

School plan 2018-2020

Banksmeadow Public School 1121



School background 2018–2020

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 is located in the Eastern Suburbs of Sydney. The school has a Department of Education and Communities preschool catering for 40 places and three support unit classes catering for students with autism and moderate intellectual disabilities. 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. The school implements the Positive Behaviour for Learning Program(PBL) and actively incorporates the values of being safe, respectful, resilient, active learners into all aspects of school life.

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 four Assistant Principals. Current school priorities include literacy, numeracy, suture focused learning, leadership, sport and student wellbeing. .

School planning process

In 2017, a comprehensive process of consultation, data collection and analysis was undertaken to determine our current needs and future directions. All teaching staff completed the Focus on Learning online survey, participated in staff forums and collaboratively completed the SEF self assessment. Parents were invited to complete the TTFM Partners in Learning survey. Parents and community members attended World Café style forums to share their views on what is important in their children’s education at school and what they believe their children need for success in the future. Students completed two TTFM surveys. As a school community, we identified the major aspirations we share for our students and the challenges they face as 21stCentury learners in a time of complex global issues and a constantly evolving educational and technological landscape. As a result of these planning processes, we identified the need to maintain our focus on ensuring a challenging academic curriculum, appropriate to the needs of our diverse students, but also to ensure that the additional skills of 21st Century learning – collaboration,creativity, critical reflection and communication – are a feature of our programs P–6. It is clear from all stakeholders that wellbeing must be feature strongly in our plan as we support students to connect, succeed and thrive.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Shaping creative literate and numerate life long learners

Purpose:

Future focused students who are active partners in learning through a comprehensive curriculum. Maximising opportunities for collaboration, communication, critical and creative thinking in a real world context.. To build strong foundations in literacy and numeracy; deep content knowledge and confidence in students ability to engage in the learning cycle.

STRATEGIC DIRECTION 2

Evidence Based and Collaborative Teaching Practices.

Purpose:

To collaboratively build capacity using evidence based practices and high expectations. To strategically plan for differentiated and sustained professional learning for the continuous improvement of staff and students.

STRATEGIC DIRECTION 3

Positive & Effective Partnerships

Purpose:

To implement school-wide programs and multidisciplinary support structures to connect, communicate and develop positive mindsets and capabilities, maximising success for all our students and staff.

Strategic Direction 1: Shaping creative literate and numerate life long learners

Purpose

Future focused students who are active partners in learning through a comprehensive curriculum. Maximising opportunities for collaboration, communication, critical and creative thinking in a real world context. To build strong foundations in literacy and numeracy; deep content knowledge and confidence in students ability to engage in the learning cycle.

Improvement Measures

Students will achieve expected growth in literacy

Students will achieve expected growth in numeracy

Increase the number of students in the top 2 bands for literacy and numeracy

Staff will show evidence of STEM practice in their program

People

Students

Students work through real life scenarios to solve problems.

Students are building on their skills and knowledge to improve their achievements in the classroom.

Staff

Participate in professional learning, have high expectations of students and are members of stage teams that evaluate and respond to the effectiveness of classroom programs.

Leaders

Facilitate best practice through sharing research and support collegial development of classroom programs.

Leaders will plan and prepare effective professional learning opportunities.

Processes

STEM

Participate in multi-disciplinary Problem Based Learning with an emphasis on STEM approaches. Students demonstrate higher order thinking skills and the ability to collaborate and construct solutions to real life problems in a dynamic class environment.

Curriculum Delivery

Embed Teaching and learning practices to address student needs in relation to literacy and numeracy where teachers have an understanding of where the student is now and where the student needs to go next in their literacy and numeracy development. Facilitate a shared professional understanding of literacy and numeracy development. A whole school approach to teaching and learning with teacher programs reflecting whole school scope and sequences.

Evaluation Plan

The evaluation plan for this strategic direction will include:

- ongoing analysis of PLAN 2 data
- teacher program feedback and reflection reports
- revised scope and sequence documents
- staff and student survey around STEM practices

Practices and Products

Practices

Students pursue authentic learning connections that are purposeful, meaningful and related to real world context. Teachers implement enquiry strategies as part of their core practice and plan, collaborate and share knowledge.

Teachers use the learning progressions to identify the literacy and numeracy support that is needed to enable students to access the content and provide feedback to students about the next steps in their learning.

Teachers are using scope and sequence documents to assess, plan and evaluate learning experiences.

Products

Students take ownership of their own learning and value STEM activities, developing the skills they need to be active and informed citizens.

