

School plan 2018-2020

Berkeley Vale Public School 1203



School background 2018–2020

School vision statement

Students at Berkeley Vale Public School are confident, creative, active informed citizens. They have the capacity to communicate effectively and respectfully, and have the values to be responsible, resilient and empathic citizens in our society.

School context

Berkeley Vale Public School prides itself on maintaining an excellent reputation within the local and broader community. The school pays respect and acknowledges that we are on Darkinjung land.

The current enrolment is 718 students, with 10% acknowledging Aboriginality and 4% English as an Additional Language (EALD). 14% of students have been identified as needing additional support as outlined in the National Consistent Collection of Data (NCCD). There are 45 teaching staff, ranging from new graduate to more experienced staff, with 10 ancillary and support staff working as a team to provide educational excellence. Two classes, in Stages 2 and 3 are enrichment groupings.

Berkeley Vale Public School houses an OOSH (Out of School Hours) service on site.

Students are actively encouraged and supported to participate in a diverse range of learning experiences and opportunities. These include student leadership, programs, school and Koori choir groups, dance groups, chess, Premier's Reading and Sporting Challenges, Premier's Spelling Bee, performances in K, 3 and 6, recycling and a wide range of sporting activities.

The school is a proud partner of Tuggerah Lakes Learning Community (TLLC). Strong alliances with the University of Newcastle and the Kuriwa Aboriginal Education Consultative Group (AECG) are also established. The P&C are a supportive community group who ensures timely resourcing and support is provided to enhance the learning opportunities for all.

School planning process

In 2017, a variety of measures were employed to consult the school community. We sought the opinions of parents/carers, staff and students to form our strategic directions for the 2018–2020 planning period.

School and community members participated in surveys focus on curriculum and school culture including the Tell Them From Me Surveys (TTFM). Students and parents were represented in focus groups, staff completed an online survey and analysed and evaluated data from NAPLAN, standardised tests and other assessment tools.

A whole school evaluation process took place to review programs and practices. As a result, the executive analysed the data and developed a list of focus areas and possible directions forward in consultation with staff. These were then communicated, negotiated and modified with the whole community resulting in the attached plan.

The 2018–2020 School Plan has incorporates three strategic directions: Enhance, Innovate and Inspire. Our school has consulted and negotiated with the Kuriwa AECG who have endorsed the 2018–2020 School Plan.

Information from all of these processes contributed to the strategic directions for 2018–2020.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Enhance

Purpose:

To provide dynamic and challenging literacy practices that maximise school improvement, and engage and support the diverse needs of all.

Major SEF links:

Learning– Learning Culture, Curriculum, Assessment, Reporting & Student Performance Measures

Teaching– Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development

Leading– Educational Leadership, School Planning, Implementation & reporting, School Resources, Management Practices & Processes

STRATEGIC DIRECTION 2 Innovate

Purpose:

To ensure school improvement through a consistent, student centred approach with engaging high quality future focused numeracy teaching.

Major SEF links:

Learning– Learning Culture, Curriculum, Assessment, Reporting & Student Performance Measures

Teaching– Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development

Leading– Educational Leadership, School Planning, Implementation & reporting, School Resources, Management Practices & Processes

STRATEGIC DIRECTION 3 Inspire

Purpose:

To develop a school culture that strongly focuses on wellbeing and engagement across the whole school community, celebrating success and achievement.

Major SEF links:

Learning– Learning Culture, Wellbeing

Teaching– Effective Classroom Practice, Learning & Development

Leading– Educational Leadership, School Planning, Implementation & reporting, School Resources, Management Practices & Processes

Strategic Direction 1: Enhance

Purpose

To provide dynamic and challenging literacy practices that maximise school improvement, and engage and support the diverse needs of all.

