School plan 2018-2020

Brighton-Le-Sands Public School 1358

School background 2018–2020

School vision statement

Brighton–Le–Sands Public School works in active partnership with our community to foster a love of learning, provide opportunities that will prepare future global citizens. Our students take responsibility for their learning and demonstrate courage as they work respectfully and cooperatively with their peers and teachers to strive for their personal best.

School context

Brighton–Le–Sands Public School is situated in the Southern Suburbs of Sydney. Brighton–Le–Sands PS is renowned for its outstanding academic, welfare, sporting and performing arts programs. The success of these programs has attracted many applications from non–local enrolments. 82% of the students are from language backgrounds other than English.

The socio–economic mix of the school includes high, medium and low income families with almost every employment category identified.

The school supports its students through a highly effective Learning Support Team, which implements a variety of intervention programs necessary for individual success to be achieved.

Staff have embraced the Professional Learning required to implement the Australian Curriculum – NSW Syllabus. A culture of positive professional growth sees teachers independently setting goals for improved teaching performance.

School planning process

Brighton–Le–Sands Public School undertook the following process in the development of this School Plan.

Initially, we surveyed staff, students and parents about the areas that they would like to see the school focus on over the next three years.

Our executive team collated survey information and identified which aspects of the feedback related to transformational change within the school. The executive team also analysed school performance data to identify key areas for improvement.

Staff reviewed our School Vision to ensure it reflected the values of our school and that it was contextually relevant to our students and their families.

By grouping our focus areas, we were able to develop three clear Strategic Directions for the school and began the process of looking at specific elements of these directions. This initially resulted in 11 processes.

Staff worked through the deliverables within each of these processes and identified where across the three years each of the achievements would sit and what professional learning or school activities would be required in working towards achieving our goals.

Further review of the products and practices refined our plan to seven processes that focus on improvement measures, as opposed to 'business as usual' elements.

By comparing relevant school focus areas of our school plan with the NSW Department of Education Strategic Plan, we were able to identify a number of commonalities which are now referenced within our 2018–2020 School Plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Expert Teaching in Literacy and Numeracy

Purpose:

'Expert Teaching in Literacy and Numeracy' focuses on increasing teacher capacity to have maximum impact on student learning. *Our students need a strong foundation in literacy and numeracy, including deep content knowledge and confidence in their ability to learn.* Staff professional learning reflects evidence–based research and recommendations from the Quality Teaching Framework and principles of Visible Learning. As literacy and numeracy experts, staff utilise effective teaching strategies to develop assessment–capable learners who achieve improved performance and expected growth.

STRATEGIC DIRECTION 2
Preparing Students for the Future

Purpose:

'Preparing students for the Future' recognises the changing nature of our society and the need to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society. Collaborative learning opportunities challenge students to communicate their creative and critical thinking. This learning is preparing our students to have the self–directed, innovative thinking necessary to cope with increasing Information and Communication Technology (ICT) demands.

STRATEGIC DIRECTION 3
A Positive Learning Environment

Purpose:

'A Positive Learning Environment' ensures that *every student is known, valued and cared for in our school*. A culture of high–expectations is embedded in a clear, consistent whole–school approach, explicitly taught expectations, and the recognition and celebration of success. Quality teachers have the biggest impact on student learning, and by strengthening teacher capacity and pedagogy, we will ensure *our school is a great place to work and our teachers are of the highest calibre.*

Strategic Direction 1: Expert Teaching in Literacy and Numeracy

Purpose

'Expert Teaching in Literacy and Numeracy' focuses on increasing teacher capacity to have maximum impact on student learning. *Our students need a strong foundation in literacy and numeracy, including deep content knowledge and confidence in their ability to learn.* Staff professional learning reflects evidence–based research and recommendations from the Quality Teaching Framework and principles of Visible Learning. As literacy and numeracy experts, staff utilise effective teaching strategies to develop assessment–capable learners who achieve improved performance and expected growth.

Improvement Measures

– improved student performance in literacy and numeracy as measured through internal and external testing.

– an increased number of students exceeding the 'value added' in literacy and numeracy.

– An improved feedback culture utilising structured feedback between staff and students.

– Personalised learning goals for teachers and students show improvement, as measured against relevant frameworks.

People

Students

Students are assessment–capable learners who provide and utilise feedback to reflect on and improve their own learning outcomes and those of their peers.

Staff

Staff expertly use assessment data to develop differentiated, explicit, high quality learning experiences for students.

Leaders

Leaders develop their capacity as curriculum–focused 'instructional leaders' to support colleagues in improving learning outcomes for staff and students.

Parents/Carers

Parents understand and support the school's vision for the success of our students, specifically in literacy and numeracy.

Community Partners

Our school is actively engaged with the wider educational community through academic partnerships and communities of practice.

Processes

Quality Teaching

School learning environments are structured to reflect deep knowledge of the key elements of Visible Learning and the Quality Teaching Framework. Teacher pedagogy and improved student achievement reflect this knowledge.

Literacy

A consistent approach to delivering high quality Reading and Writing programs is supported by a culture of maximising student growth and achievement. Professional learning in the effective collection and use of data informs teaching practice and improves student performance.

Numeracy

A consistent approach to delivering high quality Numeracy programs is supported by a culture of maximising student growth and achievement. Professional learning in the effective collection and use of data informs teaching practice and improves student performance.

Evaluation Plan

Periodic evaluations monitor the milestones for this strategic direction at five–weekly intervals. Progress is analysed by the executive team at the end of each term.

Achievements and improvements are monitored by systematically collecting, analysing and discussing evidence of progress.

Practices and Products

Practices

Students demonstrate characteristics of assessment–capable learners, including ownership of their learning through learning intentions and success criteria.

