

# School plan 2018-2020

## Beresfield Public School 1201



# School background 2018–2020

## School vision statement

Beresfield Public School engages students, parents and the community in a shared learning experience. We enable our students to become successful learners, confident and creative individuals, and active and informed citizens through equity and excellence in education. This vision is underpinned by our core values of respect, responsibility and achievement.

## School context

Beresfield Public School is located in between Maitland and Newcastle. A medium-sized school, with an enrolment of just under 300 students, it offers a full and varied curriculum which includes the core key learning areas, sport, performing arts, technology and values education. In addition to 12 mainstream classes the school has 3 support classes for students with multi-categorical disabilities from the wider local area. There is active involvement by many parents/caregivers, especially through the school's P&C. The school buildings, built over time since the establishment of the original school in 1883, are situated on land enclosed by four roads. Before and after school care is offered on the school site. A significant number of our students come from families with a low socio economic background and approximately 10% of our students identify as Aboriginal or Torres Strait Islanders. Beresfield Public School prides itself on being an inclusive and supportive learning environment. Our students experience quality literacy and numeracy programs from Kindergarten to Year 6. Beresfield Public School is proud of its outstanding staff who work closely with parents and the wider community to offer the best education to our students. Beresfield Public School has had a major focus on pedagogy and building a productive learning environment during the last few years. Over the next three years, the school intends to extend the model of systematic and explicit delivery of literacy and numeracy underpinned by quality teaching. The school is investing in upgrading its technology throughout the school so that interactive learning can be utilised thoroughly across the curriculum.

## School planning process

This school plan provides the opportunity for all stakeholders to collectively be responsible for the strategic directions and priorities for Beresfield Public School over the next 3 years. In designing this plan, we have engaged different groups throughout the school community to participate. We have informed stakeholders of the plan through emails, newsletters and the school website as well as Facebook. We have consulted staff, students, and the community through surveys and forums including P&C meetings. We have engaged staff through team meetings and staff meetings and we have engaged the student leaders in a planning workshop. The school vision, strategic directions and improvement measures within this plan are the result of the afore-mentioned process in informing, consulting, involving, engaging and stimulating the staff, students, and community.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

To create a growth mindset  
culture

### Purpose:

A growth mindset is the belief that people have the ability to always improve and develop. When students have a growth mindset, as well as agency and empowerment, they seek more learning goals and challenges, see effort as a positive behaviour, are more resilient in the face of failure, and achieve higher academic outcomes. Research has demonstrated how educators' mindsets influence students' mindsets, and how a growth mindset in educators results in higher performance for their students.

## STRATEGIC DIRECTION 2

To improve Literacy and  
Numeracy

### Purpose:

We are continuing to utilise professional learning to focus on collaboration and evidence-driven pedagogy to further improve student results which are equivalent or better compared to the state mean.

## STRATEGIC DIRECTION 3

To enhance wellbeing, learning  
and engagement

### Purpose:

We recognise that student wellbeing is dynamic and integral to learning. Promoting the development of positive relationships, self-regulation and meeting the needs of individuals will contribute to a high quality, inclusive and nurturing environment so that students may learn to the best of their ability. Students will become self-disciplined, tolerant, resilient and contributing members of the school and community.

# Strategic Direction 1: To create a growth mindset culture

## Purpose

A growth mindset is the belief that people have the ability to always improve and develop. When students have a growth mindset, as well as agency and empowerment, they seek more learning goals and challenges, see effort as a positive behaviour, are more resilient in the face of failure, and achieve higher academic outcomes. Research has demonstrated how educators' mindsets influence students' mindsets, and how a growth mindset in educators results in higher performance for their students.

## Improvement Measures

In the TTFM survey, students at Beresfield equal or better the state norm in aspects of Expectations for Success (−0.3), Positive learning climate (−0.8), Rigour (−0.4), and Effort (−2%). (2017 difference in scores in brackets)

Increased levels of student agency and empowerment in all classrooms, measured by the students who are able to self-assess in order to set, monitor and achieve SMART goals, and then repeat the cycle. This is supported by teachers who provide the belief, and display this through their actions, that students can achieve their goals.

Increased level of behaviours by teachers that are indicative of a growth mindset culture in all classrooms. These behaviours are providing specific feedback, seeing mistakes as a learning opportunity, and demonstrating their belief that all students can achieve one year's growth for one year's input.

