

School plan 2018-2020

Berridale Public School 1206



School background 2018–2020

School vision statement

Towards a better world

Our core business is to provide the best education for the students in our care.

In consultation with parents we consider students' academic, sporting, social and cultural needs.

We strive to prepare our students for the wider world, building their character and awareness of self.

We support our community and our community supports us.

School context

Berridale Public School is a small rural school in the Snowy Mountains, situated between Cooma and Jindabyne. It is in the Snowy Monaro Shire Council and is part of the Monaro Education Group.

Berridale Public School provides a dynamic and caring environment with a strong emphasis on developing 21st Century learning skills and building learning power in all students. Whole-school welfare programs encourage children to be independent problem-solvers who are resilient and caring.

Berridale PS provides a wide range of opportunities in all key learning areas with an emphasis on developing strong literacy and numeracy skills. The school is supported by parents and community members, including an active P&C.

School planning process

The school planning process at Berridale Public School is consultative at all levels – students, staff and community. The implementation of the next school plan has provided a meaningful and inclusive process for the development of strategic directions over a three year cycle. A situational analysis with Teachers of current practices and organisation within the school was the first step.

Parents and community contributions were gathered through focus groups, newsletter surveys and face to face questionnaires.

Student input was gathered through the "World café" consultation process. Students leaders asked Peer Support groups the following questions: 1. What do teachers do to help me learn? 2. What else could teachers do? and 3. My learning would improve if I could....

Opinions and data were gathered to formulate two strategic directions for Berridale Public School: Quality Teaching and Quality Learning.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Quality learning

Purpose:

Our focus is on our students. Excellent schools display a school-wide, collective responsibility for student learning and success with high levels of student, staff and community engagement. As professionals we will strive to develop positive and respectful relationships across the school community to underpin a productive learning environment and support student's identities as learners. We will endeavour to be an inclusive place to learn where students can connect, succeed and thrive. Individual learning will be supported by effective school, system and community expertise and resources. Practices will be embedded for parents to be engaged and understand the learning process of their children. Teachers will assess and report student progress, aiming for high levels of performance.

STRATEGIC DIRECTION 2 Quality teaching

Purpose:

Our focus is on our students. Schools that excel have teachers who are committed to identifying, understanding and implementing effective teaching methods. Teachers will regularly review learning with students, ensuring students have a clear understanding of how to improve their learning. Student data will be regularly assessed with teachers developing a clear understanding of how assessment can be utilised to determine teaching directions. The Teaching Principal will assist staff to collaborate, draw on research and engage in professional learning to ensure that quality teaching will have an impact on learning outcomes and student well-being.

Strategic Direction 1: Quality learning

Purpose

Our focus is on our students. Excellent schools display a school-wide, collective responsibility for student learning and success with high levels of student, staff and community engagement. As professionals we will strive to develop positive and respectful relationships across the school community to underpin a productive learning environment and support student's identities as learners. We will endeavour to be an inclusive place to learn where students can connect, succeed and thrive. Individual learning will be supported by effective school, system and community expertise and resources. Practices will be embedded for parents to be engaged and understand the learning process of their children. Teachers will assess and report student progress, aiming for high levels of performance.

Improvement Measures

95% of students will be at the expected stage level for Early Numeracy Strategies.

100% of students will articulate their learning goals and achieve them.

95% of parents will be satisfied with the reporting process and general school communication.

100% of teaching and learning programs will reflect curriculum knowledge and assessment data.

Premier's priorities – the number of students in the top 2 Bands for NAPLAN will increase by 45%

People

Students

Will articulate how and why they learn. They will develop their critical thinking, problem solving, collaborative and communication skills to achieve their learning goals.

Staff

Will explore, collaborate and develop their pedagogical knowledge to include in-depth quality teaching and learning within curriculum guidelines.

Parents/Carers

Will work collaboratively with school staff to support student achievement in learning, engagement and well-being.

Leaders

Will establish structures and processes to identify, address and monitor student learning needs.

Community Partners

Will experience Berridale Public School as an inviting, celebrating and engaging community. External agencies will provide external and professional support for students and staff in areas of identified need.

