

# School plan 2018-2020

## Berala Public School 1199





# School background 2018–2020

## School vision statement

### EMPOWERING LEARNING IN A GLOBALISED WORLD

Our vision at Berala Public School is to empower students to direct their own learning based on curiosity and passion which ignites their creativity; to constantly challenge our students to be courageous and take risks, and not to accept what is expected of them but to create their own expectations in a caring and supportive environment; to equip our students with resilience and persistence, and to understand that failure is an important factor in the process of success; and ultimately, to cultivate independent thinkers who are willing and able to use their learning differently to contribute positively to the globalised society.

## School context

Berala Public School was established in 1924 and, is a large primary school in the South West of Sydney with an enrolment of 870 students. The school supports students and families from a wide variety of cultural backgrounds with Chinese (30%), Arabic (30%), Turkish (6%), as the main groups of over 35 cultural backgrounds. 95% of students come from a non-English speaking background. Berala Public School has a dynamic and caring learning community staffed by dedicated, enthusiastic and supportive teachers who deliver highly effective teaching and learning programs with an emphasis on information technologies and challenge-based learning. Positive behaviour for learning (PBL) is embedded into school culture with a focus on learner qualities. There is a strong focus on extracurricular activities including chess, dance, choir, public speaking and debating. The school has a proud tradition of excellence in sport. The school is characterised by a supportive community with high student and school expectations.

## School planning process

The 2018 – 20 school plan is an updated version of the 2017 school plan, as this plan has only been in operation for one year. Both plans were developed in consultation with all members of the school community. Many key documents related to DoE reforms were read and reflected upon during the planning process.

Consultation meetings to develop the school vision, three strategic directions and 5P planning process included:

- Whole school evaluation and analysis of school data using internal and external measures; parents, students and staff surveyed, through focus groups, interviews and surveys sent home.
- Findings and feedback from the 2017 External Validation process.
- Staff development days and parent meetings to go through the Melbourne Declaration and identify the schools purpose and vision statement.
- Staff meetings and evening sessions to determine strategic directions and the processes, as well as to establish core values.
- Meetings with principal colleagues to discuss and refine ideas.
- Executive days and sessions to formulate and put in writing the strategic directions and 5Ps.
- Consultation and feedback meetings to reflect and discuss draft plan with staff and parents.
- Fine tuning of plan with executive to produce the final plan to upload to the school website.



# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Challenging all to be creative,  
curious and critical learners

### Purpose:

To engage all students in learning experiences which challenge them to think creatively and critically, and have a sense of curiosity about the world around them in order for them to become global citizens.

## STRATEGIC DIRECTION 2

Collaborating for  
evidence-based practice

### Purpose:

To create a culture where teachers take responsibility for their professional growth through evidence-based practice focused on high expectations, differentiation and continuous improvement for both the teacher and the student.

## STRATEGIC DIRECTION 3

Contributing to a positive school  
culture

### Purpose:

To build meaningful partnerships based on trust and mutual respect that work together to set high expectations and improve student learning. To ensure the delivery of effective student wellbeing programs that allow students to become resilient, lifelong learners that demonstrate a strong sense of personal and social responsibility.



# Strategic Direction 1: Challenging all to be creative, curious and critical learners

## Purpose

To engage all students in learning experiences which challenge them to think creatively and critically, and have a sense of curiosity about the world around them in order for them to become global citizens.

## Improvement Measures

All teaching and learning programs embed the general capabilities.

100% of students are tracked through the general capability which forms the basis of reporting to parents.

Students drive and articulate learning using learning goals based on the general capabilities framework.

## People

### Students

Through the implementation of the Australian Curriculum, students will engage in innovative teaching and learning experiences, directly linked to the general capability framework.

Through challenge-based learning, students are encouraged to become creative, curious and critical learners.

Students personalise their learning by contributing to unit design and having choice into how, what, where and with whom they want to learn.

Students are researchers and co-inquirers into their learning and participants in the feedback loop.