## People

### Students

Seek more learning goals and challenges, see effort as a positive behaviour, are more resilient in the face of failure, and achieve higher academic outcomes, when students have a growth mindset, as well as a sense of agency and empowerment.

### Staff

Demonstrate how educators' mindsets influence students' mindsets, and how a growth mindset in educators results in higher performance for their students.

### Leaders

Commit to fostering a school-wide culture of a growth mindset and high expectations and a shared sense of responsibility for student empowerment, goal-setting and success.

### Parents/Carers

Commit to the school's strategic directions and practices and culture of a growth mindset and high expectations to achieve educational priorities.

## Processes

### Student Agency and Empowerment

Staff create a culture of student agency and empowerment by incorporating high expectations, positive interactions, quality feedback, clear learning intentions, and differentiating the curriculum. They set challenging learning goals, make the classroom a safe place to make mistakes, and celebrate accomplishments.

### Understanding of a Growth Mindset Culture

Staff undertake professional learning to fully understand and develop skills in a growth mindset culture, as well as building collaborative expertise.

## Evaluation Plan

- Monitoring of staff goals through Performance and Development Plan meetings with supervisors.
- Monitoring of student self-assessment at student-led conferences and ongoing throughout the year.
- Tell Them From Me survey.
- Class observations
- Student surveys and focus groups

## Practices and Products

### Practices

Staff and students will be supported to set SMART goals for themselves, and to monitor and evaluate these goals.

Staff will have the high expectation that students will achieve at least one year's growth, for one year's input.

Teachers will provide feedback that is specific and timely, and praise effort rather than ability.

Teachers will create classroom environments that accept failure and mistakes as a learning opportunity, which encourages risk-taking behaviour in students' learning.

### Products

Teachers have completed professional learning in Growth Mindset and Collaborative Expertise, and are implementing their knowledge and skills in their classrooms.

Systems are set up to implement, monitor and evaluate the goal-setting cycle.

The staff have produced a document that describes what a classroom at Beresfield P.S. with a Growth Mindset culture looks like. This document is used as an evaluative tool to help teachers know thy impact.

# Strategic Direction 2: To improve Literacy and Numeracy

Purpose	People	Processes	Practices and Products
<p>We are continuing to utilise professional learning to focus on collaboration and evidence-driven pedagogy to further improve student results which are equivalent or better compared to the state mean.</p>	<p><b>Students</b></p> <p>Develop a sound working knowledge of literacy and numeracy skills, whilst becoming self-directed and enthusiastic learners.</p>	<p><b>Tracking Progression with Technology</b></p> <p>Establish systems to track and assess the progression of students in literacy and numeracy. Further establish technology in the classroom as an enabling tool to sample and evaluate student outcomes in literacy and numeracy.</p>	<p><b>Practices</b></p> <p>Staff are confident and consistent in tracking and assessing students in literacy and numeracy from K–6.</p>
<p><b>Improvement Measures</b></p> <p>To increase the percentage of students who display greater than average growth between Years 3 and 5 in Literacy and Numeracy in NAPLAN. (2015–2017 average growth 51% Literacy and 55% Numeracy)</p>	<p><b>Staff</b></p> <p>Develop teachers' ability to explicitly teach, differentiate according to individual needs, and monitor through ongoing formative assessment.</p>	<p><b>Collective Teacher Efficacy</b></p> <p>A strong collaborative approach is used to further develop professional capabilities of teachers through peer observation, mentoring and discussion.</p>	<p>Teachers' programs show implementation of explicit and effective teaching and learning strategies, and use evidence including feedback from students, and student assessment data to inform planning.</p>
<p>In Literacy 80% of Kinder, Year 1 and Year 2 students will achieve EAFS exit benchmarks in reading, writing and comprehension. (As at Dec 2017 achievement level was approx. 70%).</p>	<p><b>Leaders</b></p> <p>Ensure a consistent whole school approach to curriculum presentation through strong mentoring and educational leadership.</p>	<p><b>Professional Learning</b></p> <p>Professional learning is delivered to enable teachers to embed skills in best teaching practice and tracking of students in literacy and numeracy. Enable skills for consistent regular collection, recording, sharing, and analysis of data based on EAFS methodology throughout the school K–6.</p>	<p>Teachers value and encourage peer observation, mentoring and discussion around shared quality practice, and teacher impact. Protocols around feedback are supportive, effective and clear.</p>
<p>In Numeracy 90% of K–2 children will achieve EAFS exit benchmarks. (As at Dec 2017 achievement level was 95%).</p>	<p><b>Parents/Carers</b></p> <p>Develop their knowledge and understanding of how to access information relevant to their child's education.</p>		<p>Teachers have more ownership, and therefore are more engaged in professional learning, through advancing teacher influence.</p>
<p>Year 3 and 5 collective student results in NAPLAN to be equivalent or better compared to the state mean in all aspects of literacy and numeracy.</p>		<p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• Progressions</li> <li>• Best Start / PLAN2</li> <li>• NAPLAN</li> <li>• Observations / 3-minute walkthroughs</li> <li>• Reports to Parents</li> <li>• In-school assessments</li> <li>• PDPs and teaching/learning programs</li> </ul>	<p><b>Products</b></p> <p>A school-wide schedule of assessment and a clear system of tracking students in literacy and numeracy is refined and shared, and well understood by staff and students.</p>
<p>Year 3 and 5 percentages in NAPLAN to increase in the top two bands and decrease in the bottom two bands.</p>			<p>Classroom teachers are more confident in incorporating wireless technology to support student outcomes in literacy and numeracy.</p>
<p>All staff are improving practice through peer observations, mentoring and discussions to assist in determining teacher impact. Evaluations through TTFM teacher survey indicate that staff are confident and value the process.</p>			<p>All teachers in K–2 classrooms and some teachers in 3–6 classrooms are fully trained in L3 professional learning.</p>
			<p>Students' literacy and numeracy outcomes are improving in terms of both growth and achievement.</p>

