

School plan 2018-2020

Belmore South Public School 1186



School background 2018–2020

School vision statement

Belmore South Public School community shares a learning journey that empowers curious, compassionate and active citizens who contribute positively to the world as Leaders of Learning and Change.

School context

Belmore South Public School is a vibrant and dynamic school that is situated in the socio–economically changing inner south western suburb of Belmore. Our school prides itself on providing a welcoming and supportive environment, built upon high expectations for all. Our school celebrates and values our diverse community with over 91% of our families coming from a language background other than English, with refugees and new arrivals numbering among these.

The school has a strong team of professional, dedicated teaching and non–teaching staff who are at various stages of their careers. They actively engage in high calibre professional learning to deepen pedagogical knowledge and understanding to support student learning and engagement.

Belmore South Public School is deeply committed to the mentoring and development of our pre–service and early career teachers through strong links with universities and a school based early career network.

Belmore South Public School continues to enrich learning opportunities by building productive partnerships with Community of Schools groups, Sydney Universities and our supportive local community agencies.

Our extended community, whilst diverse, is extremely harmonious and cohesive in its support for the school. Our parents, teachers and community work together to provide great educational opportunities for all students.

School planning process

The formation of the 2018–2020 School Plan is the result of a comprehensive process undertaken across the school to develop our school vision and shape the strategic directions for the school. A number of strategies were used to ensure a consultative process was implemented to engage the school community, staff, students and parents in rich conversations to shape the educational directions of the school.

Strategies included:

Focused whole staff meetings on school planning including reflection sessions.

Analysis of current achievements and areas for improvement from school based student assessment data and teacher evaluations and reflections.

Focus group meetings with parents to determine their beliefs on what makes a quality education.

Analysis of survey data from parents and students to find out which school programs they value and areas for improvement.

Analysing School trend data to support planning directions.

The school leadership team engaged in professional dialogue around the Key Reforms in the formation of the School Plan.

Underlying the Belmore South School plan is the commitment to work as partners with parents and community to meet our Strategic Directions. That is to

CREATE Resilient, Compassionate and Engaged Citizens

TRANSFORM Learning

CONNECT Learning to the World

School strategic directions 2018–2020



Purpose:

To provide a learning environment that prepares our students with the literacy and numeracy skills, knowledge and dispositions they will need to understand the world around them and become resilient, compassionate and engaged citizens of the future.

Purpose:

Transforming our approach and our spaces to support a collaborative learning culture that develops life-long learners and engaged citizens for the future.

Purpose:

Active and engaged citizens flourish in a learning environment that builds connections and relationships locally, nationally and globally.

Strategic Direction 1: Create Resilient, Compassionate and Engaged Citizens

Purpose

To provide a learning environment that prepares our students with the literacy and numeracy skills, knowledge and dispositions they will need to understand the world around them and become resilient, compassionate and engaged citizens of the future.

Improvement Measures

Adoption of **whole-school wellbeing structures** results in measurable improvement in student wellbeing demonstrated through a range of data.

Improved student outcomes in **literacy and numeracy** are achieved through the implementation of the *Learning Progressions* aligned to the syllabuses and programs that are targeted to student learning needs.

People

Students

Students articulate school expectations and are explicitly taught positive behaviours for learning and provided with opportunities to practise them.

Students can identify their learning growth, create and articulate their personal learning goals and have a resilient approach to learning.

Staff

Staff articulate school expectations, explicitly teach positive behaviours for learning and model these behaviours for students.

Teachers celebrate student success, provide meaningful feedback and are responsive to student needs. Teachers use data to monitor student growth and collaboratively create engaging teaching and learning experiences that extend individual student achievement.

Leaders

Leaders articulate and model school expectations, explicitly teach and mentor teachers, students and community in positive behaviours for learning.

Leaders celebrate student and teacher success to create a culture of positive collaboration. They model evidence-based approaches to effective teaching and lead educational reforms and innovations that support student achievement in literacy and numeracy.

