School plan 2018-2020

Balgowlah Heights Public School 3736

School background 2018–2020

School vision statement

The school's vision is to promote excellence in learning and provide enriching opportunities to build the foundations for success in life.

By providing all students with the opportunities to achieve personal bests in each of the domains; intellectual, creative, sporting and social we recognise that students have their own skill sets, aptitudes, aspirations and prior knowledge.

Future focused learning across all Key Learning Areas will develop within our students the skills and capabilities to thrive in a rapidly changing and interconnected world.

Parents and teachers are genuine partners in the learning process ensuring students are encouraged to participate, strive to achieve their personal best, to be considerate and supportive of others, to be resilient and to value the pursuit of knowledge.

School context

Balgowlah Heights Public School was established as a one teacher school in 1933 with an enrolment of 29 students. Currently, it provides a quality education to over 700 students, 22% from culturally diverse backgrounds. Teaching is Year–based and includes twoOpportunity Classes.

The school is a memberof the Northern Beaches Learning Alliance and enjoys active and supportive parent involvement including the coordination of significant programs such as the Band and String Programs. An extensive co–curricular program caters for diverse studentinterests including sport, dance, choir, drama, debating, chess, robotics, Tournament of the Minds and student leadership.

Values education is a strong focus and the school actively provides students with explicit teaching and sets high social and moral expectations. Students are expected to be thoughtful, responsible, compassionate and considerate members of the school community.

School planning process

The school planning team was executive led, consulting the community broadly, giving voice to the aspirations of our parents, and the insights and experience of students and staff. The team correlated this with analysis of school data and evidence. Consultation was informed by key educational research including:

*   NSW Strategic Plan, 2018– 2022

*   School Excellence Framework, July 2017

*   Student Wellbeing Framework

*   Australian Professional Teaching Standards

*   Australian Professional Standard for Principals

*   What works best: Evidence Based Practices to Help Improve NSW Student Performance

Methods for gathering feedback included surveys, student and community forums, staff and executive professional development /working party meetings and consultation with the school's P&C Association. Data analysis included achievements and trends 2011–17:

*   PLAN, SENA and NAPLAN Data Years 3 –7

*   ACER English and Maths growth data

*   Learning and Support Team Data

*   Student Reporting Outcomes

*   Instructional Rounds Findings/Recommendations

*   Strengths and Needs Analysis by Stage

School vision statement

School context

School planning process

Staff provided comment on the products, processes and methods of evaluation required to fulfil the school vision and complete the plan. Parents and community members have provided comment on the plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Engaged Successful Learners

STRATEGIC DIRECTION 2
Quality Teaching

STRATEGIC DIRECTION 3
Community Partnerships

Purpose:

To support students to become increasingly self–motivated learners – confident and creative individuals with the personal resources for future success and wellbeing.

Purpose:

To strengthen effective leadership and teacher commitment to a culture of high expectations and a shared sense of responsibility for student engagement and success.

Purpose:

To strengthen positive, respectful partnerships with families and carers and with the broader school community to better connect students to their learning.

Balgowlah Heights Public School 3736 (2018-2020)

Strategic Direction 1: Engaged Successful Learners

Purpose

To support students to become increasingly self–motivated learners – confident and creative individuals with the personal resources for future success and wellbeing.

Improvement Measures

Student expected growth in NAPLAN is equal to or greater than similar schools.

Students in Year 3 and Year 5 NAPLAN achieve the same % in the top 2 bands as similar schools.

Students in Years 2 to 6 achieve twelvemonth's academic growth within a school year (ACER testing).

Annual exit reading levels:

92%of Kindergarten students working at or above level 10

92%of Year 1 students working at or above level 20

92%of Year 2 students working at or above level 28

80% of Years 4 to 6 students feel challenged and confident in their skills in English and mathematics in Tell Them From Me Survey results.

People

Students

Work optimally at personal levels of achievement and demonstrate personal rather than group or pre–determined goals (Learning Intentions, Success Criteria).

Develop and use future focused skills to problem–solve, think creatively, investigate, collaborate and communicate their learning.

Demonstrate the school's values of Respect, Responsibility and Personal Best.

Staff

Develop a deep understanding of the Professional Standards and use this knowledge to inform their teaching practice.

Apply research–based pedagogies to provision of student self–directed learning experiences.

Demonstrate a thorough knowledge of the different ways students learn and gain capabilities through the provision of differentiated learning opportunities.

Embed twenty–first century competencies into teaching practices, moderate student work samples and plot student growth/achievement.

Leaders

Ensure classroom programs are intellectually stimulating and that learning and assessment link to future focused learning skills.

Processes

Future Focused Learners

Teaching staff analyse student data to plan and differentiate teaching/learning programs to meet individual student needs.

Implementation of a whole school approach to support consistency of curriculum delivery, curriculum differentiation and assessment as of and for learning.

Personalised Learning

Teaching staff use evidence–based quality teaching practices to engage and challenge students in deeper levels of learning.

Student–centred learning strategies are implemented and include learning intentions, specific criteria, quality peer and teacher feedback, higher order questioning and peer assessment.

Student Wellbeing

Consistent implementation of whole–school approach to student wellbeing.

Evaluation Plan

NAPLAN Data

Years K–2 Reading Level Data

Tell Them From Me Surveys

Practices and Products

Practices

Teaching staff are supported in working towards their goals, including access to high quality professional learning.

Proactive collaborative stage teams use data to identify gaps and strengths in student learning to plan, monitor and track student progress using the literacy and numeracy continuums/progressions.

