

School plan 2018-2020

Bronte Public School 1372



School background 2018–2020

School vision statement

The VISION shared by OUR COMMUNITY is that Bronte Public School be recognised as an innovative, creative, stimulating and engaged learning community, where individuality is valued, excellence is celebrated, and relationships are built on mutual respect, kindness, responsibility and integrity. We strive to have our students' continue their learning journey beyond Bronte Public School equipped with the strengths to positively engage with the world.

School context

Bronte Public School is a happy, inclusive school with a true community spirit. The school focuses on providing children with engaging and challenging experiences that nurture a lifelong love of learning. Programs integrate the arts, culture, sustainability and technology, and allow all children to reach their full potential. Children's creativity, character and thinking skills are fostered, and their achievements in learning, effort, participation and innovation are recognised. Our collaborative school community maintains a quality learning environment which fulfils the shared vision that Bronte Public School be recognised as an innovative, creative, stimulating and engaged learning community, where individuality is valued, excellence is celebrated, and relationships are built on mutual respect, kindness, responsibility and integrity. We strive to have our students' continue their learning journey beyond Bronte Public School equipped with the strengths to positively engage with the world.

School planning process

Our school community (staff, parent and students) was engaged in an inclusive process to ensure a strong voice by all in determining the big picture vision and the strategic directions for the school. This was achieved through:

- Leading Workshops (with staff and parents)
- Producing Surveys (staff, parents and students)
- Conducting Meetings (staff and P&C)
- Making and sharing YouTube presentations
- Publishing outcomes of all processes through the weekly school newsletter

Through these processes, the entire school community has contributed to, been kept up to date with, and is committed to, the implementation of this school plan, and its continued development over time.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Success, Confidence &
Creativity (curriculum)

Purpose:

The purpose of this strategic direction is to improve students' learning outcomes.

To equip students with the essential skills in literacy and numeracy, are creative and innovative, collaborative and motivated, appreciate quality literature and informative text, can think and question mathematically and scientifically, and are productive users and developers of technology.

Striving to achieve this strategic direction will help our students achieve the learning outcomes stated in each of the Syllabus documents.

STRATEGIC DIRECTION 2

Equity & Excellence (self)

Purpose:

The purpose of this strategic direction is to improve students' wellbeing and engagement.

To promote excellence and equity through wellbeing programs which provide opportunities for all students to develop and value their talents and character, and that support positive friendships, resilience and RESPECT.

Striving to achieve this strategic direction will encourage all school relationships to be built on mutual respect. A culture of educational excellence and equity is the foundation upon which we ensure student wellbeing.

STRATEGIC DIRECTION 3

Active & Informed (world)

Purpose:

The purpose of this strategic direction is to prepare students for success in the world.

To encourage students to be responsible global and local citizens who are environmentally-conscious and socially-confident, can critically analyse, can recognise how they can contribute positively to society, and can relate to and communicate across cultures.

Striving to achieve this strategic direction will connect our students to the world and give them the skills and knowledge to positively contribute to society.

Strategic Direction 1: Success, Confidence & Creativity (curriculum)

Purpose

The purpose of this strategic direction is to improve students' learning outcomes.

To equip students with the essential skills in literacy and numeracy, are creative and innovative, collaborative and motivated, appreciate quality literature and informative text, can think and question mathematically and scientifically, and are productive users and developers of technology.

Striving to achieve this strategic direction will help our students achieve the learning outcomes stated in each of the Syllabus documents.

Improvement Measures

Increased proportion of students in the top two bands for reading and numeracy, from an overall average of 55% in 2017, to an overall average of 65% by 2020.

Staff PDP goals are developed with reference to the three domains of quality teaching; intellectual quality, quality learning environment and significance, and all staff can articulate their improvement areas.

Improved teacher knowledge, skills, understanding and use of formative assessment.

Students achieve expected growth in the aspect of 'personal and social' in the general capabilities learning continuum, enabling them to communicate effectively, work collaboratively, make decisions, negotiate and resolve conflict, and develop leadership skills.

People

Students

Students see themselves as learners.

Staff

Teachers participate in learning to update knowledge and practice targeted to professional needs and school and system priorities. (TS6.2.2)

Teachers see themselves as learners.

Parents/Carers

Parents have a greater understanding of what their children are learning at school.

Leaders

Project leaders build capacity in their team members to develop and achieve milestones.

Processes

Embed **Quality Teaching and Formative Assessment** – Intellectual quality, Quality learning environment, Significance, literacy, numeracy, learning progressions, CoSiES alliance, and instructional leadership.

Deliver **STEAM** – Science, Technology, Engineering, Art and Mathematics Projects.

Other school programs which support this SD – Curriculum implementation, gifted and talented education, technology, performance and development framework and procedures, ICAS, performing arts, Spanish, learning support, and library.

Evaluation Plan

Surveys (staff, parents, students), Data Analysis (school, external, PLAN), Observations, Work Samples, and Focus Groups.

Practices and Products

Practices

Learning – The school has well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. (SEF2)

Students strive toward and achieve meaningful goals. (Wellbeing Framework)

Teaching – Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. (SEF2)

Teachers collaborate across schools to understand, develop and apply a range of assessment and feedback strategies for, as and of learning.