Major SEF links:

Learning– Learning Culture, Curriculum, Assessment, Reporting & Student Performance Measures

Teaching– Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development

Leading– Educational Leadership, School Planning, Implementation & reporting, School Resources, Management Practices & Processes

Improvement Measures

By 2020, in line with the Premier's priorities, increase the percentage in the top two skill bands in NAPLAN Reading by 10%: Year 3 42.5%– 52.5%, Year 5 22.3%– 32.3%, Year 7 17.9%– 27.9% (baseline 2015–2017 NAPLAN Rolling Average)

By 2020 increase the percentage in the top two skill bands in NAPLAN Writing by 10%: Year 3 44.9%– 54.9%, Year 5 10.6%– 20.6%, Year 7 11.2%– 21.2% (baseline 2015–2017 NAPLAN Rolling Average)

By 2020, in line with the State priorities, an increase of 35% of Aboriginal students in the top two skill bands in NAPLAN Reading, where numbers are statically significant (baseline 2015–2017 NAPLAN Rolling Average Year 3 35.5%, Year 5 10.2%, Year 7 17%)

People

Students

Build skills to self–assess and set goals to improve their own learning. Demonstrate improved confidence in participating in critical, creative and challenging literacy learning experiences.

Staff

Understand the importance of and demonstrate how to accurately use data effectively to inform differentiated teaching practices. Provide students with clear learning intentions and explicit feedback based on high expectations. Staff value opportunities for ongoing professional learning that includes collaborative practices and self–reflection.

Leaders

Adopt a coordinated and collaborative approach to the delivery, assessment and monitoring of literacy. Demonstrate the knowledge to build the capacity of all staff.

Parents/Carers

Feel valued as a partner with the school in the learning of their child. Community members will be informed and active in the implementation of literacy programs.

Community Partners

Understand the contribution they make to student learning through the sharing of skills and expertise in all areas of learning.

Processes

Initiate quality systems and professional learning to improve practice within and outside of the classroom.

Enhance and implement a whole school approach to embed effective, differentiated evidence–based, high quality collaborative literacy practices and lesson delivery across the school.

Evaluation Plan

- Monitoring of milestones every five weeks by executive team
- Analysis of NAPLAN and school based data
- Teaching & learning programs
- PDPs
- Student Work Samples
- Professional learning and meeting minutes
- Observational rounds
- Student attendance data
- TTFM Survey & school developed survey results

Practices and Products

Practices

Successful high quality literacy programs are implemented across the school with learning intentions and success criteria to improve literacy outcomes.

School and external assessment data is collected, analysed and embedded in teaching and learning to ensure that all students receive engaging and differentiated programs with individual adjustments that target student need.

Quality professional learning and peer observation/mentoring provide further expertise, with a focus on spelling, writing and reading.

Products

Quality teaching and learning programs incorporate engaging and differentiated strategies based on analysis of student assessment data. Teachers and students provide high quality feedback for future learning.

Learning incorporates collaborative practices and focuses on continual improvement in literacy, encouraging self–reflection using the Australian Professional Standards for Teachers,

Strategic Direction 2: Innovate

Purpose

To ensure school improvement through a consistent, student centred approach with engaging high quality future focused numeracy teaching.

Major SEF links:

Learning– Learning Culture, Curriculum, Assessment, Reporting & Student Performance Measures

Teaching– Effective Classroom Practice, DataSkills & Use, Professional Standards, Learning & Development

Leading– Educational Leadership, SchoolPlanning, Implementation & reporting, School Resources, ManagementPractices & Processes

Improvement Measures

By 2020, in line with the Premier's priorities, increase the percentage in the top two skill bands in NAPLAN Numeracy by 10%: Year 3 30.6%– 40.6%, Year 5 20.3%– 30.3%, Year 7 17.6%– 27.6% (baseline 2015–2017 NAPLAN Rolling Average)

By 2020, in line with the State priorities, an increase of 35% of Aboriginal students in the top two skill bands in NAPLAN Numeracy, where numbers are statically significant (baseline 2015–2017 NAPLAN Rolling Average Year 3 32%, Year 5 7.2%, Year 7 20.4%)

The Eight Drivers of Student Learning, technology aspect, increases to meet or exceed the NSW Govt Norm (baseline 4.9 for the school compared to 6.7 for NSW in the 2017 TTFM Teacher Survey)

People

Students

Understand the importance to self–assess and set goals demonstrating improved, confidence in using technology and flexible learning spaces, participating in critical, creative and challenging mathematics learning experiences.

Staff

Value the importance of differentiated numeracy based teaching practices, providing students with clear learning intentions and explicit feedback. Staff value opportunities for ongoing professional learning that includes mathematics and future focused learning aspects.

Leaders

Value a coordinated and collaborative approach to the delivery, assessment and monitoring of numeracy. Demonstrate the knowledge to build the capacity of all staff in the explicit teaching of mathematics.