Parents/Carers

Processes

Whole-School Wellbeing

Our school has an integrated whole-school approach to wellbeing where every student is known, valued and cared for. Students develop personal resilience and understanding towards others in order to become resilient and compassionate citizens of the future.

Literacy and Numeracy

Whole school implementation of the *Literacy and Numeracy Learning Progressions* and the development of targeted programs support improved student outcomes in literacy and numeracy thus allowing students to understand the world around them as engaged citizens.

Evaluation Plan

- The establishment of PBL structures and data gathering processes for comparative analysis.
- Staff professional learning supports understanding of whole-school wellbeing structures and processes.
- Collaborative teaching and learning programs demonstrate responsiveness to student need and consistency in use of the syllabuses and *Learning Progressions*.
- Staff professional development extends staff understanding and use of the Learning Progressions, visible learning processes, differentiation, assessment for learning, meaningful student feedback and reporting to parents.
- Student performance and achievement data in literacy and numeracy is

Practices and Products

Practices

The school has implemented evidence-based student wellbeing processes in order to support measurable improvements in student wellbeing.

Teachers undertake collegial professional development to enhance their understanding of whole-school wellbeing processes.

Through regular analysis of student achievement teachers will use their knowledge of the syllabuses and Learning Progressions to inform, plan and assess teaching programs that are targeted to student needs.

Parents are given the opportunity to develop an informed understanding of how to support their child's literacy and numeracy achievement.

Products

A systematic whole-school approach to student wellbeing is evident and articulated by all school community members and is consistent throughout all areas of the school.

School-wide collective responsibility for every child's wellbeing is understood as a core value of our school.

Teaching and learning programs embed knowledge of the syllabuses, *Literacy and Numeracy Progressions* and visible learning to support differentiation and student achievement.

Strategic Direction 1: Create Resilient, Compassionate and Engaged Citizens

People

Parents articulate and model school expectations in order to support their children in positive behaviours for learning.

Parents understand their child's learning at school and take an informed approach to supporting their child's achievement in literacy and numeracy.

Community Partners

Strong partnerships are fostered with external organisations and communities of schools to enhance student wellbeing and deliver targeted literacy and numeracy learning experiences.

Processes

regularly analysed and used to inform teaching, intervention and extension programs across the school.

Strategic Direction 2: Transform Learning

Purpose

Transforming our approach and our spaces to support a collaborative learning culture that develops life-long learners and engaged citizens for the future.

Improvement Measures

All teachers use future focused pedagogies, contemporary technologies and multiple learning environments to enrich student learning.

An increase in parent engagement with student learning, understanding of future-focused learning and involvement in school activities.

Students articulate their learning growth and utilise visible learning processes to identify personal learning goals.

People

Students

Students see themselves as active learners who select from a range of skills and understandings in order to direct their learning.

Staff

Teachers see themselves as active learners who continually develop their knowledge and skills around future focused pedagogies. They select from a range of strategies and technologies in order to model their fluency in future focused pedagogy within and beyond their school.

Leaders

The leadership team empowers students, teachers and community members as 'Leaders of Learning and Change' in our community. They model a high-performance culture with a clear focus on delivering continual improvement in teaching and learning.

Parents/Carers

Parents and community members have a shared understanding of future focused pedagogy. Parents see themselves as active partners in their children's learning and have increased confidence to support them.

Processes

Empowering Students

Empowering students so that they see themselves as directors of their own learning and future success.

Engaging Staff

Engaging staff in flexible, professional learning communities in order to develop and sustain best practice for continual improvement.

Empowering Parents

Empowering parents to engage with student learning through the use of future focused technologies and on-site opportunities for building skills, knowledge and relationships.

Evaluation Plan

Classroom learning environments are refurbished by the end of 2018.

An outdoor kitchen learning environment is established in 2018.

The use of technology across the school continues to be supported with streamlined processes and improved technology management structures to support teaching and learning.