Teachers as expert practitioners implement the elements of the Quality Teaching Framework in systematic, high–quality literacy and numeracy blocks.

A collaborative evaluative culture (a) routinely examines classroom practice, teaching programs and assessment regimens against the Quality Teaching Framework and (b) systematically analyses data to gauge student progress and inform future teaching.

Effective feedback is evident across the school between students, staff and community members to ensure all stakeholders are active participants in our students' learning

Products

All students achieve negotiated learning goals based on syllabus documents, the Literacy and Numeracy progressions and the General Capabilities Framework.

High–quality teaching & learning programs incorporate routine assessment and data analysis.

Student performance in literacy and numeracy reflects school–identified improvement measures.

Strategic Direction 2: Preparing Students for the Future

Purpose

'Preparing students for the Future' recognises the changing nature of our society and the need to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society. Collaborative learning opportunities challenge students to communicate their creative and critical thinking. This learning is preparing our students to have the self–directed, innovative thinking necessary to cope with increasing Information and Communication Technology (ICT) demands.

Improvement Measures

– increased student capacity in utilising creative and critical thinking skills.

– an increase in the number of students meeting expected technology literacy outcomes.

– increased staff capacity and confidence in meeting the technology learning needs of students.

People

Students

Students are empowered to connect, succeed and thrive through learning opportunities that engage them in a future–focussed curriculum.

Staff

Teachers collaboratively develop and implement innovative learning experiences that challenge students to think critically and creatively.

Leaders

Leaders provide flexibility in professional learning, school organisation and resourcing to increase innovation and collaboration across the school.

Parents/Carers

Parents celebrate innovative approaches to education and recognise the shift in school direction towards future–focused learning skills and attributes for their children.

Community Partners

The school's technology innovations are supported through connections with learning communities and technology professionals.

Processes

Science and the Enquiring Mind

Students effectively communicate creative and critical thinking through collaborative learning experiences focused on scientific enquiry.

Technology in Learning

Technology (including coding, robotics and digital learning) is embedded in student learning programs aligned with the Design and Technologies and Digital Technologies Australian Curriculum content. Innovative resourcing supports the development of effective pedagogy through professional learning.

Evaluation Plan

Periodic evaluations monitor the milestones for this strategic direction at five–weekly intervals. Progress is analysed by the executive team at the end of each term.

Achievements and improvements are monitored by systematically collecting, analysing and discussing evidence of progress.

Practices and Products

Practices

Well–structured enquiries develop deep knowledge and understanding of scientific concepts through practical experimental learning.

Innovative teaching and learning programs engage students through Information and Communication Technology (ICT) and future–focused pedagogy.

Students with advanced technology skills participate in enrichment programs with a technology focus.

Professional learning prepares staff to feel confident and equipped to deliver high quality science content.

Products

High–quality lessons are presented in classroom environments that utilise future focused learning principles.

Extra–curricular and enrichment programs facilitate student innovation and creativity.

A culture of enquiry focuses learning on processes rather than products to develop student thinking skills.

Strategic Direction 3: A Positive Learning Environment

Purpose

'A Positive Learning Environment' ensures that *every student is known, valued and cared for in our school*. A culture of high–expectations is embedded in a clear, consistent whole–school approach, explicitly taught expectations, and the recognition and celebration of success. Quality teachers have the biggest impact on student learning, and by strengthening teacher capacity and pedagogy, we will ensure *our school is a great place to work and our teachers are of the highest calibre*.

Improvement Measures

– an increased proportion of students reporting a sense of understanding expectations, recognition of success and advocacy at school.

– increased involvement of the school community in setting expectations and recognising success.

– increased staff engagement and growth with professional learning and professional standards.

People

Students

Students take responsibility for their own learning as they strive to achieve their personal best. An environment based on mutual respect enables students to display courage and cooperation in learning situations.

Staff

Staff have shared responsibility to engage with school–wide systems and processes that celebrate student success. Staff demonstrate personal responsibility for their own professional development and contribute to the learning of colleagues.

Leaders

School leaders provide vision and leadership in implementing and supporting school systems affecting staff, students and community.

Parents/Carers

Parents support teacher and school–led learning initiatives by respecting professional knowledge and educational decisions, trusting that programs and decisions are in the best interest of their children. Parents support and reinforce school values in line with school systems and guidelines.

Community Partners

Bayside Community of Schools demonstrates a shared purpose to drive improvement through collective teacher efficacy.

Processes

Strive for Five

Our five school values inform a school–wide system that enhances student wellbeing. High expectations are explicitly outlined and taught, and student achievement is recognised and celebrated in line with these expectations. Additional support needs are met through targeted intervention.

Staff Professional Practice

Differentiated professional learning aligned with the Performance and Development Framework strengthens teacher pedagogy and skills. A cycle of planning, review and implementation informed by the AITSL Teaching Standards and the Quality Teaching Framework supports school operations.

Evaluation Plan

Periodic evaluations monitor the milestones for this strategic direction at five–weekly intervals. Progress is analysed by the executive team at the end of each term.

Achievements and improvements are monitored by systematically collecting, analysing and discussing evidence of progress.

Practices and Products

Practices

The 'Strive for Five' matrix promotes and recognises students' capacity to self–regulate their learning behaviour.

A comprehensive and inclusive wellbeing framework supports the social, emotional, physical and wellbeing of students.

School interventions are responsive to identified needs in a timely and equitable way, with resource allocation directly linked to evidence of need.

Teachers demonstrate and share personal experience and expertise, implement up–to–date research–based pedagogy, and use evidence to improve their professional practice.

Products

A whole–school discipline and commendation system based on 'Strive for Five' supports and promotes student wellbeing.

Staff professional journeys reflect self–identified areas for development and are supported through the allocation of school resources.

A school culture of 'high expectations' underpins student academic and social development.