

School plan 2018-2020

Berowra Public School 1205



School background 2018–2020

School vision statement

Learning and growing together for life; where every student, every teacher and every leader strives to improve every year.

School context

Berowra Public School is a dynamic and effective school where staff and parents help students to feel happy and secure; enjoy learning; strive to achieve their potential; experience success; and care for themselves, others and the environment.

The school provides a well-balanced curriculum, with emphasis on developing skills in literacy and numeracy. There is also a tradition of excellence in performing arts, particularly drama, choir and music. Sport is another traditional area of strength, and a number of highly effective programs operate to cater for our gifted and talented students. Expanding the opportunities for the use of technology is a continuing school priority.

Our diverse curriculum and extracurricular programs cater for students with a full range of abilities and interests. Community support is a particular feature of the school. Four effective parent bodies (P&C, School Support Group, Uniform Shop and Canteen Committee) provide much needed support for the school in many ways— practical, financial and consultative.

School planning process

The writing of the school plan commenced in 2017 with executive attending a few after school workshops. Executive staff was given time off class to write their plan for the next three years. Berowra Public School participated in the External Validation Process in term 3, 2017. Following on from this validation it was found that we needed to update our data entry and analysis procedures to ensure that the collected and analysed data is driving our priorities and informing our practices. The directions articulate our school's priorities over the next three years for high expectations, teacher quality and quality leadership. The directions are future-focused and will drive a whole school culture of educational and organisational excellence. Our directions are:—

1. Quality learning for all students
2. Dynamic teaching, learning and leadership
3. Effective directions through data

The strategic directions show how Berowra Public School will move forward with a collaborative, considered and consistent approach to delivering the curriculum. They show the school's commitment to academic and social progress. The directions also maintain the commitment to an inclusive and equitable whole school learning environment that encourages and supports a range of learning styles, sparks curiosity and passion for knowledge and understanding. Underlying the Berowra Public School plan is the professional development of teachers. In providing teachers with the expertise to competently implement teaching practices we are preparing children for a future defined by technology, creativity and open ended thinking.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality learning for all students

Purpose:

Provide quality personalised learning in literacy within an environment that cultivates engaged learners.

STRATEGIC DIRECTION 2

Dynamic teaching, learning and leadership

Purpose:

Provide quality teaching and learning underpinned by effective leadership.

STRATEGIC DIRECTION 3

Effective directions through data.

Purpose:

Provide quality teaching and learning in numeracy supported by efficient data collection and analysis.

Strategic Direction 1: Quality learning for all students

| Purpose | People | Processes | Practices and Products |
|---|---|--|--|
| Provide quality personalised learning in literacy within an environment that cultivates engaged learners. | Students Students: <p>Students build skills and knowledge in spelling and writing through engagement in the WTW and Big Write programs.</p> | Implement whole school Professional Development on Literacy Progressions with a focus on writing and spelling. <p>Develop a culture of dedication to learning and celebration of all successes extended.</p> <p>Use of school and external assessment data, including NCCD, to drive change, inform future directions and make adjustments.</p> | Practices Refinement of innovative, evidence-based literacy teaching practices demonstrating the use of personalised learning resulting in improved student outcomes. <p>Embedding of effective partnerships in learning with parents/carers and students, resulting in students who are motivated to continually improve.</p> |
| Improvement Measures | Staff Adopt a coordinated approach to improving standards in spelling and writing. Teachers develop their knowledge and skills in the explicit teaching of spelling and writing. Staff supported, through professional learning that will increase their skills in differentiated learning opportunities. | Evaluation Plan Progress toward improvement measures will be evaluated through: <p>Analysis of internal and external student learning and engagement data including:</p> <ul style="list-style-type: none"> · Curriculum Bench Marking · Student surveys · NAPLAN achievement and growth data · Sentral data collection as per assessment schedules. | Products Increased student engagement through data driven programs resulting in improved student performance in Literacy. <p>Teachers differentiate the curriculum delivery to meet the needs of students at various levels of achievement.</p> |
| Spelling – Words Their Way (WTW) – show growth in spelling through analysis of pre and post WTW assessments, validated by whole school evaluation (South Australian Spelling Assessment and Big Write work samples). <p>At least 80% of student progress at least one level in the Big Write assessment levels per annum.</p> <p>Increase the number of students achieving in the top 2 bands in Literacy and Numeracy in NAPLAN by 5%.</p> | Community Partners Community partners: Parents given the knowledge to converse with children and teachers about programs in the school. Curriculum collaboration across the Community of Schools (Keerawall). | | |