The Learning Support Team coordinates whole school approach to supporting teachers to deliver adjustments that allow all students to access the curriculum as monitored through NCCD.

A whole of school approach implements the student well–being framework to ensure students connect, succeed and thrive.

Products

Vertical curriculum alignment K–6.

Assessment Schedule aligned to scope and sequence and learning intentions and success criteria.

Student wellbeing implementation procedures documented.

Strategic Direction 1: Engaged Successful Learners

People
Ensure vertical alignment and consistency of practice within and across stages.
Parents/Carers
Parents participate as partners in their children's learning.

Balgowlah Heights Public School 3736 (2018-2020)

Strategic Direction 2: Quality Teaching

Purpose

To strengthen effective leadership and teacher commitment to a culture of high expectations and a shared sense of responsibility for student engagement and success.

Improvement Measures

Agreed expectations and coherence around the quality of teaching required to impact on student performance (School Excellence Framework).

100% of teachers are working towards personalised performance and development goals, reflective of the teaching standards at the appropriate level and priorities as identified in the school plan.

School Executive facilitate opportunities for staff to learn from each other once a term, provide access to specialised knowledge and model continuous learning in their own practice.

School Executive evaluates the impact of professional learning on student achievement in Semester 1 and 2 and facilities the measurement of student growth in Semester 2.

Analysis of feedback following lesson observations, Tell Them From Me data, People Matter Employee Survey and other data sources.

People

Students

Achieve their personal best in quality learning environments.

Demonstrate a growth mindset and work towards the achievement of their learning goals as guided by their learning intentions and known success criteria.

Staff

Take pride in rigour, pedagogy and assessment. They accept challenging roles, responsibilities and opportunities to improve student learning, well–being and engagement and celebrate their success.

Leaders

Set an expectation of innovation and improvement of teaching practice.

Identify and foster quality teaching practices.

Facilitate change leading to improved student outcomes through action research projects and mentoring.

Parents/Carers

Encourage and support student learning in the classroom and home environments.

Community Partners

Learning Alliances across schools will support student achievement.

Processes

Evidence Based Practice

Professional learning projects are implemented using the AITSL Principals' standard and the Australian Professional Standards for Teachers as a lens to lead improvements in learning and teaching, developing self and others and lead innovation.

Explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback are implemented and valued by staff.

Staff work collaboratively to support the achievement of improvement measures; develop knowledge, skills and capabilities; build on existing strengths and career aspirations.

Data Informed Teaching

Staff collaborate within and across stages to achieve school targets, consistency of teacher judgement and implementation of the curriculum.

Reflective and Collaborative Practice

Staff have a deep knowledge and understanding of what is effective teaching practice based on lesson observations, mentoring, feedback and reflection.

Evaluation Plan

Tell Them From Me Surveys

Professional Learning Staff Surveys

Professional Learning Evaluations.

Practices and Products

Practices

Increased collaboration between staff.

School leaders have personal learning projects in place to lead effective teaching and learning.

Performance Development Plans are aligned to the teaching standards and school plan and evaluated annually against targets.

Teacher and leader quality is enhanced through engagement in high calibre, relevant and evidence based professional learning experiences.

Strong academic partnerships are fostered and built upon to enhance the learning experiences of every student.

Products

Student learning outcomes and opportunities for individual and cohort success improve in line with targets.

Proficient teachers aspiring to lead gain accreditation at Highly Accomplished or Lead Level.

Strategic Direction 3: Community Partnerships

Purpose

To strengthen positive, respectful partnerships with families and carers and with the broader school community to better connect students to their learning.

Improvement Measures

Greater than 65% parent participation in school surveys.

Communication Assessment Matrix demonstrates annual growth.

Four parent information sessions held per semester.

People

Students

Contribute to building collaborative practices between home and school.

Approach learning creatively, collaborativelyand critically with a positive awareness of self.

Connect, collaborate and build relationships with local, national and international communities.

Staff

Implement future focused learning opportunities in partnership with the school community.

Develop collegial bonds with neighbouring schools.

Use technology to empower learning opportunities for all students and enable them to become global digital citizens.

Engage with and provide high quality representation of community views.

Leaders

Develop vision and strategies to implement and drive school strategic directions, cooperation and compliance.

Develop reciprocal relationships with Northern Beaches Alliance Schools.

Parents/Carers

Develop a stronger understanding of the language of learning.

Processes

Culture of High Expectations

Develop a communication strategy.

Develop a new newsletter format, and refresh the school website.

Implement Skoolbag App to better support communication between school and home.

Class teachers develop systems to link school to home.

Work with the P&C to provide opportunities for parent learning workshops to link school and home.

Engaged Community Relationships

Enhance the Kindergarten Orientation program by improving links with local pre–schools and the implementation of transition programs as and when required.

Collaborate with local High schools to enhance existing transition programs.

Collaborate with local High schools to enable opportunities for students to engage in deeper levels of learning.

Shared Understanding

Positive, respectful relationships underpin a productive learning environment and support students' development in identifying as a successful learner.

Evaluation Plan

Tell Them From Me surveys

Practices and Products

Practices

The school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Products

There is a school–wide, collective responsibility for student learning and success with high levels of staff and community engagement connecting students to their learning.

Communication practices promote student learning and school excellence.

Strategic Direction 3: Community Partnerships

People
Contribute to programs and partnerships in support of their child's learning.
People

Processes
Analysis of Communication Assessment Matrix