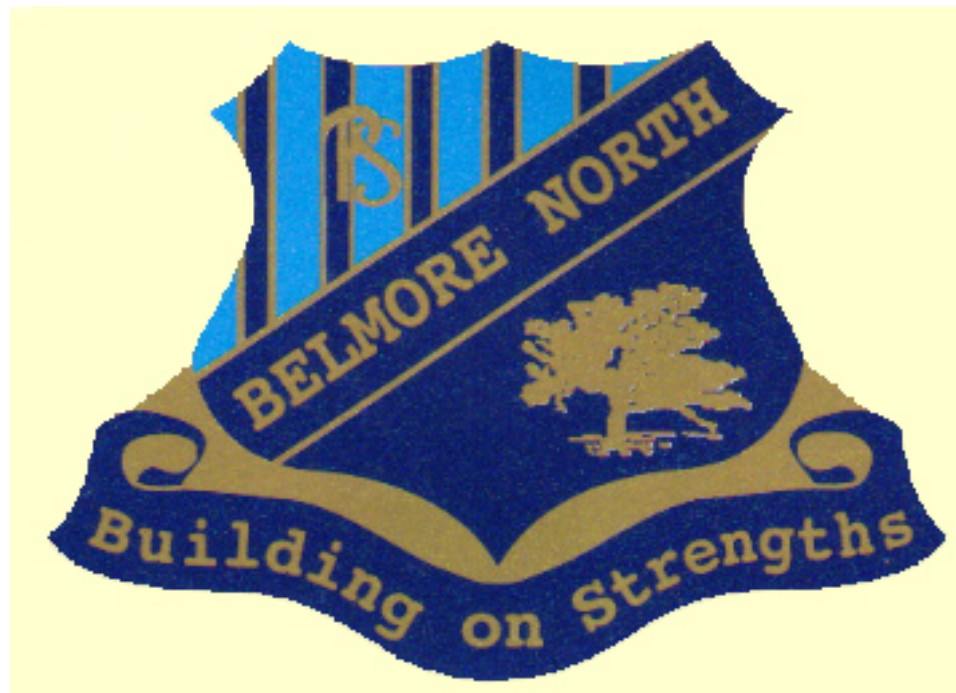


# School plan 2018-2020

## Belmore North Public School 1185



# School background 2018–2020

## School vision statement

At Belmore North Public School we are committed to providing excellence in teaching and learning in a safe and positive environment. Our focus is on the development of the whole child enabling each to achieve his or her fullest potential in an ethos of continuous improvement. We value respect, excellence, creativity, opportunity and community.

## School context

Belmore North Public School is a vibrant multicultural community with 88% of students speaking English as an additional language or dialect. The school serves a diverse community, of which some sectors experience socio-economic disadvantage. The school has an enrolment of 335 students including approximately 35 students with additional learning needs who attend our 5 support classes. The school is staffed with a mixture of early career and experienced teachers committed to the development of the whole child and the improvement of literacy and numeracy student outcomes. Further information can be obtained from the school website.

## School planning process

In 2017 the school completed rigorous evaluation and evidence gathering including consultation with staff, students and parents to determine the 3 key strategic directions for the 2018–2020 School Plan. This has included background briefings, forums, discussions and surveys. The consultation process resulted in the establishment of the strategic directions of: *Wellbeing for All*, *Quality Teaching and Learning for All* and *Leadership for All*. The development of the school plan has a strong focus on value-adding processes and strongly reflects the Department of Education's Strategic Plan and the Premier's Priorities.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Wellbeing for All

### Purpose:

The purpose of *Wellbeing for All* is to create a school community in which there is a strong sense of belonging and wellbeing for students, parents and staff. The focus on *Wellbeing for All* contributes to enhancing a safe, positive and supportive environment in which students, parents and students connect, succeed and thrive. The processes implemented as part of *Wellbeing for All* are intended to provide opportunities for students, staff, parents and community to members to develop the skills, knowledge and values to implement wellbeing programs and to acknowledge the strong links between wellbeing and school excellence. Teaching and learning and the development of wellbeing are parallel, integrated, complementary processes.

