

School plan 2018-2020

Bellevue Hill Public School 1179



School background 2018–2020

School vision statement

The Bellevue Hill Public School community is committed to the development of academic excellence, social responsibility and student wellbeing within a caring and culturally enriched environment.

A vision for the future where teachers will act as facilitators in collaborative student-centred learning environments which promote critical thinking and the creative application of knowledge is being developed.

School context

Bellevue Hill Public School is a high achieving school in the eastern suburbs of Sydney. The students are highly literate and verbal and achieve excellent academic results. The staff members at BHPS are enthusiastic, conscientious and dedicated. They provide safe and secure learning environments which are conducive to positive learning. Excellence in learning is promoted through a stimulating curriculum which challenges the critical thinking and creative skills of the students. The school community is active and informed and support strong and positive relationships with the school, especially through the Parents and Citizens' (P&C) Association.

In 2015, approximately 50% of the 625 students at Bellevue Hill PS were housed in a two storey brick building built in 1925 and the remainder are housed in demountable buildings.

Two areas had been modified to enable collaborative teaching and are being used creatively with flexible furniture and student groupings by Year 1 and Year 3.

In 2016, a third area was opened to enable another team to collaborate and trial a flexible learning space and co-operative learning in Year 5.

In 2017, staff and students occupied a new building designed for 21st Century learning with 24 new open planned classrooms and an open planned library with a central hub as well decentralised resourcing throughout the classrooms.

The challenge for 2018–2020 is to continue to build the capacity of all teachers and students to be able to work within open, flexible and contemporary spaces with flexible furniture and the appropriate pedagogy catering for 21st Century student-centred learning.

The challenge for students is to develop knowledge, skills and understanding of learning within an open, flexible learning environment and how to take more responsibility in their learning.

School planning process

The Bellevue Hill Public School staff, student and parent community is committed to the school's strategic directions and practices to achieve its educational priorities.

This community commitment has been developed over many years through a range of strategies including:

- Building cohesion by involving the community in projects, allowing innovation and change;
- Regular communication with all stakeholders with information being provided through newsletters, meetings and presentations;
- Consultation of key groups through surveys, discussions and workshops;
- Engaging the school community in decisions;
- Motivating school community towards schooling for the future.
- Praising the efforts of all – staff, parents and students; and
- Celebrating successes together.

The **sense of community** prevalent at the school is very visible, highly regarded and appreciated by all.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

To develop a community of learners who are highly motivated, creative and collaborative problem solvers.

Purpose:

To develop the capabilities of 21st century student learners at Bellevue Hill Public School who:

- engage in authentic learning experiences and tasks which allow them to think critically and creatively, solve problems and communicate their learning with others;
- take responsibility for their learning and act as partners in the assessment of their progress, reflecting on their learning and engaging in self/peer assessment; and
- understand the attributes of wellbeing which promote successful learning such as resilience, confidence, persistence, organisation and getting along with others.

STRATEGIC DIRECTION 2

To implement effective teaching methods with a focus on formative assessment and evidence-based teaching strategies.

Purpose:

To develop the capacity of teachers who:

- are committed to identifying and understanding effective teaching methods with a focus on inquiry and formative assessment strategies;
- give high priority to evidence-based teaching and learning;
- have high levels of content knowledge and share their expertise;
- act as facilitators in student-centred learning environments which promote communication, collaboration and critical and creative thinking;
- commit to and actively engage in planning their own professional learning to improve teaching practice.

STRATEGIC DIRECTION 3

To build stronger relationships as an educational community by leading a culture of collaboration, communication and empowered leadership

Purpose:

To develop the capacity of leaders in the school community and across the Community of Schools in the Eastern Suburbs CoSiES who

- understand that leadership development is central to building school capacity;
- are committed to improving student outcomes and engagement;
- effectively implement change processes which result in teachers being skilled to deliver high quality teaching and learning programs;
- actively promote increased community involvement;
- work with the community as partners in student learning; and
- understand that curriculum provision is enhanced by learning alliances with other schools and organisations and actively participate in this.