Leading – The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. (SEF2)

Products

Students can articulate their learning goals and success criteria.

Teaching programs are agile and responsive to student need with formative assessment strategies evident.

PDF and PDP guidelines and procedures are followed to ensure that the Australian Professional Standards for Teachers are met by all teachers.

Strategic Direction 2: Equity & Excellence (self)

Purpose	People	Processes	Practices and Products
<p>The purpose of this strategic direction is to improve students' wellbeing and engagement.</p> <p>To promote excellence and equity through wellbeing programs which provide opportunities for all students to develop and value their talents and character, and that support positive friendships, resilience and RESPECT.</p> <p>Striving to achieve this strategic direction will encourage all school relationships to be built on mutual respect. A culture of educational excellence and equity is the foundation upon which we ensure student wellbeing.</p>	<p>Students</p> <p>Students have the skill set of friendship.</p> <p>Students engage in ethical discussions.</p> <p>Students can solve minor problems independently.</p> <p>Staff</p> <p>Staff participate in targeted professional learning related to the school plan's strategic directions, and personally identified improvement goals.</p> <p>Parents/Carers</p> <p>The school community have a shared language for friendships.</p> <p>Leaders</p> <p>Project leaders build capacity in their team members to develop and achieve milestones.</p>	<p>Deliver Philosophy – Quality questions and higher order discussions.</p> <p>Implement The Friendship Project – UR Strong, Mindfulness, Peaceful Kids, Restorative Practice, Bounce Back and values program, and social skills.</p> <p>Other school programs which support this SD – RUOK? Day (mental health), Wear it Purple Day (gender diversity), Harmony Day (multicultural education), Peer Support, White Ribbon Day (violence against women), anti-bullying and cyber safety.</p> <p>Evaluation Plan</p> <p>Surveys (staff, parents, students), Data Analysis (school, external, PLAN), Observations, Work Samples, and Focus Groups.</p>	<p>Practices</p> <p>Learning – The school's wellbeing approach focuses on creating an effective environment for learning. (SEF2)</p> <p>Students have positive and respectful relationships with each other, their teachers and the community. (Wellbeing Framework)</p> <p>Teaching – Teachers maintain orderly classrooms and manage challenging behaviour to create a positive environment for learning. (SEF2)</p> <p>Leading – Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community. (SEF2)</p> <p>Products</p> <p>Increased proportion of students reporting a sense of belonging, expectations of success and advocacy at school, and improved playground good spirit and behaviour.</p> <p>All teachers establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks. (TS 4.2.2)</p> <p>Staff, students and parents know and use a shared language for philosophy and friendship.</p>
Improvement Measures			
<p>To increase the amount of students indicating that they strongly agree with the statement: I enjoy coming to school each day.</p>			
<p>To reduce the time teachers spend managing minor misdemeanors and social issues from the playground in the classroom, from an average of 1.5 hours a week in 2017, to less than 1 hour a week by 2020.</p>			
<p>Students achieve expected growth in the aspect of 'critical and creative thinking' in the general capabilities learning continuum, enabling them to pose questions, identify and clarify information and ideas, organise and process information, and generate ideas, possibilities and actions.</p>			

Strategic Direction 3: Active & Informed (world)

Purpose

The purpose of this strategic direction is to prepare students for success in the world.

To encourage students to be responsible global and local citizens who are environmentally-conscious and socially-confident, can critically analyse, can recognise how they can contribute positively to society, and can relate to and communicate across cultures.

Striving to achieve this strategic direction will connect our students to the world and give them the skills and knowledge to positively contribute to society.

Improvement Measures

Teachers develop goals related to the school plan and work collaboratively to develop and achieve milestones.

Decrease in playground rubbish from an average of 300 pieces being picked up off the ground a week (November, 2017), to less than 100 per week.

Parents indicate a greater knowledge of school programs and projects, and their value, through school satisfaction survey responses.

People

Students

Students are aware of their environmental footprint, and global issue.

Staff

Staff are aware of their environmental footprint, and global issue, and are role models in action.

Staff participate in targeted professional learning related to the school plan's strategic directions, and personally identified improvement goals.

Parents/Carers

Parents are committed to the projects and support the school to achieve the milestones.

Leaders

Project leaders build capacity in their team members to develop and achieve milestones, and drive the project forward.

Processes

Implement **Bronte (heart)s Our Earth** – an environmental initiative which includes; going single use plastic free, solar, Earth Hour, composting, worm farming, gardening, and the green team.

Embed **Social Justice** – SRC initiatives, community service, Thailand Sister School, Northern Territory Sister School, Social Justice Crew (SJC) and charity support.

Evaluation Plan

Surveys (staff, parents, students), Data Analysis (school, external, PLAN), Observations, Work Samples, and Focus Groups.

Practices and Products

Practices

Learning – Students, staff and community recognise that student wellbeing and engagement are important conditions for learning. (SEF2)

Students contribute to the learning of other students and to the school community more broadly. (Wellbeing Framework)

Teaching – Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. (SEF2)

Leading – The leadership team analyses responses to school community satisfaction measures. (SEF2)

Products

Increased whole school community awareness of environmentally friendly attitudes and practice.

Increased whole school community awareness of current global social justice issues.

Teachers and parents work together in the development and delivery of school projects.