



School plan 2018-2020

Belmont Public School 1183



School background 2018–2020

School vision statement

Providing excellence in education, creating creative confident and resilient learners.

School context

Belmont Public School is in the East Lake Macquarie area. We provide a dynamic and caring educational environment for all students. We currently have 320 students of which 51 are Aboriginal. All students access quality educational programs within a diverse and extensive curriculum. There have been major initiatives in literacy: L3, Early Action for Success, and Focus on Reading. We have extensive student well-being programs: Rock and Water, Seasons for Growth and You Can Do It. The school excels in technology, sport and the creative and performing arts which have brought about widespread recognition of excellence within the school and wider community. Belmont Public has strong ties and works closely with the community of schools, preschools and the wider community to continually enhance opportunities for students and staff. The schools multi skilled, professional staff continually enhance students' educational outcomes. Staff are provided with opportunities to enhance their skills with access to professional and ongoing training. At Belmont we are committed to making community decisions with a highly interested and committed parent body.

School planning process

Belmont Public School involved all students, staff, P&C and community members to create our new school vision. Community consensus was sought after to gauge our commitment to the new vision statement. Members of teaching and non-teaching staff, students, parents and community members were involved in workshops to develop the strategic directions and 5Ps. The Team created the school plan based on these workshops and the milestones for 2018. The draft school plan was shared with all the key stakeholders of the school community for feedback including the local AECG.

Evidence of current achievements and areas for improvement has been collected via student learning data and assessment, teacher evaluations and reflections, Tell Them From Me Surveys and community surveys.

As a result, three key strategic directions were identified as a basis for a shared commitment to Future developments across the school community. There are:

- Excellence in Education
- Excellence in Quality Teaching
- Effective Wellbeing Practices

2018 will see many changes in school planning and evaluation processes focused on continued school improvement.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 EXCELLENCE IN EDUCATION

Purpose:

Our aim is to provide high educational opportunities for each and every child with rich learning experiences and explicit teaching practices. We will provide a rigorous focus on literacy and numeracy where students take the journey to individual excellence through engaging teaching and learning opportunities that incorporate future focus pedagogy.



STRATEGIC DIRECTION 2 EXCELLENCE IN TEACHING

Purpose:

Continuous improvement of teacher capacity to enhance student's learning through evidence based practices and effective pedagogy. We promote collaboration and shared responsibility to create a dynamic learning culture. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.



STRATEGIC DIRECTION 3 EFFECTIVE WELLBEING PRACTICES

Purpose:

Students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. Students will be respected, valued, encouraged, supported and empowered to succeed. Students will grow and flourish, do well and prosper.

Strategic Direction 1: EXCELLENCE IN EDUCATION

Purpose

Our aim is to provide high educational opportunities for each and every child with rich learning experiences and explicit teaching practices. We will provide a rigorous focus on literacy and numeracy where students take the journey to individual excellence through engaging teaching and learning opportunities that incorporate future focus pedagogy.

Improvement Measures

- Increase the percentage of students demonstrating reasonable and significant growth in literacy and numeracy in NAPLAN
- At least 95% of students demonstrating expected growth per semester across DET literacy and numeracy progressions, relevant to expected time frames.
- All staff are implementing and embedding relevant future focused learning pedagogy, including authentic collaboration, communication, growth mind set, critical thinking and communication into their teaching an learning programs

People

Students

Students will receive effective feedback and exhibit improved self efficacy, resulting in improved learning outcomes. Students are reflective learners who aim to achieve their learning goals

Staff

Teachers will be supported to implement all school programs and develop a greater understanding of pedagogy through extensive training and development across all key learning areas. Classroom collaboration program continued. Capabilities will be developed by designing and implementing differentiated individualised learning using data and strategies to enable all students to learn.

Parents/Carers

Parents will be partners in their child's education. They are informed about the changing nature of education to help prepare their children for a dynamic future.

Community Partners

Expanding programs to maintain links with the wider community. Utilisation of outside agencies and the wider community to assist and enhance programs and student outcomes.

Leaders

Have a deep understanding of evidence based strategies and practices that are integral to improved student learning outcomes.

Processes

Powerful learning

Class programs have collaboratively been developed ensuring differentiation, explicit and rich learning experiences and have clear purposes, assessments and evaluation structures evident.

Future focussed pedagogy

Teachers draw on research to develop and implement future focused teaching and learning strategies. Build staff capacity in future focused learning with a focus on STEM, project based learning

Evaluation Plan

Data indicates student growth

Analysis of NAPLAN and school based assessment data. Including accurately plotting students against the Learning Progressions.

Teaching programs

Assessments and reporting

Student goals/feedback

Reflection and analysis against the SEF

Practices and Products

Practices

The school collects and analyses information to inform and support students' learning.

There is a demonstrated commitment within the school community that all students make learning progress.

Students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Quality teaching and learning practices across the school, demonstrated through differentiated Literacy and Numeracy lessons and assessments to improve student achievement.

Products

Authentic assessment is used flexibly and responsibly in daily classroom instruction in association with explicit feedback to inform the teaching and learning process.

Staff demonstrate aspirational expectations in learning and achievement through the implementation of future focussed pedagogy.

100% of Teaching and Learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

Strategic Direction 2: EXCELLENCE IN TEACHING

Purpose

Continuous improvement of teacher capacity to enhance student's learning through evidence based practices and effective pedagogy. We promote collaboration and shared responsibility to create a dynamic learning culture. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

Improvement Measures

Regular observations of teaching practices reflect professional learning, promote reflective practice and continue to build adaptive expertise.