Strategic Direction 1: To develop a community of learners who are highly motivated, creative and collaborative problem solvers.

Purpose	People	Processes	Practices and Products
<p>To develop the capabilities of 21st century student learners at Bellevue Hill Public School who:</p> <ul style="list-style-type: none"> engage in authentic learning experiences and tasks which allow them to think critically and creatively, solve problems and communicate their learning with others; take responsibility for their learning and act as partners in the assessment of their progress, reflecting on their learning and engaging in self/peer assessment; and understand the attributes of wellbeing which promote successful learning such as resilience, confidence, persistence, organisation and getting along with others. 	<p>Students</p> <p>Students understand the learning process and that learning growth is achieved by working towards goals which are assessed by a set of criteria.</p> <p>Staff</p> <p>Teachers facilitate student-centred learning and provide timely, meaningful and specific feedback.</p> <p>Parents/Carers</p> <p>Parents understand and value self-directed learning and assessment processes.</p> <p>Community Partners</p> <p>Staff, students and parents participate in a whole school wellbeing program, <i>You Can Do It K-6</i>.</p>	<p>Students learning the basic principles of participation within open plan, flexible spaces such as co-operative learning, different classroom structures, social skills and the appropriate use of technology.</p> <p>Teachers facilitating student-centred learning through an <i>Inquiry Learning Projects</i> which provides choice in learning, goal setting, authentic tasks, creation of rubrics, guided enquiry, monitoring and self-assessment and evaluation by students and teachers.</p> <p>Staff, students and parents develop an understanding of the keys to success and habits of the mind for positive teaching and learning through the implementation of a K-6 explicit program.</p> <p>Evaluation Plan</p> <p>Student and teacher assessment data</p> <p>Evaluation of units of work</p> <p>Displays in rooms</p> <p>Class <i>You Can Do It</i> reports in newsletter</p>	<p>Practices</p> <p>Practice: The learning environment is structured to support and promote independence, ownership and risk taking in learning.</p> <p>Teachers facilitating student-centred learning through <i>Inquiry Learning</i> projects,</p> <p>While engaging in cooperative learning, students demonstrate skills in critically analysing information and creatively applying it.</p> <p>Students demonstrating positive behaviours and understanding of the <i>You Can Do It</i> program.</p> <p>Products</p> <p>Students understand the learning process and that learning growth is achieved by working towards goals which are assessed by a set of criteria.</p> <p>Students understand and can articulate expected and achieved outcomes of their learning.</p> <p>Students are partners in the assessment of their progress and achievements.</p>
Improvement Measures			
% students participating in inquiry learning projects			
% students involved in peer assessment and self-assessment			
% students and teachers who are implementing the <i>You Can Do It</i> strategy			

Strategic Direction 2: To implement effective teaching methods with a focus on formative assessment and evidence-based teaching strategies.