### Staff

Through explicit and targeted professional learning, staff are equipped with a myriad of skills to empower all students.

Teachers engage in professional learning on the general capabilities, curiosity, critical and creative thinking and the 4Cs – collaboration, communication, critical thinking and creativity.

Teachers focus on 'learning to learn' and support the learning process, as well as focusing on content.

### Leaders

Through leadership opportunities, all staff have a commitment to foster a school-wide culture of creative, curious and critical learning.

## Processes

### AUTHENTIC STUDENT VOICE

The focus will move to enable authentic student voice in their own learning through:

- Challenge-based learning
- STEAM
- Authentic embedding of digital literacy throughout the curriculum
- A focus on the 4Cs – collaboration, communication, critical thinking and creativity
- Individualised goal setting & evaluating
- Co-design of curriculum & feedback loops

### CURRICULUM FOR EMPOWERED LEARNING

Curriculum decisions will be made to:

- enhance the understanding, implementing and tracking of the General Capabilities
- use tools such as the Learning progressions to drive student improvement
- maximise opportunities for student choice within a broad framework

## Evaluation Plan

Monitor student progress with reference to the general capabilities, learning progressions and the relevant continuum.

Regular monitoring, discussion and observation of challenge-based learning in

## Practices and Products

### Practices

Teaching and learning programs are aligned to the general capabilities.

Differentiated learning in all teaching spaces.

Students write and track their own personalised goals.

Students provide feedback loops for teachers.

Students direct their own learning.

### Products

A platform to engage and support all stakeholders is designed and delivered.

Parents demonstrate a mind shift from traditional expectations of teaching and learning to more student directed/ inquiry based learning.

Berala students, teachers and parents are independent, critical and creative thinkers that are willing and able to discerningly use their learning to contribute positively to our globalised society.



# Strategic Direction 1: Challenging all to be creative, curious and critical learners

## People

### Parents/Carers

Through a variety of workshops, parents have the knowledge and confidence to support their child's learning.

## Processes

grade/stage meetings.



## Strategic Direction 2: Collaborating for evidence-based practice

Purpose	People	Processes	Practices and Products
To create a culture where teachers take responsibility for their professional growth through evidence-based practice focused on high expectations, differentiation and continuous improvement for both the teacher and the student.	<b>Students</b>  Through learning intentions, goal setting and feedback loops students articulate where they are at in their learning and what they need to do to improve and grow.	<b>Instructional Practice</b>  Student learning outcomes are accelerated, monitored and reported on, in each learning situation, through practices which will include: <ul style="list-style-type: none"> <li>• Formative Assessment</li> <li>• TEN, Count Me In</li> <li>• Embedded use of learning progressions</li> </ul>	<b>Practices</b>  A culture of clearly articulated and demonstrated expectations in regards to programs for learning and assessment for learning.
<b>Improvement Measures</b>  100% of staff embed quality consistent assessment practices which inform and result in differentiated classroom practices.	<b>Staff</b>  Through participating in collaborative teacher professional learning and conversations, teacher classroom practice will continuously improve towards ensuring that every student, every teacher, every leader and every school improves every year.	<b>Instructional Collaboration</b>  To ensure teacher knowledge, practice and professional engagement is improved through collaboration, we will participate in: <ul style="list-style-type: none"> <li>• Quality Teaching Rounds</li> <li>• Professional Development Framework &amp; PDPs and accreditation</li> <li>• Mentoring</li> <li>• Curious &amp; Powerful Learning and Social Ventures Australia</li> <li>• Professional Learning Communities</li> </ul>	Team leaders engage teachers in deep, reflective and regular coaching and mentoring conversations.
100% of teachers evaluate their practice and provide evidence of impact as measured against their performance and development goals.	<b>Leaders</b>  Leaders strengthen their own coaching and mentoring skills.		Learning progressions are used by all teaching staff to differentiate learning.
80% of students achieve expected growth for targeted sub-element on the literacy and numeracy progressions.	Leaders establish and maintain a culture of high expectations.	<b>Evaluation Plan</b>  Pre and post surveys and the analysis of PDPs identify areas of professional learning and the impact of the subsequent TPL.	<b>Products</b>  All teaching and learning programs reflect differentiated learning and assessment.
		Monitor student achievement of learning goals through collection of evidence and data, including learning progression data (PLAN 2).	100% of staff evaluate their practice and provide evidence of impact as measured against their performance and development goals. These goals link to the school plan, DoE initiatives and the Quality Teaching Framework.