100% of all staff committed to, and achieving, clear and reasonable professional learning goals outlined in PDP's and aligned to school management plan. Achievement of goals reflective of increased student learning outcomes.

All teachers have the knowledge and skills to embed quality teaching practices into differentiated teaching and learning incorporating authentic and purposeful assessment. Teachers utilise the model of 'co-plan, co-teach and co-reflect' to improve teaching practices.

People

Students

Students: demonstrate a commitment to their individual learning pathways in collaboration with all stakeholders. Students will be provided with best current practice learning opportunities to develop their skills in creativity, critical thinking, collaboration and communication

Staff

Staff: work collaboratively to ensure that their pedagogy aligns and evolves with current best practice resulting in improved student outcomes. Staff will know and understand the impact they have on learning within their classroom

Parents/Carers

Parents: will engage with learning forums and contribute to evidence based conversations regarding student improvement and academic support practices.

Community Partners

Community partnerships: liaise and continue to promote effective partnerships to ensure best teaching practices. Build community awareness of school standards and expectations and the achievements of students.

Leaders

Leaders: have a deep understanding and skills to build the capacity of all staff to maximise student outcomes through individualised and tiered intervention processes. Will provide effective feedback

Processes

Teacher Capacity Building

A whole school approach to explicit evidence based classroom practice is incorporated through curriculum differentiation, assessment, reporting and student feedback to ensure learning progress for all students. The LMG project of recognising and sharing outstanding practice will involve all staff. The capacity of every staff member is continually built and measured against the Australian Professional Teaching Standards to ensure that every student experiences high quality teaching

Research informed pedagogy for literacy and numeracy

Draws on solid research to develop and implement high quality professional learning in literacy and numeracy practices. We will provide coaching and mentoring from our Instructional Leader and Interventionist team to support teachers in planning and delivering quality teaching practices.

Belmont Community of Schools (BCoS).

A combined schools project for professional learning, lesson observation and collaborative practice will contribute to enhanced teacher quality across all schools.

Evaluation Plan

Tailored learning programs based on student goals. Classroom observations and evidence of analysis of programs focusing on quality differentiation and personalisation based on student needs.

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions

Following formal and informal mentoring and coaching, all teachers utilise feedback to improve their teaching and learning practices

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice

Products

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.

All teachers identify areas for development, through the teacher observation process, which are evident in programs and PDP's.

The school uses embedded and explicit systems that facilitate effective practice between teachers and leaders.

Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Belmont Community of Schools (BCoS).

Teachers collaborate with staff across local schools to share and embed excellent

Strategic Direction 2: EXCELLENCE IN TEACHING

People

to staff to improve teaching and student outcomes.

Community Partners

Develop capabilities for teaching staff across the Belmont community of Schools (BCoS).

Processes

Monitoring of student performance through internal and external measures. PDP's indicate future focused teaching practice. Reflection and analysis against the SEF.

Practices and Products

practice across all schools.

Strategic Direction 3: EFFECTIVE WELLBEING PRACTICES

Purpose

Students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. Students will be respected, valued, encouraged, supported and empowered to succeed. Students will grow and flourish, do well and prosper.

Improvement Measures

Participation of all stakeholders in the annual TTFMS will reflect improved measures for engagement and shared decision making

90% Decrease of minor and major incidents of anti-social behaviour occurring as tracked through Sentral. Using 2017 as a base line.

PBL: Successful and efficient School-Wide Systems, practices are embedded throughout the school community.

People

Students

Students: Students can articulate and exhibit a connection to their learning, school community and understand that they are essential and empowered owners of their school environment.

Staff

Staff: A commitment to effective and consistent implementation of wellbeing structures and procedures. Establish a culture of high expectations and relationships will all students.

Parents/Carers

Parents: Engage and support school values, student learning and encourage positive respectful relationships. Increased levels of communication processes with community to enhance levels of deep engagement.

Community Partners

Community partners: Community partners respect, support and promote the school's approaches to student well-being / family supports and work collaboratively towards positive outcomes in partnership with Belmont Public School.

Leaders

Leaders: Establish and improve processes which build the capacity of the whole school community to promote effective wellbeing practices.

Processes

Aboriginal Education Students will work with Aboriginal Education Teacher to build positive relationships with the school community. Build staff capacity to develop meaningful and measurable PLP's for Aboriginal Students

Individual learning needs All Staff actively participating in wellbeing programs and training. Staff participation in the Learning Support and Intervention Teams. Monitoring of students participating in additional wellbeing programs

Planned approach to wellbeing Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling (PBL)

Evaluation Plan

Evaluation plan

Learning Support Team meeting minutes

Sentral data

TTFM surveys

PBL assessment and evaluation tools

PLPs, PLSP

Reflection and analysis against the SEF

Practices and Products

Practices

LAST and Intervention teams working collaboratively and effectively to meet the needs of all stakeholders.

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school

Agreed procedures for the selection and identification for students accessing wellbeing programs. Referral systems in place for wellbeing support.

Aboriginal students work collaboratively with relevant stakeholders to ensure that they have significant and achievable growth connected to their learning, social, emotional and academic.

Individual learning plans are formulated and regularly revised to suit students changing learning needs.

Products

School has implemented evidence-based change to whole school practices resulting

Strategic Direction 3: EFFECTIVE WELLBEING PRACTICES

Practices and Products
in measurable improvements and wellbeing and engagement to support learning.
Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing.
School-wide, collective responsibility for student learning and success, which is shared by all stakeholders.
Aboriginal students fully engaged in their learning and wellbeing needs met.