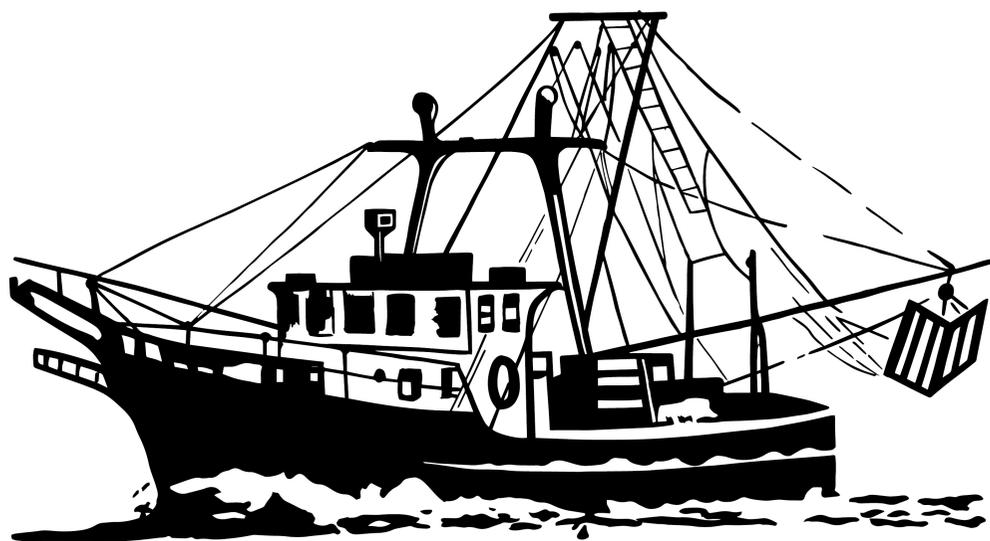


School plan 2018-2020

Brunswick Heads Public School 1389



I LOVE MY **Brunswick Heads** Public School



School background 2018–2020

School vision statement

Brunswick Heads Public School is a school of choice and provides a foundation for optimum wellbeing. Diversity is welcome and celebrated at our school. Students are in an environment that is nurturing, optimistic and creative. The environment leads to resilient kids who are responsible, solution–focussed and lifelong learners. Leadership is valued and the whole school community is encouraged and supported to be active contributors. The school is an integral part of the local village and the village is part of the school. This symbiotic relationship is typified by trust, mutual responsibility and the sharing of rich resources. The school is a valuable asset in the community. A culture of high expectations, inclusion and a pioneering spirit leads to success for all.

School context

Brunswick Heads Public School's aim is to deliver dynamic and relevant education that empowers our students to control their lives and promote commitment to responsible action. The school endeavours to empower students to take responsibility for their learning and to recognise that learning is a life–long process. The school has a strong emphasis upon literacy and numeracy. The school actively works towards ensuring that all students and their parents have a clear understanding of the student's stage of development in the basic skill areas.

The strong features of our school include a focus on Aboriginal education, an amazing garden program and a strong relationship with our exceptional and friendly P&C.

Our central location within our village allows many authentic learning experiences and opportunities to positively interact with the wider community.

Succession planning and ensuring continuity of programs and teaching practice has been identified as being crucial for school improvement.

Equity programs ensure that needs of individual students are met in an environment which is safe, tolerant and supportive and a curriculum which is relevant, comprehensive and innovative.

School planning process

In 2017, an evaluative process was undertaken across the school to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from students, staff and parents.

This evidence was used to share ideas and identify priorities for the 2018–20 School Plan. This process included a review of strengths, opportunities and areas for development across the school. As a result, three strategic directions were identified as a basis for shared commitment to future development across our school. These are:

- Commitment to Collaboration
- Inspired, Creative & Future–Focused Teaching & Learning
- Health & Wellbeing for All

Following the identification of the areas, meetings were held with staff and the community to explore what these terms meant and how their ideas had been encapsulated within the plan. The staff and parents joined together to create the school vision statement.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Commitment to Collaboration

Purpose:

To enhance community participation leading to a shared vision to further develop the high quality learning environment for students.

Develop a professional learning community that increases focused and sustained teacher collaboration leading to collective responsibility for student success, continuous improvement, and shared accountability.

