

School plan 2018-2020

Burnside Public School 1433



School background 2018–2020

School vision statement

At Burnside Public School, we aim to deliver quality education in order to develop the talents, interests and abilities of its students. Our aim is to provide a vibrant and responsive education that produces well educated citizens with the capabilities and confidence to succeed.

School context

Burnside Public School is situated on two hectares of well-maintained land in the busy Sydney suburb of North Parramatta. The school was opened in 1922. The current school enrolment is approximately 245 students (58% NESB). Students are currently educated in ten class groupings.

Burnside has a highly qualified and dedicated staff working closely together to generate quality educational programs that aim to develop individual student learning outcomes.

Very successful student welfare practices promote in students a sense of well-being, happiness and responsibility.

Parents have high expectations of and aspirations for their children. There is very active participation in the life of the school. Burnside has an established, dynamic and supportive School Council and P & C Association.

School planning process

In 2017, a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, attendance and behaviour.

Through surveys, the school sought the opinions of students, teachers and parents about the school in terms of strengths, areas for improvement and priorities for the future.

As a result, three strategic directions were identified as a basis for a shared commitment to future developments. These are: Excellence in Learning, Excellence in Teaching and Excellence in Leadership.

The Burnside School Plan 2018–2020 flows from the strategic directions and sets clear improvement measures. It forms the basis for the school's improvement and development for the next three years. Each strategic direction provides details of the purpose(why), people and processes (how) and product and practices (what) that are to be realised through implementation of the plan.

Our progress in the three strategic directions is monitored and evaluated throughout each year.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Excellence in Learning

Purpose:

To develop students who exhibit high skills in literacy and numeracy through teachers developing rich learning experiences building on individual experiences, strengths, knowledge and skills.

STRATEGIC DIRECTION 2 Excellence in Teaching

Purpose:

To develop a high level of professionalism and commitment in staff to provide learning opportunities that are engaging, based on current educational pedagogical practices that are evidenced based. Sophisticated analysis of student growth is shared and underpins future learning directions and teaching strategies/programs.

STRATEGIC DIRECTION 3 Excellence in Leadership

Purpose:

To develop a shared school vision through strong strategic and effective leadership, where gaps in student achievement decrease as data is used to evaluate effectiveness of resources, school processes and teaching and learning practices.

Strategic Direction 1: Excellence in Learning

Purpose

To develop students who exhibit high skills in literacy and numeracy through teachers developing rich learning experiences building on individual experiences, strengths, knowledge and skills.

Improvement Measures

Tracking, monitoring and evaluation of student learning requirements through LST including absences shows; a 5% increase of students attaining school medallions ; 5% decrease of recorded discipline reports made by staff; improved student absences – less than 1% with greater than 80% absent rate.

Survey results of PBL show that at least 90% of students in 2018/19 and 95% of students in 2020 feel that the school is a safe and supportive learning environment.

Success criteria visible in all classrooms in literacy and numeracy by 2020. Students track growth against criteria.

All students yrs 1–6 collaborating through digital learning platforms and receiving teacher feedback on their learning by 2020.

85% of students and parents engaged in 3–way interviews focussed on student centred goals and evaluation of progress.

TTFM survey results – increase in girls sense of belonging to be increased above state average.

Value add trend to increase by 10% over 3 years in literacy and numeracy.

People

Students

Students provide respectful feedback to teachers on learning experiences and growth and development. Act on feedback given by staff to improve the quality of their work. Provide parents/caregivers with accurate account of their learning and their future learning focuses through negotiated goal setting.

Feel valued and supported In a safe, collaborative and creative learning environment to promote student voice.

Staff

Teachers maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies to maximise positive impact on student learning resulting in growth.

Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to improve student learning and improve growth through writing and teaching quality differentiated programs.

Review the Student Wellbeing policy to reflect any adjustments or changes to the process of managing behaviour, as well as recognising and acknowledging student achievement through school Positive Behaviour for Learning plan.

Parents/Carers

Engage in literacy and numeracy information activities around teaching strategies and students learning.

Processes

Build a culture that is creative and innovative to promote achievement and foster wellbeing for every student.

Build assessment and reporting practices to promote student voice, self– regulation and engagement. Student growth is tracked and communicated regularly between teachers, students and parents.

Provide quality differentiated learning programs, with a focus on literacy and numeracy, through the design of differentiated teaching programs.

Evaluation Plan

All data sources will be collaboratively analysed such as TTFM results, classroom observation data; pre and post tests; teacher evaluation data; student work samples; stage moderation; student/parent/teacher conference; GATs testing; PLAN tracking data; L3 data.

Practices and Products

Practices

Wellbeing programs implemented and evaluated by all teaching staff. PBL lessons are collaborative planned and taught each year by all classroom teachers K–6. Peer support or similar wellbeing program conducted each year.

