

School plan 2018-2020

Birchgrove Public School 1240



School background 2018–2020

School vision statement

Our shared values are Excellence, Respect, Resilience, Trust and Care.

Birchgrove Public School Community is committed to providing each child every opportunity within a culture of growth, performance and well-being. It provides an innovative 21st Century education across all areas of the curriculum in an inclusive, engaging and supportive school environment.

The school values and celebrates the diversity of its families and wider community. It is committed to developing individual strengths, a love of learning and the capacity to achieve.

School context

Birchgrove Public School is located on the Balmain peninsula and was established in 1885. The community is diverse, vibrant and supportive. The school has a pre-school comprising four part-time classes and we have 15 classes K–6. Our philosophy encompasses a whole school approach to student welfare which is proactive and restorative.

Birchgrove Public School is a highly aspirational community that focuses on inclusive programs that cater for all learning needs from Gifted and Talented (5%) to students requiring disability adjustment (15%) and English as an Additional Language/Dialect Speakers(6%).

Birchgrove Public School students demonstrate a high level of academic performance in school-based and external assessments. Data analysis indicates that our students have consistently performed above State, National and Statistically Similar Group NAPLAN results.

School planning process

The Birchgrove Public School Plan has been developed with opportunities for all participants to discuss, debate and modify the content. In Term 4, 2017 staff, parents and students met, as well as submitted surveys to discuss what they would like the school community to achieve by 2020. The results were collated and shared by all. Common goals and desires for school vision and direction were established.

School committees met to look at future priorities and needs. Stage teams looked at where their stages were and where they needed to go. The information was collated and shared. When the priorities, needs and goals were grouped the executive met and formed them into three groupings that became our 3 Strategic Directions.

The P&C will review the document, directions and vision in Term 1, 2018. Key improvement measures are data driven and include feedback from all participants – staff, community and students.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Challenged, engaged & resilient learners

Purpose:

In order for students to succeed in the future we need to ensure we cater for individual needs through challenging, engaging and building resilient learners.

STRATEGIC DIRECTION 2

Teacher quality, innovative and reflective teachers

Purpose:

Birchgrove Public School teachers are provided with quality individualised professional learning and deep pedagogical knowledge with reflective and responsive practices that enable them to maximise learning outcomes.

STRATEGIC DIRECTION 3

Inspired, dynamic shared community leadership

Purpose:

Birchgrove Public School promotes collaborative, strategic and dynamic leadership. We foster capacities and capabilities across the whole school community.

Strategic Direction 1: Challenged, engaged & resilient learners

Purpose

In order for students to succeed in the future we need to ensure we cater for individual needs through challenging, engaging and building resilient learners.

Improvement Measures

An increase in the capacity of students to independently resolve perceived interpersonal challenges.

Students are engaged in the 4C's of 21st Century Learning, critical thinking, communication, collaboration and creativity.

Students independently develop and work towards achieving learning goals.

Students achieving cluster level benchmarks in literacy and numeracy measured using PLAN NAPLAN & School Based Assessments.

Students from Year 3 to Year 5 exhibit positive growth in the value added component of NAPLAN.

Collect and analyse playground behaviour data. Develop strategies and programs to support students in the playground based on data collected

People

Students

Students have the capabilities to develop individual learning goals and are given the enablers to achieve those goals.

Students are provided with the skills to demonstrate 21st Century Learning competencies across all KLAs.

Students understand that engagement, effort and resilience are required to be successful.

Students, parents and teachers share a common language for resilience.

Staff

Teachers plan with students to set goals.

Build an understanding of what is effective differentiation.

Understanding and ability to set learning intentions, success criteria and providing descriptive feedback to students.

Develop skills in the effective integration of ICT to support Inquiry based learning.

Students, parents and teachers share a common language for resilience.

Parents/Carers

Understand the principles of inquiry based learning, its links to conceptual planning and how to support their child's learning .

Know and understand how to support the

Processes

Through action learning, mentoring and professional learning, develop and implement evidence-based teaching practices (setting clear learning intentions, specific criteria, descriptive feedback, questioning, self and peer assessment and student ownership) to support successful learning.

Through mentoring and professional learning, strengthening the implementation of differentiated programs to meet the needs of all students including learning and support, EALD and gifted and talented students.

Implement inquiry based learning practices K-6 to develop 21st Century Learning competencies.

A culture of coaching across the school.

Through student wellbeing programs (Got It, Peer Support, Restorative Practices & YCDI) implemented K-6 students will become resilient and responsible school and global citizens.

Evaluation Plan

Review and adjust academic programs ensuring the highest standards and access for every student

Review and analysis of NAPLAN and PLAN data

Practices and Products

Practices

Students utilise feedback provided by staff against success criteria to improve and achieve learning goals .

Teachers understand and use assessment data to differentiate learning programs to meet the needs of all students.

Data is used to inform decision making regarding teaching and learning.

Promote social, emotional and physical wellbeing in all learning experiences.

Products

K-6 students achieving cluster level benchmarks in literacy and numeracy using PLAN, NAPLAN & School based assessments

Students from Year 3 and 5 exhibit positive growth in the value added component of NAPLAN.

Teachers set learning intentions, collaboratively develop success criteria with students and provide descriptive feedback ensuring they have visual learning goals that can be articulated.

Incidents in the playground are resolved in a timely manner by students, through the development and implementation of explicit procedures regarding challenges.