STRATEGIC DIRECTION 2

Inspired, Creative and Future Focused Teaching and Learning

Purpose:

To ensure a culture of high expectations and differentiation exists within all teaching and learning programs.

A feature of the school will be a focus on programs that inspire creativity and the use of evidence-based pedagogy.

These programs, incorporating NSW syllabus for the New Australian Curriculum will ensure that our students are engaged and challenged; have a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens.

STRATEGIC DIRECTION 3

Health and Wellbeing for All

Purpose:

The school will have a pivotal role in providing learning experiences and opportunities that develop and shape the character and well being of students, families and staff. Our school is an inclusive and supportive environment, where every student is known, valued and cared for and an educational environment where every student, every teacher and every leader improves every year.

Our programs aim to develop the cognitive, emotional, social, physical and spiritual wellbeing of all, resulting in happy, healthy and resilient students and staff.

Strategic Direction 1: Commitment to Collaboration

Purpose

To enhance community participation leading to a shared vision to further develop the high quality learning environment for students.

Develop a professional learning community that increases focused and sustained teacher collaboration leading to collective responsibility for student success, continuous improvement, and shared accountability.

Improvement Measures

Majority of teaching staff have been engaged in Collaborative planning days through the implementation of a Teacher Collaboration Annual Schedule.

Majority of Teachers and SASS staff have taken part in at least 2 observations to inform feedback through PDP process.

Staff feedback within the Teacher Survey of Tell Them From Me – overall score for 'Collaboration' is 8.5 or higher out of 10.

People Matter Survey –

High results for statement – Senior Managers promote collaboration between my organisation and other organisations.

Staff involved in Generative dialogue during Stage and Staff meetings (SEF) to explore Impact of school programs on student learning. For example – Why are we doing this and how do we know?

People

Students

Students are engaged in an environment that fosters skills in collaboration and gives students an authentic voice within the classroom and wider school community.

Staff

Stage based teams work collaboratively to develop inspired, creative and future focused programs with an inbuilt assessment schedule and Bundjalung language.

All staff nominate to be on a strategic direction team and meet to evaluate the achievements of the school.

Staff regularly collaborate with staff from our learning community and people from the broader community to provide high quality educational experiences for our students.

Parents/Carers

Families engage in communication with school to develop a deep understanding of the school pedagogy and practices.

Regular opportunities for feedback are a feature of home school communication.

Processes

Brunswick Heads Public School Collaborative Teaching team

Whole School and Learning Communities working together.

Positive and productive partnerships with Parents

Evaluation Plan

Staff including executive team monitor progress against milestones.

Student, Teacher and Parent feedback through TTFM Surveys.

SEF 2 – data gathering and evaluations using Google Forms.

Practices and Products

Practices

A yearly schedule of collaboration days for staff with a focus area each term.

Lesson studies are used regularly to collaboratively reflect on personal and school goals.

The school uses a whole school scope and sequence that covers all key learning areas.

Up to date Information about how the school operates is easily found in a central, electronic form.

An Aboriginal Education team meets regularly and contributes to the development of a Reconciliation Action Plan (RAP).

Regular workshops, electronic communications and school/year showcases develop families' understanding of curriculum and school policies and procedures.

Products

Staff work cohesively to develop innovative and effective teaching and learning programs.

The whole school community have a commitment to the strategic directions of the school.

Parents demonstrate a good understanding of classroom and school processes.

Parents feel that they receive regular feedback about students learning progress.

Strategic Direction 2: Inspired, Creative and Future Focused Teaching and Learning

Purpose

To ensure a culture of high expectations and differentiation exists within all teaching and learning programs.

A feature of the school will be a focus on programs that inspire creativity and the use of evidence-based pedagogy.

These programs, incorporating NSW syllabus for the New Australian Curriculum will ensure that our students are engaged and challenged; have a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens.

Improvement Measures

Scout

TTFM – Student responses in 'Expectations for Success' indicate a high expectations for success for the majority of students. Student responses for 'Interest and Motivation' as well as 'Skills-challenge' represent a high level of 'Intellectual engagement' for the majority of students.

NAPLAN – Writing growth for majority of students is at or above expected growth targets.

People Matter Survey – indicates a high level of staff feel valued and supported, and have the resources they need to

People

Students

Students enjoy a culture of high expectations and access differentiated teaching and learning activities and experiences that inspire them to be creative and achieve to their highest potential.