Student learning opportunities will be differentiated and sequential and built upon prior learning experiences.

Systems are developed to share information about students literacy and numeracy progress.

Strategic Direction 2: Evidence Based and Collaborative Teaching Practices.

Purpose

To collaboratively build capacity using evidence based practices and high expectations. To strategically plan for differentiated and sustained professional learning for the continuous improvement of staff and students.

Improvement Measures

100% of teachers participate in lesson studies.

100% of classroom teachers will demonstrate learning intentions, evidence of learning and feedback in programs and classrooms.

Teachers show evidence of differentiation in classroom programs.

People

Students

Students will have high expectations of themselves, set realistic growth goals and continue to develop their understanding and appreciation of learning.

Students will demonstrate higher levels of engagement and motivation.

Staff

Through strategic professional learning, all educators will develop commitment to identifying, understanding and implementing formative assessment practices.

Leaders

Leaders will organise strategic professional learning, including teaching learning communities, and invest time working with educators to improve their teaching practices and leadership capabilities..

Processes

Formative Assessment

Making learning visible through formative assessment. Ongoing evidence of learning is systematically collected, analysed and used effectively to inform and adapt teaching. This will provide timely feedback and opportunities to set challenging learning goals in consultation with students. Whole school processes evaluate and measure school improvement.

Collaborative Practices

Through collaborative practices, including coaching and mentoring, P-6 teachers will participate in teaching and learning communities as a framework for lesson studies to share and improve practice.

Evaluation Plan

The evaluation plan for this strategic direction will include:

- Teachers Professional Development Plans (PDP)
- Teaching and learning programs
- Lesson study analysis and feedback

Practices and Products

Practices

Using evidence of achievement, teachers adapt what happens in their classroom to meet learner needs.

Highly structured lesson studies are embedded to unpack formative assessment and pedagogical practices, focusing on teachers individual accountability for change.

Leadership team uses coaching strategies to build capacity of staff to plan, implement and review effective pathways for self improvement and development including reflective practice for all staff.

Products

Teachers and learners to have a shared understanding of learning intentions.

Students receive feedback that moves them forward.

Teachers increasingly act as 'critical friends' .

The prevalence of formative assessment practices increases.

All staff are supported in their professional learning to facilitate professional growth and provision of quality teaching and learning.

Strategic Direction 3: Positive & Effective Partnerships

Purpose

To implement school-wide programs and multidisciplinary support structures to connect, communicate and develop positive mindsets and capabilities, maximising success for all our students and staff.

Improvement Measures

Sustain current attendance patterns

Tell them from me survey indicates 80% of students have a positive disposition of themselves and their school.

Tell them from me survey indicates 80% of the community has satisfaction in school programs and communication

PBL data indicates that there is a reduction in major and minor incidents.

Welfare and learning support data, for targeted students, achieves intended impact.

People

Students

Participate in mindfulness activities and positive behaviour for learning lessons to promote well being

Staff

To participate and implement self care activities and mindfulness programs.

Leaders

Use the wellbeing framework to guide implementation of mindfulness across programs K-6

Facilitate professional learning and seek feedback on implementation of wellbeing programs

Co-ordinate interagency support for families and students

Facilitate to connections with the community

Parents/Carers

Connect with established communication methods

Be active participants in all programs

Processes

Wellbeing and Engagement

Utilise the wellbeing framework to promote a culture of mindfulness, through positive psychology and growth mindset for students and all staff.

Strengthen and build on successful and sustainable practices of PBL with a focus on staff training, systematic and responsive student learning and parent information.

Making connections for learning

Build on the strong foundations of community through improved communication structures and collaboration with external agencies to enable access of services to students and families.

Evaluation Plan

The evaluation plan for this strategic direction will include:

- Tell them from me surveys
- Collection of PBL data
- Staff survey
- Collection of website views
- Followers on twitter

Practices and Products

Practices

Teachers regularly analysing school-wide data and adjusting targeted focus areas for explicit teaching

Teachers P-6 embed mindfulness activities that promote self-regulation in their teaching and learning program

Improve school communication through social media and school newsletter to keep community members informed and engaged in school programs

Facilitating and coordinating connections with external agencies to support students and families

Products

Students have a clear understanding of behavioural expectations in all learning environments

Regular feedback from stakeholders reflect a positive school climate

Builds healthy minds, engaged classrooms and mindful learning environments

Parents and community are well informed and engaged with school wide programs

Students and families are connected with external agencies.