Staff undertake professional development to embed technological tools (such as SeeSaw) that support future focused learning into their teaching and learning practice.

Rich professional learning structures deepen professional knowledge and

Practices and Products

Practices

Teachers use a range of future-focused pedagogies, contemporary technologies and rich, authentic tasks to support student directed learning and engagement.

Targeted and focused professional learning builds and deepens leader and staff understanding and practice of future focused pedagogies.

Parents have the opportunity to engage with student learning through a range of on-site and online activities.

Parents are provided with rich opportunities to experience future-focused learning in practice and to participate in a range of school activities.

Teaching and learning programs support students to utilise visible learning processes, articulate personal goals and reflect on their learning growth and establish future targets.

Products

Classroom learning environments are refurbished to support the pedagogical shift required to transform our teaching and learning practices for the future.

Outdoor learning environments are established to extend student learning experiences into real world contexts.

Teaching and learning programs embed future focused pedagogies and authentic, engaging learning tasks.

Technological resources are targeted to effectively support innovative teaching and

Strategic Direction 2: Transform Learning

Processes

practice around future focused pedagogy.

Teaching and learning programs show the use of a range of contemporary technologies and rich, authentic tasks to support student directed learning and engagement.

Practices and Products

learning practices across the school.

Teaching and learning programs are collaboratively designed and implemented.

Strategic Direction 3: Connect Learning to the World

Purpose

Active and engaged citizens flourish in a learning environment that builds connections and relationships locally, nationally and globally.

Improvement Measures

Learning opportunities for students, staff and parents are enhanced through connections to community and real world contexts.

Rich connections with our Community of Schools and other learning alliances help build capacities of students, teachers and parents as active and engaged citizens.

People

Students

Students see themselves as leaders of learning, apply their skills and knowledge meaningfully and take action in local, national and global events.

Staff

Teachers see themselves as leaders of learning for both themselves and others. They apply their skills and knowledge in order to build connections within and beyond the school that enhance learning opportunities.

Leaders

The leadership team initiates connections that deliver benefits to both the school and the community. They facilitate and build relationships that deepen and enrich student and community understanding and engagement with local, national and global issues and events.

Parents/Carers

Parents and community members have the opportunity to engage in a range of activities that extend their knowledge and build the school as a cohesive educational community.

Processes

Authentic Learning Opportunities

Our school provides ongoing opportunities for students, teachers and community to connect learning to authentic contexts.

Community of Schools & Learning Alliances

Community partnerships and learning alliances are valued as an embedded component of professional learning as well as of teaching and learning programs. This is evident in the annual planning cycles.

Evaluation Plan

- Student outcomes are enhanced through a number of rich, connected learning programs that support the diverse needs of our students.
- Existing community partnerships are built and maintained while new partnerships are developed to extend learning for students, parents and teachers.
- Connections with community partnerships provide opportunities for parents to facilitate and participate in rich learning experiences.
- Staff and leaders engage with learning networks and build professional connections and relationships.

Practices and Products

Practices

Ongoing relationships with external community partners are maintained, developed, and broadened to ensure students connect their learning to ever-changing, real world contexts.

Teaching and learning programs actively seek opportunities to connect meaningful learning experiences to authentic contexts.

Learning and leadership opportunities for students, staff and parents build learning alliances and connections to local, national and global issues and events.

Students, staff and parents meaningfully connect across multiple environments participating in opportunities that extend and enrich learning.

A multi-layered approach to the development of collegial collaboration and structured teacher professional observation supports teachers to extend their professional practice.

Products

Teaching and learning programs show evidence that rich learning opportunities are connected to authentic contexts.

New and existing connections deliver benefits to both the school and the community.

Extra curricular programs are meaningful, purposeful and connected to community events and issues.

There are a range of activities for parents and carers to extend their knowledge and

Strategic Direction 3: Connect Learning to the World

Practices and Products

build the school as a cohesive educational community.