# Strategic Direction 3: To enhance wellbeing, learning and engagement

## Purpose

We recognise that student wellbeing is dynamic and integral to learning. Promoting the development of positive relationships, self-regulation and meeting the needs of individuals will contribute to a high quality, inclusive and nurturing environment so that students may learn to the best of their ability. Students will become self-disciplined, tolerant, resilient and contributing members of the school and community.

## Improvement Measures

An increase in the maintenance of positive relationships as measured by the decrease in annual Reflection Room visits to 80 and suspensions to 20. The average student numbers attending the Reflection Room in the 3 years previous to 2018 was 98. The average number of suspensions in the 3 years previous to 2018 was 39.

In the TTFM survey, students at Beresfield equal or better the state norm in aspects of Advocacy at school (–0.2), Positive teacher–student relations (–0.3), Student positive sense of belonging (–10%), Students with positive relationships (–4%). (2017 difference in scores in brackets)

Our school attendance rate equals or exceeds the state average.

Learning Support Team procedures and protocols will better meet the needs of staff and community. This will be measured through the TTFM parent and teacher survey and the LST rubric.

## People

### Students

Develop and maintain positive relationships and a positive sense of self. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding.

### Staff

Implement a whole-school approach to wellbeing that has clearly defined behavioural expectations that create a positive teaching and learning environment. Staff explicitly teach skills to develop and maintain positive relationships.

### Leaders

Promote a whole school approach to wellbeing that has clearly defined behavioural expectations and create a positive teaching and learning environment. The Leaders evaluate and review these processes.

### Parents/Carers

Works in partnership with the school to share the expectations for positive behaviours, developing and maintaining positive relationships and developing a positive sense of self.

## Processes

### Relationships Across the School Community

School systems encourage positive relationships across the school community which foster connectedness and feelings of belonging and are essential for wellbeing.

### Meeting the Needs of Individual Students

The school implements professional learning as well as a comprehensive and integrated system to support the cognitive, emotional, social, physical, and spiritual wellbeing of students.

## Evaluation Plan

- Tell Them From Me Survey for staff, students and community.
- Record and analyse Reflection Room data and suspension incidents.
- Attendance data.
- LST rubric

## Practices and Products

### Practices

Students, staff, and members of the school community have a shared understanding of the behaviours, attitudes and expectations that enable the building and maintaining of positive relationships.

Staff and the community are clear about the procedures and protocols of the Learning Support Team, which includes the monitoring and analysis of attendance data.

### Products

An increase in the maintenance of positive relationships as measured by the decrease in Reflection Room visits and suspensions.

A comprehensive written document outlining LST procedures and protocols supplements the updated Wellbeing and Discipline Policies of the school.

Our school attendance rate equals or exceeds the state average.