# Strategic Direction 3: Contributing to a positive school culture

Purpose	People	Processes	Practices and Products
<p>To build meaningful partnerships based on trust and mutual respect that work together to set high expectations and improve student learning. To ensure the delivery of effective student wellbeing programs that allow students to become resilient, lifelong learners that demonstrate a strong sense of personal and social responsibility.</p>	<p><b>Students</b></p> <p>Students build skills to take ownership and responsibility for their behaviour and wellbeing (Building Communication Skills)</p>	<p><b>Parent and Community Connections</b></p> <p>Student well-being is enhanced through the promotion and encouragement of parent and community participation, through strategies including:</p> <ul style="list-style-type: none"> <li>• Parent Workshops,</li> <li>• Parent Working Circle,</li> <li>• Learning Conversations</li> <li>• Parent Tutors</li> <li>• Cultural connections within the community</li> </ul> <p>A culture of high expectations is maintained by ensuring Berala PS is connected as a system school and community school through strategies such as community of schools and SVA.</p>	<p><b>Practices</b></p> <p>Staff provision of highly engaging parental learning opportunities that community members are inspired to attend.</p> <p>A common language around social and emotional learning is used by staff, students and parents and is embedded within the school culture to build a better understanding of student needs to support their development.</p> <p>Build relationships between staff, parents and students so staff have better understanding of the needs of students (student tracking, medical problems, counsellor, LLI)</p> <p>Positive and respectful relationships across the school community underpin a productive learning environment and support students' development of strong identities as learners.</p>
Improvement Measures	<p><b>Leaders</b></p> <p>Adopt a co-ordinated approach that develops a culture of collaboration with parents and the wider community, students and staff.</p>	<p><b>Wellbeing</b></p> <p>Students' cognitive, emotional, social and physical well-being is supported by embedding evidence-based practices in all classroom programs. These include:</p> <ul style="list-style-type: none"> <li>• Kids Matter &amp; SEL</li> <li>• PBL, TLIM, PATHS, Growth Mindset</li> <li>• Leadership</li> <li>• Jigsaw Groups</li> <li>• Tracking students and communication between staff members ie behaviour, medical problems, students learning habits</li> </ul>	<p><b>Products</b></p> <p>Parents and community build positive relationships with the school and understanding of what school offers and why.</p> <p>100% increase in community participation within the school and increased opportunities for parents to participate in their child's learning.</p> <p>80% of students consistently demonstrate positive learner qualities which are promoted through the reviewed PBL approach.</p> <p>Every teacher has a sound understanding of their students and use this to build better</p>
<p>100% increase in community participation within the school and increased opportunities for parents to participate in their child's learning.</p>	<p><b>Parents/Carers</b></p> <p>Parents are supported to be active and engaged contributors to their child's learning and to the building of a positive school culture.</p>	<p><b>Evaluation Plan</b></p> <p>PBL Sets, TTFM surveys, parent feedback and attendance.</p>	
<p>80% of parents participate in a school event.</p>	<p><b>Staff</b></p> <p>Staff develop a clearer understanding of models of learning that enhance student social and emotional wellbeing and building of relationships.</p>		
<p>100% of staff use SENTRAL to record incidents of behaviour (base-line data, less incidents of reportable anti-social behaviour)</p>			
<p>80% of students participate in school activities.</p>			



## Strategic Direction 3: Contributing to a positive school culture

### Practices and Products

relationships with students. Enhanced teacher understanding of students to better cater for them in the classroom setting.

Shared understanding of expectations of behaviour.