Teachers use learning intentions, success criteria and feedback during literacy and numeracy lessons. Student achievement is regularly tracked.

Teachers provide integrated approaches to lessons that connect learning based on future focussed research e.g STEM, STEAM, robotics, coding etc

Staff and students provide opportunities for parent information sessions/ meetings/ interviews and 3–way interviews to discuss learning approaches and the students learning journey.

Involvement in school regional initiatives and community events.

Regular school wide data analysis (moderation/ work samples) and central location of data. Regular meetings held with staff by supervisors around analysis of student data and growth.

Gifted and talented is explicitly shown in programs and teaching and learning activities. Students identified through specific testing, surveys etc.

Products

Recognition of students weekly through school awards system. Behaviour management tracked through discipline

Strategic Direction 1: Excellence in Learning

People

Support the student wellbeing initiatives implemented by the school.

Engage parents and the community in the school planning processes. Review identified school policies, procedures and decision making through the School Council.

Leaders

Coordinate and convene the LST, lead the student wellbeing, oversee surveys like Tell Them from Me.

Lead and support staff in a collaborative and collegial working environment.

Provide professional learning that meets school priority through development of staff skills.

Practices and Products

structure. Parents kept informed of ongoing achievement or behaviour needs.

Stage 3 students are given leadership roles throughout the school including peer support leaders. Students engage in anti-bullying lessons and can state strategies to deal with bullying.

Students engaged in literacy and numeracy lessons at their level of learning that show a direct link to real world experiences. Students record their learning and can discuss their learning growth and where they need to go in literacy and numeracy.

Students lead 3-way interviews and discuss their growth and their current learning focus with staff and parents/caregivers.

School policies/ information/systems outline programming, assessment, data collection requirements.

Targeted Professional learning to meet the needs of staff to improve student learning outcomes specifically in literacy and numeracy.

Strategic Direction 2: Excellence in Teaching

| Purpose | People | Processes | Practices and Products |
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| To develop a high level of professionalism and commitment in staff to provide learning opportunities that are engaging, based on current educational pedagogical practices that are evidenced based. Sophisticated analysis of student growth is shared and underpins future learning directions and teaching strategies/programs. | Students Engage with programs and skills to enable them to become learners of the future who can work collaboratively and think both creatively and critically. Show own growth through plotting and discussing learning achievements with staff and parents. Discuss next steps in their learning and understand the criteria used to judge that growth. | Build collaborative practice processes to analyse and interpret data to guide and implement quality teaching and learning programs that incorporate formative and summative assessment procedures. Strengthen staff performance development to maintain a culture that recognises and delivers systemic expectations for learning, teaching and leading through high quality professional learning opportunities. Create 'communities of practice' and networks that assume shared responsibility for promoting individual and collective practice for the ongoing growth and development of the school and the system. | Practices Continuous collaboration that results in an explicit teaching approach of literacy and numeracy which is informed by research, data and is evidenced. The structures are in place and there are regular meetings/ professional learning that opportunities exist to collaboratively plan, reflect, improve and deliver evidence informed pedagogy that embeds literacy and numeracy and increases student skill development through analysis of data and evidence. Lesson observations are used to improve practice. Colleagues mentor and give feedback to achieve best practice. Professional learning is targeted to meet the PDP needs and school priorities. Combined network leadership team to develop professional learning practices and opportunities utilising staff expertise and external providers. Stage meetings to have a formal component that focuses on attendance, learning support needs, wellbeing and student development. Staff collaboratively plan programs that include a scope and sequence, teaching and learning activities linked to the curriculum, assessments (both formative and summative) with resources align and embedded technology practices. |
| Improvement Measures | Staff Track student achievement. Teachers develop greater capacity to use data to benchmark students against the syllabus framework. Use data to plan future teaching and learning activities that cater for the range of learning abilities. Develop capabilities and knowledge of new pedagogies and educational research through staff professional learning sessions, both internal and external. Share their skills and knowledge with colleagues outside of the school setting to develop communities of practice. Plan their future learning through the development and negotiation of the Professional Development Plan and the accreditation process. | Evaluation Plan All data will be analysed collaboratively and progress will be evaluated through: NAPLAN term 3; TTFM survey results; Classroom observation data (each term) classroom practice; Teacher program evaluations; students leading 3 way interviews and sharing learning goals and articulating their next learning progression; all teacher programs in literacy and numeracy displaying differentiated learning and learning intentions and success criteria at each stage of learning; pre and post tests; meeting minutes; Evaluations of LPLs/LaST, ESL programs; Student literacy and numeracy learning will be monitored through analysis of PLAN data, NAPLAN, SENA, PM benchmarking and other assessments. | |
| 90% of students achieve 4 markers in literacy (years 3–6) each semester and programs reflect the differentiation to meet the individual needs. Kindergarten – Students achieve a minimum of 6 markers each term. Stage 1 – students achieve a minimum of 8 markers each semester. 70% of students in years 3, 5 & 7 in top two bands in Reading, Writing and Numeracy in NAPLAN. Assessment data tracked to show growth by all teachers. Professional learning is tracked against 90% of training is tailored to school priorities and PDP. Individualised learning plans, student learning goals and class programs display visible learning strategies being implemented. All teaching programs in literacy and numeracy display core, adjusted and extended activities with a clear focus on moving students forward in their learning. | Parents/Carers Understand what, why and how students are learning, as well as what is required for learning improvement through parent/teacher conferences both formal | | Products Students engage in 3 way interviews and can readily discuss their growth and future |