Parents/Carers

Feel valued as a partner with the school in the learning of their child. Parents/carers are collaborative, informed and active in the implementation of numeracy programs and support the implementation of technology based initiatives.

Community Partners

Understand the contribution they make to student learning through the sharing of skills and expertise in all areas of learning, with a focus on mathematics and technology.

Processes

Enhance and implement a whole school approach to embed effective differentiated, evidence–based, high quality collaborative numeracy practices and lesson delivery across the school.

Embed future focused learning into the teaching environment to support a deeper understanding of syllabus content across K–6.

Evaluation Plan

- Monitoring of milestones every five weeks by executive team
- Analysis of NAPLAN and school based data
- Teaching & learning programs
- PDPs
- Student Work Samples
- Professional learning and meeting minutes
- Observational rounds
- Student attendance data
- TTFM Survey & school developed survey results

Practices and Products

Practices

Successful high quality numeracy programs are implemented across the school with learning intentions and success criteria to improve numeracy outcomes.

School and external assessment data is collected, analysed and embedded in teaching and learning to ensure that all students receive engaging and differentiated programs with individual adjustments that target student need.

Quality professional learning and peer observation/mentoring provide further expertise in the area of teaching numeracy and future focused learning strategies.

Products

Quality teaching and learning programs incorporate engaging and differentiated strategies based on analysis of student assessment data. Teachers and students provide high quality feedback for future learning.

Learning incorporates collaborative practices and focuses on continual improvement in numeracy, encouraging self–reflection using the Australian Professional Standards for Teachers, where applicable.

High quality teaching and learning programs incorporate the use of technology to enhance learning opportunities within a flexible learning environment.

Strategic Direction 3: Inspire

Purpose

To develop a school culture that strongly focuses on wellbeing and engagement across the whole school community, celebrating success and achievement.

Major SEF links:

Learning– Learning Culture, Wellbeing

Teaching– Effective Classroom Practice, Learning & Development

Leading– Educational Leadership, School Planning, Implementation & reporting, School Resources, Management Practices & Processes

Improvement Measures

Increase the percentage of Year 5 and Year 7 students achieving expected growth in Reading and Numeracy to at least 60% (baseline NAPLAN Rolling Average Year 5 Reading–48.2%, Year 5 Numeracy–49.5%, Year 7 Reading– 50.6% and Year 7 Numeracy– 65%)

Improvements in student welfare increase to meet or exceed the NSW Govt norm (baseline TTFM Survey 2017):

- Safety at School (BVPS Parents 5.6– NSW 7.4);
- Inclusive School (BVPS Parents 5.4– NSW 6.7);
- Student Participation in Extra Curricular Activities (BVPS Students 31%– NSW 55%)

People

Students

Understand the importance of being active learners who are creative, innovative, resourceful, and independent thinkers demonstrating a growth mindset, inspirational risk-taking and display resilience in everyday situations.

Staff

Value engaging in ongoing opportunities to build and model strong and positive school culture across the school, adopting school wide practices in student welfare and whole school wellbeing.

Leaders

Value the importance of a strong culture, supporting innovative practices with a positive mindset and encouraging risk taking. Understand the importance of promoting student welfare and wellbeing processes to ensure consistency across the school.

Parents/Carers

Understand the value of proactively working with the school and outside service providers to ensure best outcomes for their child.

Community Partners

Recognise the value of working in partnership with the school and parents/carers to enhance and broaden students, staff and the wider community's learning experiences.

Processes

Implement a consistent whole school approach to effective wellbeing and welfare practices.

Engage students, staff and families in opportunities to establish a collaborative learning community.

Evaluation Plan

- Monitoring of milestones every five weeks by executive team
- TTFM Survey & school developed survey results
- Student attendance data
- P&C Minutes
- Focus groups
- Parent/Carer attendance data for school interviews, school events, transition programs
- Annual report

Practices and Products

Practices

Strong student welfare lessons and strategies are embedded across the school.

Initiatives and programs are established with a whole school community commitment to aspirational expectations and achievement.

Products

Strong, transparent wellbeing programs and strategies are established to support improved school culture with resilience and future aspirations promoted.

The school learning community works collaboratively to engage students, parents/carers and staff in an array of learning opportunities within the school and wider community.