## STRATEGIC DIRECTION 2 Teaching and Learning for All

### Purpose:

The purpose of *Teaching and Learning for All* is to provide opportunities for staff, students, parents and community members to develop skills, knowledge and values as both *learners* and *teachers*. The processes included in this strategic direction are intended to enhance connectedness with the school, improve student learning outcomes and build a sense of community whereby all members of the school community are learning and teaching together in a culture of lifelong learning. *Teaching and Learning for All* is underpinned by high expectations and evidence-based practices that move learning forward for all. By implementing *Teaching and Learning for All* the school intention is to promote \*equity and excellence and for all members of the school community to be \*successful learners. (\*From the *Melbourne Declaration Educational Goals*)

## STRATEGIC DIRECTION 3 Leadership for All

### Purpose:

The purpose of *Leadership for All* is to provide opportunities for students, staff, parents and community members to develop the skills, knowledge and values that will position them as contributing leaders of the school community. The purpose of *Leadership for All* is to implement processes that will contribute to the development of \*confident and creative individuals and \*active and informed citizens. *Leadership for All* is intended to contribute to an enhanced sense of community and belonging for all members of the school. (\*From the *Melbourne Declaration Educational Goals*)

# Strategic Direction 1: Wellbeing for All

## Purpose

The purpose of *Wellbeing for All* is to create a school community in which there is a strong sense of belonging and wellbeing for students, parents and staff. The focus on *Wellbeing for All* contributes to enhancing a safe, positive and supportive environment in which students, parents and students connect, succeed and thrive. The processes implemented as part of *Wellbeing for All* are intended to provide opportunities for students, staff, parents and community to members to develop the skills, knowledge and values to implement wellbeing programs and to acknowledge the strong links between wellbeing and school excellence. Teaching and learning and the development of wellbeing are parallel, integrated, complementary processes.

## Improvement Measures

Improve staff sense of wellbeing as measured with surveys and focus group interviews.

Improve students' sense of wellbeing as measured with the "Tell them From Me" survey and other surveys which measure student wellbeing.

Improve parent and community members' sense of connection with the school and self care skills as measured with focus group interviews and surveys.

Reduce the number of behaviour referrals for Tier 1, Tier 2 and Tier 3 students.

## People

### People

All staff develop an understanding of and implement strategies to promote their health and wellbeing.

### People

Students develop improved social skills and capacity to solve social and emotional problems.

### People

Parents and community members develop improved skills and knowledge in how to support their children's learning and how to implement self care skills.

## Processes

Implement a range of programs including professional learning to support staff wellbeing and self-care strategies in conjunction with a community of schools which includes public schools of: Guildford West, Birrong, Lakemba, McCallums Hill and Belmore South.

Implement evidence based strategies to support the wellbeing, social and emotional development of all students including students who meet the criteria for Tier 2 and Tier 3 behaviour levels.

Implement a range of programs to support parent wellbeing such as Carer Support and Positive Partnership programs as well as informal programs such as parent excursions.

## Evaluation Plan

Staff wellbeing evaluation will comprise qualitative data derived from a survey and quantitative data derived from focus group interviews.

Parent programs will be evaluated with focus group interviews, exit slips, and surveys.

Student wellbeing programs will be evaluated with surveys and behaviour analysis data.

## Practices and Products

### Practices

Staff implement and support each other to use wellbeing and self-care strategies.

Staff Implement evidence based strategies to support the social and emotional development of all students and targeted support programs for students whose behaviour falls into Tier 2 and Tier 3 levels.

Implement a range of strategies to support parent wellbeing, self-care skills and engagement with the school.

### Products

Staff develop improved wellbeing and engagement with all and in, all parts of the school.

Students develop improved sense of wellbeing and skills to improve engagement with school and citizenship.

Parents are provided with increased opportunities to connect with others and to develop skills and knowledge to support their wellbeing.

# Strategic Direction 2: Teaching and Learning for All

## Purpose

The purpose of *Teaching and Learning for All* is to provide opportunities for staff, students, parents and community members to develop skills, knowledge and values as both *learners* and *teachers*. The processes included in this strategic direction are intended to enhance connectedness with the school, improve student learning outcomes and build a sense of community whereby all members of the school community are learning and teaching together in a culture of lifelong learning. *Teaching and Learning for All* is underpinned by high expectations and evidence-based practices that move learning forward for all. By implementing *Teaching and Learning for All* the school intention is to promote \*equity and excellence and for all members of the school community to be \*successful learners. (\*From the *Melbourne Declaration Educational Goals*)

## Improvement Measures

NAPLAN results show an increase in the percentage of students:

- demonstrating expected growth in Numeracy and Literacy
- achieving in the top 2 bands in Numeracy and Literacy in Year 3 and Year 5

School self-valuation against the Leadership domain of the School Excellence Framework shows improved positive rating in the leadership descriptors.

Increased parent participation in teaching and learning workshops and other opportunities school events.