Processes

Curriculum and Learning

Deliver quality student-centred and explicit teaching and learning experiences which enable students to understand how they learn and to set and achieve goals.

Personalised learning

Ensure learning is data driven and based on formative assessment practices, learning progressions and curriculum knowledge. Students have access to timely, targeted intervention that reflects best practice and to tailored support, extension or enrichment.

Student well-being

The school and community develop an integrated approach to student learning and well-being in which students can connect, succeed and thrive at school.

Evaluation Plan

- Student, Staff and Parent TTFM Surveys
- Well-being Framework assessment tool
- Individual student learning goals
- Ongoing review of NAPLAN and PLAN data
- Internal student performance data and evidence
- Teacher PDPs and teaching observations
- School Excellence Framework reports
- School newsletters and other communication.

Practices and Products

Practices

Students and staff are involved in continuous use of assessment to monitor achievement and gaps in student learning. Assessment informs the teaching and learning cycle.

Staff develop and implement collaborative processes for consistent teacher judgement in Literacy and Numeracy progressions, internal assessment, PLAN and SMART data.

Staff engage in quality conversations about student achievement and well-being to families and the wider community.

Products

Students and teachers have a clear understanding of how assessment informs feedback and goal setting, and act upon that understanding.

A student centred learning environment gives students meaningful and timely feedback. Students are challenged and supported.

Positive and respectful relationships across the school community underpins a productive and aspirational learning environment.

Strategic Direction 2: Quality teaching

Purpose

Our focus is on our students. Schools that excel have teachers who are committed to identifying, understanding and implementing effective teaching methods. Teachers will regularly review learning with students, ensuring students have a clear understanding of how to improve their learning. Student data will be regularly assessed with teachers developing a clear understanding of how assessment can be utilised to determine teaching directions. The Teaching Principal will assist staff to collaborate, draw on research and engage in professional learning to ensure that quality teaching will have an impact on learning outcomes and student well-being.

Improvement Measures

School Excellence Framework – Berridale PS will go from Sustaining and Growing to Excelling in the Learning, Teaching and Leading elements.

100% of students will provide respectful feedback on their learning experiences.

Premier's priorities – the number of students in the top 2 Bands for NAPLAN will increase by 45%

NAPLAN growth of equal to or greater than 80% in Numeracy and Reading.

People

Students

Will provide timely and respectful feedback on their learning experiences.

Staff

Will maintain accurate records, documentation and assessment evidence to evaluate and adjust their teaching strategies to maximise impact on student learning.

Staff will write articles promoting the school to local newspapers and the wider school community.

Parents/Carers

Will engage in Literacy and Numeracy information activities around assessment and teaching strategies.

Leaders

Will provide all staff with access to quality Professional Development that will assist in the building of a learning culture of high expectations.

Community Partners

Will see evidence that Berridale Public School delivers high quality education for all students.

Processes

Research Informed Pedagogy

Teachers will draw on research to develop high quality professional learning in Literacy and Numeracy teaching practices, eg: FoR, TEN.

Collaborative Practice.

Teachers will develop and implement processes for consistent teacher judgement in Literacy and Numeracy data/evidence (both external and internal).

Evaluative Practice

Teachers will strengthen evaluative culture by establishing regular “pause points” throughout each term to reflect on the use of quality sources of data to inform future teaching and learning.

Evaluation Plan

- What Works Best Reflection Guide Survey
- Staff meeting minutes, Term planners
- Best Start, NAPLAN, TEN, FoR and SMART data
- FoR evidence
- Lesson plans, teaching programs
- Professional Develop Plans, review and lesson observations
- Survey data and teacher reflections from the LDI initiative.

Practices and Products

Practices

Continuous collaboration and professional learning will result in an explicit teaching approach to Literacy and Numeracy, which is research based.

Structures are in place to enable regular meetings and opportunities to plan, reflect, gather feedback and improve and deliver informed pedagogy.

Systems are embedded where teachers make informed and consistent judgements about students' progress based on deep knowledge of the curriculum and research.

Products

Teaching is explicit and focussed on improvement and engagement.

Improved student outcomes and teacher job satisfaction.

Teachers use evidence to inform their teaching and learning programs.