Staff

All staff have high expectations for all students, whilst differentiating their teaching and learning programs to best cater for the diverse abilities and needs of all students.

All staff take part in quality professional learning and utilise evidence-based strategies and programs in line with the NSW Syllabus, to inspire creativity of students.

Parents/Carers

Parents / Carers share and support a culture of high expectations for all students.

Parents / Carers experience opportunities to better understand teaching and learning at Brunswick Heads PS and enjoy showcase events which celebrate achievements of students.

Processes

Whole school development of Inspired Writing strategies.

Leader in Creative and Performing Arts

Future Focused STEM Opportunities

Evaluation Plan

Differentiation is evident across all Teaching and Learning programs to support student growth and achievement.

Analysis of student NAPLAN data provides a platform for individual student planning and class planning to inform goals, teaching and learning cycle and growth targets.

Students in Year 5 achieve expected or greater than expected growth in NAPLAN writing.

Practices and Products

Practices

Strengthened teacher capacity to differentiate teaching and learning programs and to integrate Brunswick Heads PS Super Skills.

All teachers use criteria marking and exercise consistent teacher judgement (CTJ) in writing.

Regular, high quality professional learning opportunities for staff in Music, STEM and Literacy (to improve writing).

All students are accessing technology regularly to assist in their learning.

There are procedures for the use of BYOD at an everyday level

School's BYOD policy supports all students to have equitable access to technology, inclusive

High quality STEM professional learning experiences for staff.

Integrated units are regularly reviewed to keep STEM components updated.

Staff are confidently reviewing units of work that prioritise and incorporate STEM technologies

Products

Strengthened Teacher Capacity to differentiate Teaching and Learning Programs and to integrate Super Skills.

A whole school Writing Scope and Sequence is developed and effectively utilised by all teaching staff.

Strategic Direction 2: Inspired, Creative and Future Focused Teaching and Learning

Practices and Products

Boys dance group established in conjunction with Mullumbimby HS.

An engaging and effective Years 3–6 instrument program is developed and implemented.

An annual showcase of new programs, including STEM, takes place to celebrate student achievements.

All Kindergarten to Year 2 classes have a bank of iPads.

All Years 3 to 6 classes have a laptop to student ratio of 1:2.

All classes have access to robotics.

Students can use their own device in classrooms.

Strategic Direction 3: Health and Wellbeing for All

Purpose

The school will have a pivotal role in providing learning experiences and opportunities that develop and shape the character and well being of students, families and staff. Our school is an inclusive and supportive environment, where every student is known, valued and cared for and an educational environment where every student, every teacher and every leader improves every year.

Our programs aim to develop the cognitive, emotional, social, physical and spiritual wellbeing of all, resulting in happy, healthy and resilient students and staff.

Improvement Measures

School Canteen complies with Healthy Canteens, Healthy Schools Policy.

PB4L assessments indicate improvement through SET data.

Attendance data demonstrates improvements in the numbers of students with below 85% attendance and the attendance figures each term.

People

Students

Students are known, valued and cared for. Nutrition is a focus with students jointly contributing to a revised Healthy Canteen policy. They have an understanding of the importance of regular school attendance and the core values of our school.

Staff

Staff lead by example in utilising proactive and positive strategies to develop and shape the character and wellbeing of themselves, students and families, which ultimately results in happy, healthy and resilient individuals.

Parents/Carers

Parents / Carers understand the importance of regular school attendance and support their children to attend school every day. Parents / Carers work in positive partnerships with Staff to support the health and wellbeing of all.

Processes

A Focus on Nutrition

Entrench PBL into a Wellbeing Framework

Positive Behaviour for Learning Action Plan

Evaluation Plan

Staff, including executive team monitor progress against milestones.

Student, Parent and Teacher Feedback Surveys and Focus groups

Practices and Products

Practices

Healthy food options are provided through school canteen and at school functions and events.

Garden produce used regularly in the school canteen and the garden / produce is made available to local businesses.

Staff utilise Mindfulness, Growth Mindset and PB4L strategies within their classrooms and across the school.

Introduce a Wellbeing program across the whole school, which is based on PB4L core values – Respect, Participate and Be Safe.

Products

PB4L Action Plan 2018 / 2019 / 2020

Brunswick Heads Public School Wellbeing Framework procedures are accessible and evident across the school.