Purpose	People	Processes	Practices and Products
<p>To develop the capacity of teachers who:</p> <ul style="list-style-type: none"> are committed to identifying and understanding effective teaching methods with a focus on inquiry and formative assessment strategies; give high priority to evidence-based teaching and learning; have high levels of content knowledge and share their expertise; act as facilitators in student-centred learning environments which promote communication, collaboration and critical and creative thinking; commit to and actively engage in planning their own professional learning to improve teaching practice. 	<p>Staff</p> <p>Teachers understand the benefits of collaborative planning and teaching, the sharing of current content knowledge and teaching practices and the development of collegiality to enhance the provision of high quality learning opportunities.</p> <p>Staff</p> <p>Teachers facilitate student self-assessment coupled with explicit, specific and timely feedback as a means of improving practice and learning for students and staff.</p> <p>Staff</p> <p>Teachers understand the value of professional learning, including observational sessions, action research projects and self-guided investigations in working towards student-centred, 21st century teaching practices.</p> <p>Leaders</p> <p>Leaders and aspiring leaders facilitate change through action research projects in open plan settings.</p>	<p>Teachers participate in teams which collaboratively plan, program, teach and assess student progress, share expertise across the grade and participate in collaborative professional learning development.</p> <p>Teachers and students collaboratively assess using formative assessment strategies, and reflect to provide consistency in teacher judgement and evidence for future planning.</p> <p>Teachers seeking professional learning in line with school & system priorities which include a focus on formative assessment, writing, inquiry learning and future focused schooling.</p> <p>Evaluation Plan</p> <p>Minutes of meetings</p> <p>Assessment data</p> <p>Teacher professional learning plans</p> <p>Classroom displays</p> <p>Professional learning logs</p>	<p>Practices</p> <p>The school has embedded explicit systems for collaboration, observation and modelling good practice.</p> <p>Teachers demonstrate the use of lesson learning intentions and criteria for success with students.</p> <p>Teachers demonstrate the learning intentions of lessons and criteria for success with students.</p> <p>Teachers utilise students as instructional resources for each other through peer assessment.</p> <p>Teachers activate students as owners of their own learning through self-assessment.</p> <p>Products</p> <p>Teachers employing formative assessment practices.</p> <p>Teachers engaging in regular teacher professional learning in line with school and system priorities on formative assessment.</p>
Improvement Measures			
% staff and students engaging in regular collaborative planning, teaching and assessing.			
% staff and students engaging in regular formative assessment strategies			
% staff engaging in regular teacher professional learning in line with school and system priorities.			

Strategic Direction 3: To build stronger relationships as an educational community by leading a culture of collaboration, communication and empowered leadership

Purpose	People	Processes	Practices and Products
<p>To develop the capacity of leaders in the school community and across the Community of Schools in the Eastern Suburbs CoSiES who</p> <ul style="list-style-type: none"> • understand that leadership development is central to building school capacity; • are committed to improving student outcomes and engagement; • effectively implement change processes which result in teachers being skilled to deliver high quality teaching and learning programs; • actively promote increased community involvement; • work with the community as partners in student learning; and • understand that curriculum provision is enhanced by learning alliances with other schools and organisations and actively participate in this. 	<p>Leaders</p> <p>School executive and teacher leaders across CoSiES schools develop alliances which enhance their capabilities to lead staff, in devising quality programs, which improve student outcomes.</p> <p>Leaders</p> <p>Leaders across CoSiES schools participate in action research trialling & evaluating for improvement</p> <p>Staff</p> <p>Teachers actively engage with academic mentors and/or external agencies to implement projects, which guide the direction of future learning eg ipad cluster.</p>	<p>Across school professional learning networks for principals and school executive promote collaboration and provide professional learning opportunities for innovative teaching and learning eg ipad Cluster, Steampunks, Deeper Thinking PL, CoSiES Conference.</p> <p>Within school teacher learning communities are formed to trial action research projects on formative assessment strategies:</p> <ul style="list-style-type: none"> • Learning intentions and success criteria; • Eliciting evidence of student achievement • Activating students as instructional resources • Feedback <p>Across school teacher learning communities share ideas and strategies about research projects</p>	<p>Practices</p> <p>Teachers collaborate across schools to apply a range of assessment strategies for, as & of learning.</p> <p>Teacher leaders engage in action research, critical reflection and evaluation of formative assessment strategies.</p> <p>CoSiES networks devise innovative teaching and learning opportunities to share across schools.</p> <p>Products</p> <p>Teaching programs are responsive to student need with formative assessment practised.</p> <p>Across school learning communities actively participate and share.</p> <p>Leaders feel confident and empowered to affect change.</p>
Improvement Measures		Evaluation Plan	
% Teachers and staff engaging in and across school networks for professional learning and sharing.		Development of alliances across schools eg Principal, Executive, teachers and SASS.	
Improved teacher survey data on formative assessment knowledge, skills and understanding and use.		Evidence from meeting and sharing of projects.	
% Teachers who engage with external agencies, businesses, organisations or Universities.		Data of student achievement from individual schools.	