaching practices and are a part of a culture of sustained learning and improvement.

Teachers are given opportunities to manage and lead curriculum and other school priority areas to develop leadership skills and capabilities.

Parents/Carers

Parents support their child's learning through active engagement at home and support teacher practices.

Community Partners

Through joint Professional Learning with other schools, teachers will have more opportunities to collaborate and share practices with a wider teaching community.

Leaders

All teachers will be given opportunities to lead an area of curriculum or school management to extend their own skills and capabilities.

Processes

Pedagogy in classrooms includes intellectual quality, problem solving with a supportive classroom environment which has a large degree of significance for students.

Teachers develop a deeper understanding of the School Excellence Framework and relate it to the classroom and school context.

The Performance and Development Plan will allow for the use of regular discussion and feedback of professional goals and Professional Learning for each teacher.

The new Science and History syllabuses will be gradually introduced, trialled and implemented.

Evaluation Plan

Regular updating of PLAN data to record achievement and assist in the planning of further literacy and numeracy goals.

New Science units of work to be introduced and monitored.

Practices and Products

Practices

All teachers participate in exploring and reflecting on key documents to enhance teaching and learning practices.

Teachers will reflect and report on their learning and leadership goals.

Products

Individual and school based Professional Learning will be reflected in quality teaching practices and student performance in the classroom.

Deeper engagement with the Performance and Development Framework and the Performance and Development Plan will include the formulation of individual leadership goals.

All class teachers will continue to implement strategies from the TEN numeracy program to support differentiated learning in number.

School based assessments and PLAN data continue to be used to enhance quality teaching in classrooms.

School based Professional Learning will initially be concentrating on deeper understanding of current key documents driving our educational practice.

Strategic Direction 3: Collaborating: Continued positive relationships between the school and local community, other schools and external agencies will enhance the core business of teaching and learning.

Purpose

To continue to build strong, quality relationships between staff members, with parents/carers and with other schools in the community, including preschools and the local council. These relationships will facilitate increased collaboration and innovation of shared, quality educational practices.

Improvement Measures

100% of Year 2 students are engaged in leadership roles during the course of the year.

Examination of individual Performance and Development Plans will demonstrate Professional Learning goals.

There is an increase in participation of parents and carers over a variety of school activities.

People

Students

Students will gain deeper engagement and improved outcomes in their learning.

Students will also learn leadership skills by playing an active role in school and community events.

Staff

Staff will plan, participate and lead Professional Learning experiences both at school level and within a community of schools.

Teachers will support and guide work experience students and pre-service teachers.

Future development of staff capabilities to implement PBL to create a consistent approach and reinforcement of expectations.

Parents/Carers

Parents and carers will actively support and collaborate with teachers about their child's learning.

Parents and carers will also actively participate in the governance of the school.

Community Partners

Participation in the community of schools will continue to provide relevant Professional Learning specific to the early years.

Processes

Year 2 students continue to take leadership roles both within the school setting and in the wider community.

All teachers will participate in the development and implementation of the PBL program.

Effective transition: Pre-school to Kinder and Year 2 to Year 3 programs to facilitate the move to a new setting for both parents and students

Evaluation Plan

Regular tracking and reporting of progress against the recorded milestones.

Surveys of parents and targeted discussions at P&C meetings.

Practices and Products

Practices

Shared leadership amongst all Year 2 students.

Regular professional learning both on school and across other educational settings.

Parents and carers are surveyed as to their needs in relation to the education of their children.

Products

All Year 2 students will be given leadership opportunities at school level and may participate in wider community activities.

All teachers will engage in relevant Professional Learning opportunities to enhance their knowledge, skills and understandings.

More parents and carers will be actively engaged in school experiences.

Strategic Direction 3: Collaborating: Continued positive relationships between the school and local community, other schools and external agencies will enhance the core business of teaching and learning.

Improvement Measures

People

Ties will be strengthened with the local primary school to facilitate a seamless transition into a new school setting.

Processes

Practices and Products