## People

### Staff

Staff develop enhanced expertise in implementing evidence-based teaching and learning strategies.

Staff develop increased skills and confidence to participate in peer observation and feedback as both demonstrator and observer.

### Students

Students develop the skills to operate as both teachers and learners in the classroom through collaboration, engagement and active reflection.

### Parents/Carers

Parents develop the skills and knowledge to support student learning.

## Processes

Implement evidence-based teaching and learning strategies with a strong focus on literacy and numeracy supported by professional learning and data collection to monitor student progress monitoring. (EAFS). All staff have the opportunity to teach and learn from each other through observation and feedback processes.

Implement peer support programs that provide opportunities for students to be both teachers and learners.

Implement the Parent as Teachers Classroom Helpers (PaTCH) program to provide opportunities for parents and carers to be both teachers and learners and support children's learning in literacy and numeracy. (EAFS)

## Evaluation Plan

Evaluation plans include:

Observation of teaching practice demonstrates all teachers are consistently implementing evidence-based teaching practices.

The number of teachers who complete peer observation and feedback is documented and qualitative teacher reflection documents are reviewed for positive outcomes.

Students complete exit slips for peer support activities. Selected senior students participate in focus group interviews.

Parents are surveyed in relation to the learning intentions of the PaTCH program and the number of parents who complete the program is monitored.

## Practices and Products

### Practices

All teachers consistently use evidence-based teaching and learning strategies and student achievement data tracking to monitor student progress in Literacy and Numeracy.

Students apply the skills and knowledge gained from the peer support programs to all aspect of their school experiences.

Parents develop the skills and confidence to support their child's learning both at school and at home.

### Products

The school continues to document and embed its signature pedagogy in the culture of the school.

Students demonstrate greater ownership and capacity to be engaged, self-directed learners and support their peers to do the same.

Parents and carers develop the skills and knowledge to support their child's learning at home and to support the students at the school by participating as classroom helpers.

# Strategic Direction 3: Leadership for All

## Purpose

The purpose of *Leadership for All* is to provide opportunities for students, staff, parents and community members to develop the skills, knowledge and values that will position them as contributing leaders of the school community. The purpose of *Leadership for All* is to implement processes that will contribute to the development of \*confident and creative individuals and \*active and informed citizens. *Leadership for All* is intended to contribute to an enhanced sense of community and belonging for all members of the school. (\*From the *Melbourne Declaration Educational Goals*)

## Improvement Measures

The Tell Them from Me and Quality of School Life surveys show improved positive outcomes.

Document the number of staff who participate in leadership opportunities and evaluate with a survey, the effectiveness of leadership professional learning.

Increased parent participation and leadership in the Parent and Citizens association.

*School Assessment Tool* for strengthening family and community engagement in student learning shows positive gains.

## People

### Students

Students develop increased confidence, skills and knowledge in student leadership.

### Staff

Staff develop increased leadership knowledge and skills to support their:

- career aspirations and succession planning
- capacity to mentor and support other teachers including aspiring teachers who are participating in professional practice experiences
- capacity to support the implementation of the school plan.

### Parents/Carers

Parents develop greater confidence and leadership skills to participate in regular P&C meetings and engage with parent groups in network schools.

## Processes

Implement a range of student leadership opportunities including a School Representative Council (SRC).

Implement a range of leadership opportunities for staff including an aspiring leaders program.

Implementation of regular P&C meetings and parent based workshops. Invite skilled parents to showcase their skill sets to build parent capacity and increase engagement.

## Evaluation Plan

Evaluation plans include:

Implementing the "Tell them from Me" and "Quality of School Life" surveys

Surveys, reflective anecdotal notes and exit slips

Monitoring the number of parents/carers who participate in the P&C, networked school P&V events, school consultation and evaluation surveys

Staff complete the reflection matrix: *School Assessment Tool* for strengthening family and community engagement in student learning

## Practices and Products

### Practices

Students have increased opportunities to develop their leadership skills and play an active role in the life of their school. Student participation, voice and leadership is valued.

Staff have increased opportunities to develop their leadership skills both within the school and across a school network.

Structure increased opportunities for parent/carer leaders to engage with the parent organisations of other schools, develop their leadership skills and contribute to school decision-making.

### Products

Increased opportunities for student leadership contribute to a positive school environment, improved student achievement and capacity for students to be active, informed citizens.

Staff engage in leadership opportunities to advance their career, engage in collaborative decision-making and achieve the goals of the school.

Parents and community members demonstrate increased interest and capacity to contribute to whole school decision making in consultation with principal.