Strategic Direction 2: Excellence in Teaching

People

and informal as well as school forums.

Leaders

Support teachers to achieve their PDP goals to support the accreditation process. Ensure teachers seek the necessary internal, external and online professional learning opportunities.

Collaboratively plan with community partners to create opportunities for professional development that meets the needs of the school context.

Practices and Products

learning.

Consistent school wide approach to awards/ homework / student leadership opportunities.

Consistent data is collected and maintained by all staff that includes student work samples, observational notes, test scores, benchmarks, writing samples etc. Analysis of data and evidence that focuses on student growth is collected and maintained by all staff.

PDPs are negotiated and formulated with support of executive teachers.

Staff professional learning logs kept updated and logged on NESA by individual staff members.

Shared google teams with community of schools

Staff communicate student learning formally once a semester. Reports reflect on student goals and areas of development.

Strategic Direction 3: Excellence in Leadership

Purpose

To develop a shared school vision through strong strategic and effective leadership, where gaps in student achievement decrease as data is used to evaluate effectiveness of resources, school processes and teaching and learning practices.

Improvement Measures

Supervisors and staff engaged in termly formal observation sessions and feedback where improved practice is recognised against student learning outcomes.

Increase in the quality professional learning that is shared and implemented within the school and can clearly be seen within classroom practice in all rooms.

Key school initiatives display growth in students literacy and numeracy skills.

Validation processes allow the school to be judged against the school excellence framework by outside sources.

Registration processes school practices. and teaching and learning is of a high standard by NESA standards.

Cumberland Community of Schools Professional Learning Leadership Team will provide learning that engages all staff across primary and high schools.

People

Students

Students work with teachers to provide feedback on the development of teaching and learning practices as well as the collection of data.

Students are rewarded and recognised for attainment and growth. Students report on their learning based on evidence of learning.

Staff

Staff engage in high quality professional learning reflective of their PDPs and School Plan that supports the development of best practice and reflective learning.

Staff are supported by the executive team through stage meetings, observation lessons, team meetings etc to use, evaluate and analyse data to support the growth and development of all students.

Staff work collaboratively to provide evidence of quality teaching practices and high performing students.

SASS staff, together with executive staff, establishes clear systems and processes for the financial and resource management practices within the school.

Leaders

Make strategic choices when establishing staffing to ensure programs meet the needs of all students to improve student learning opportunities through improved growth.

Review school policy documents to ensure

Processes

Develop a culture that is based on evidence based teaching practices to improve student learning. This is underpinned by a culture of high expectations that focuses on continuous improvement. Development of high performing teachers that use best practice to effectively cater for all students.

The School Leadership Team builds and supports mechanisms that measures school improvements in student progress and achievement reflective of the school plan and current research.

Build a culture of shared responsibility of a high quality service delivery through effective management of administration systems and processes, strategic financial management and staffing to ensure student learning needs are fully catered for and reported on within the school and broader community.

Evaluation Plan

School evaluation surveys conducted annually

Scout data

Community of schools surveys and feedback on effectiveness of groups.

Audit/Validation and Registration Reports.

Practices and Products

Practices

Involvement in regional projects to improve student learning outcomes.

Continued community of school partnerships in student and staff leadership.

Utilisation of staff expertise in community of schools and local schools.

Regular data analysis in staff meetings that tracks student growth.

Supervision of all staff with observation lessons each term. Feedback from both supervisor and staff.

Products

Professional learning facilitated by expert teachers – feedback from professional learning courses

School Plan is reflective of current research and department reforms, and successfully delivers ongoing measured improvements in student progress and achievement.

Annual Report contains data that measures the impact of the school plan on student and staff learning.

Strategic Direction 3: Excellence in Leadership

People

best practice and compliance with Department of Education current reforms and policies. Lead validation and registration processes to maintain best practice in Learning, Teaching and Leading .

Build collaborative school partnerships to establish a community of schools practice based on improving and the development of high quality teachers and high performing schools.

Parents/Carers

School Council and P&C committees assist the school in ratifying policy documents for continued validation and improvement methods.

Parent committee sit on evaluation teams and school planning teams to ensure community views and ideas are considered.