Strategic Direction 1: Challenged, engaged & resilient learners

<p>People</p> <p>social and emotional wellbeing of students.</p> <p>Students, parents and teachers share a common language for resilience.</p>
<p>Leaders</p> <p>Leaders: Leaders will support staff, students and parents to take responsibility for decision making.</p> <p>Develop capacity to analyse and communicate whole school data, focused on improving learning programs and monitoring student growth and performance.</p> <p>Students, parents and teachers share a common language for resilience.</p>

Strategic Direction 2: Teacher quality, innovative and reflective teachers

Purpose

Birchgrove Public School teachers are provided with quality individualised professional learning and deep pedagogical knowledge with reflective and responsive practices that enable them to maximise learning outcomes.

Improvement Measures

A clear, well sequenced whole school plan for curriculum delivery that incorporates the NESA syllabus documents and principles of conceptual planning.

Professional development plans for 100% of staff demonstrating reflective practices, identification of professional goals and links to the Australian Teaching Standards..

An increase in teachers attending individualised professional learning courses, linked to their PDP.

People

Students

Develop abilities in inquiry, critical and creative thinking, problem solving and communicating.

Develop skills in using ICT to support inquiry based learning.

Staff

Understand and use assessment for, as and of learning to determine teaching direction and effectiveness.

Develop pedagogy and skills in integrating ICT to support inquiry based learning.

Understand the syllabus requirements, conceptual programming and the skills needed to develop and implement cross curricula units of work.

Develop knowledge of Australian Teaching Standards to direct and support reflective practice.

Teachers to implement best current practice linked to TPL and coaching program.

Parents/Carers

Understand the changing nature of the curriculum and principles of 21st Century learning and how best to support their child.

Leaders

Aspiring executive will be given

Processes

Through a variety of teacher professional learning all classrooms will become models of innovative practice and 21st Century Learning environments where students have the opportunity to excel.

Develop a coherent, sequenced curriculum that is underpinned by conceptual planning; enabling staff to deliver syllabus requirements and provide students with meaningful and engaging learning across disciplines.

Implement assessment and tracking strategies using data and common assessment tasks to inform teaching and learning programs K–6.

Opportunities are created for teachers to collaborate, to learn from each other and reflect on their own practice.

Develop and implement descriptive feedback strategies, through professional learning and action research to support successful learning.

Evaluation Plan

Review Professional development plans including monitoring and review of student work samples.

Qualitative data from staff and students on the effectiveness of feedback and assessments.

Practices and Products

Practices

Evaluate PDP documents with team leader, to ensure progress towards individual learning goals.

Students develop deep understanding of concepts, principles and big ideas within and across Key Learning Areas.

All staff fully implement syllabus documents with student assessment, success criteria, explicit learning intentions and descriptive feedback aligned to improvement in learning outcomes.

All staff engaged in regular reflection using formal and informal feedback to develop deeper insights into their own teaching practice.

Products

A clear, well sequenced whole school plan for curriculum delivery that incorporates the NESA syllabus documents, principles of conceptual planning, professional development plans for 100% of staff demonstrating reflective practices and consistency, identification of professional goals and links to the Australian Teaching Standards.

Teachers professional learning is implemented into classroom practice and shared with peers. This will result in higher standards of pedagogy and professional practice.

Play based and Inquiry based learning throughout P–6 students by 2020. This will lead to quality, engaging, self-directed learning environments across the school where children take responsibility for their

Strategic Direction 2: Teacher quality, innovative and reflective teachers

People

opportunities to share best practice through innovative and dynamic teaching and pedagogical practice.

Practices and Products

own learning.

Strategic Direction 3: Inspired, dynamic shared community leadership

Purpose

Birchgrove Public School promotes collaborative, strategic and dynamic leadership. We foster capacities and capabilities across the whole school community.

Improvement Measures

Measures 100% of teachers are engaged in high-calibre professional learning. School decision-making is informed by the analysis of evidence of impact and guided by the School Excellence Framework.

Students participate in growth coaching and develop skills in self confidence, goal setting and leadership.

Staff implement TPL courses in classes and present this learning to the whole staff.

High percentage attend parent workshops and implement common strategies.

People

Students

To be engaged in the development of leadership capacity and capabilities and to be provided with avenues to contribute to school improvement and future directions.

Staff

To develop leadership capacity and capabilities at all levels through engagement with targeted professional learning opportunities, coaching practices and mentoring opportunities

Parents/Carers

To be active participants in school planning, evaluation and decision-making processes to ensure a co-ordinated and collaborative approach to school improvement.

Leaders

To demonstrate excellence in educational leadership and promote leadership in others, to deliver on key systemic and local agendas to ensure progression towards school excellence.

Processes

Enhanced teacher quality.

Enhanced leadership capacity of school leaders.

Enhanced leadership capacity of students.

Evaluation Plan

Plan Achievement of leadership goals as indicated in performance and development plans. Design and review of personalised professional learning goals, which includes self assessment and formal meeting notes.

Professional learning practices evidenced in professional learning schedule and meeting minutes .

Data sources indicating progression towards school excellence. Data sources indicating satisfaction with school leadership and management.

Student leadership has increased visibility across the school and more peer coaching is a evident in social skills programs.

Practices and Products

Practices

Teachers are actively working towards achieving and maintaining accreditation at all levels.

Succession planning, distributed leadership and organisational best practice are embedded into school practices.

Authentic opportunities provided for the student body, including the SRC, to input into decision-making to drive school improvement.

School decision-making informed by the analysis of evidence of impact and guided by the School Excellence Framework. 100% of teachers are engaged in high-calibre professional learning.

Growth coaching implemented in all classes across the school.

Staff lead TPL after course participation.

Products

Teaching and leadership goals are embedded in performance and development plans and are actively worked towards.

Home/school connections use a common language for well being and growth coaching.

Staff receive effective TPL and mentoring from their peers.