Strategic Direction 2: Dynamic teaching, learning and leadership

| Purpose | People | Processes | Practices and Products |
|---|---|--|---|
| Provide quality teaching and learning underpinned by effective leadership. | <p>Students</p> <p>All students are engaged in quality learning, demonstrating learning for life values.</p> <p>Staff</p> <p>School leaders demonstrate improved capabilities that enhance professional growth in all staff, cohesive school teams and student outcomes.</p> <p>Community Partners</p> <p>The wider school community will develop an understanding of, and value the Performance and Development Framework and the Australian Professional Teaching Standards and the impact they have on teacher quality, professional growth and leadership capabilities. They will demonstrate support in the provision of professional learning opportunities and evidence based systems for teachers, ensuring the facilitation of dynamic, quality teaching and professional growth.</p> | <p>Implement an effective and collaborative PDP system, facilitating a culture of professional growth and sustainable, school-wide improvement in teaching practice and leadership capabilities. (Professional learning and accreditation).</p> <p>Provide differentiated learning opportunities for teachers that are reflective of system, school and personal goals ensuring the most effective evidence-based teaching methods are used. (Quality teaching).</p> <p>Use of evidence based explicit systems for teacher development will drive ongoing, school-wide improvement in teaching practice. (Evidence based practices).</p> | <p>Practices</p> <p>Teachers create Professional Development Plans, collaborating with supervisor and principal, identifying professional learning needs that will support professional growth.</p> <p>All teachers are provided with a Professional Learning Log</p> <p>All teachers are provided with differentiated professional learning opportunities in order to satisfy the needs at their career stage, and to develop a skilled, effective and professional teaching workforce. Teachers demonstrate and share their expertise within the school and across the schools.</p> <p>Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.</p> <p>Products</p> <p>Teachers' Professional Development plans reference system, school and professional goals and demonstrate a professional growth culture.</p> <p>Completed professional learning logs by all staff.</p> <p>A teaching workforce that encourages and supports professional growth and career aspirations through evidence based systems that facilitate mentoring, coaching, professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.</p> |
| Improvement Measures | | Evaluation Plan | |
| An increase in the number of teachers that are demonstrating an interest in professional growth and improving teaching practices and leadership capabilities. | | Progress toward improvement measures will be evaluated through: Monitoring, analysing and evaluating staff professional growth, teacher quality and improvement in leadership capabilities. | |
| An increase in the capacity of teachers to demonstrate leadership capabilities within the school. | | <ul style="list-style-type: none"> School wide use of evidence based systems eg mentoring, coaching, professional dialogue, collaboration, classroom observation, modelling of effective practice and provision of feedback. Timetables Meeting minutes Course notes and certificates Record of classroom observations with feedback. | |
| An increase in the satisfaction of teachers' experiences with the PDP school system. | | | |
| An improvement in teacher attitudes to leadership capabilities and experiences. | | | |
| An increase in teacher aspirations demonstrating professional growth. | | | |
| An improvement in teacher attitudes to the school wide use of evidence based systems. | | | |

Strategic Direction 3: Effective directions through data.

Purpose

Provide quality teaching and learning in numeracy supported by efficient data collection and analysis.

Improvement Measures

Evidence of data analysis to inform and differentiate teaching and learning.

At least 80% of students demonstrating expected growth in numeracy in NAPLAN.

People

Students

Students will become visible learners who use learning habits to collaboratively set SMARTER learning goals in order for them to become independent learners, motivating them to achieve their full potential in literacy and numeracy.

Staff

Staff comprehensively analyse student progress and achievement data for insights into student learning and discuss results with the whole staff. Develop plans and strategies for improvement.

Staff will ensure appropriate assessment and reporting practices are used consistently to monitor learning outcomes and they will use their understanding of current research and pedagogy to refine their capacity to maximise individual and collective wellbeing.

Parents/Carers

Parents will collaboratively develop and support their child in the implementation and monitoring of PLPs, ensuring their child's engagement, wellbeing and aspirations are met.

Processes

The school analyses student progress and achievement data and a range of other contextual information.

Teachers respond to trends in student achievement, at individual, group and whole school levels.

Students and parents understand the assessment approaches used in the school and their benefits for learning.

Evaluation Plan

Regular gathering of data for analysis, reflection and reporting on the impact of planned activities identified in milestones Analysis of school-based and external assessment data.

Lesson plans/teaching programs.

- Literacy and Numeracy (Learning Progressions) Data – NAPLAN Data
- Student Attendance
- Student behaviour and engagement
- Current intervention programs
- Teaching and Learning Programs
- Assessment and Reporting Processes
- Learning intentions and success criteria

Practices and Products

Practices

Planned and relevant professional learning opportunities for staff to be able to confidently input data and use systems of analysis to guide teaching programs and wellbeing initiatives.

Consistent recording of student wellbeing and academic data on an electronic student management system.

Learning across the school will be driven by assessment data and differentiated to meet the needs of all students. This will be evident in classroom practice, programming and reporting.

Products

The school uses a centralised system for analysing and reporting data on student and school performance to drive evidence based learning.