

School plan 2018-2020

Birrong Public School 4057



School background 2018–2020

School vision statement

To be a dynamic school with a collaborative learning environment where all students are supported, challenged and inspired to be resourceful, happy and successful citizens.

School context

Birrong Public School provides learning opportunities for approximately 560 students. The school is located in the Bankstown Principal Network in South Western Sydney. The school caters for a diverse student population, with 87% of students from a language background other than English. There are currently 38 language backgrounds, with Vietnamese and Arabic speaking backgrounds the largest groups.

Students, staff, parents and community members are committed to strengthening partnerships to improve student learning outcomes. High standards are set and encouraged in teaching and learning programs. Opportunities for students are available in many areas including creative and performing arts, debating, sport, environmental education and student leadership. As a Positive Behaviour for Learning (PBL) school, Birrong follows a holistic approach to child development and wellbeing.

Birrong Public School has an uncompromising focus on teaching and learning with a dedicated staff who have a range of teaching experience. There are approximately 47 school based personnel including executive staff, classroom teachers, specialist EAL/D and LaS teachers, a school counsellor, administrative staff and a general assistant.

School planning process

In 2017 a comprehensive process was undertaken across the school to collect evidence including student results, behaviour records, community engagement data and survey data from staff, students and parents to review our current practices. The school's 2015–2017 plan was also reviewed and milestones for 2017 were evaluated accordingly.

During Term 1 in 2018, all staff participated in a series of staff meetings to complete our self-assessment against each element of the School Excellence Framework. This included discussion, reflection, and a review of several sources of evidence to collaboratively determine the school's position in each domain. The self-assessment was shared with parents through joint staff and parent meetings.

The evidence gathered and the self-assessment results were also used at several workshops involving all staff, executive and the parent body to identify the school's vision for the 2018–2020 School Plan. This vision describes our desired future and is reflected throughout the plan. The school's vision was further developed through parent and staff discussions where both groups worked collaboratively to identify three main areas to enable transformational change. From this, the strategic directions were established and developed with the identification of purpose, products and practices, people and processes.

Through a series of executive planning sessions, the information, ideas and suggestions gathered were refined to further develop our draft School Plan 2018–2020. The draft was communicated to all staff, parents and community members of the P&C through various meetings including our Coffee and Chat sessions. Further suggestions for refinement were sought and included where relevant.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Learners at the Centre

Purpose:

To provide an environment where all students are challenged and supported to become self-regulated learners who understand what they are learning, why the learning is important and where to next. Students are to be motivated, confident and creative individuals with the personal resources for future success and wellbeing.

STRATEGIC DIRECTION 2

Evidence Based Teaching

Purpose:

To share responsibility for student improvement through the collaborative analysis of data which informs the selection of effective, explicit and evidence based teaching practices that are responsive to the needs of all students to promote strong student growth.

STRATEGIC DIRECTION 3

Effective Connections

Purpose:

To increase community participation in our school where teachers directly and regularly engage with parents/carers to improve understanding of student learning and wellbeing so that the goals and aspirations of our community are realised.

Strategic Direction 1: Learners at the Centre

Purpose

To provide an environment where all students are challenged and supported to become self-regulated learners who understand what they are learning, why the learning is important and where to next. Students are to be motivated, confident and creative individuals with the personal resources for future success and wellbeing.

Improvement Measures

Increased p/a number of students who can identify what they are learning and why the learning is important.

100% of students can articulate a clear learning goal in Literacy and Numeracy.

Increased proportion of students achieving expected growth across the DoE Literacy and Numeracy Progressions.

People

Students

Students will build skills to respond to learning intentions, act upon feedback to improve performance and successfully achieve learning goals.

Staff

Teachers will utilise a coordinated approach for the implementation of LISC across KLAs with focus on effective feedback that drives student performance and enables students to self-regulate their own learning.

Leaders

Leaders will remain up-to-date with current research and mentor/coach teachers to effectively use formative assessment including LISC, feedback and learning goals.

Parents/Carers

Parents/Carers will actively engage in opportunities provided by the school to learn about teaching and learning and understand their children's learning goals.

Processes

Utilise high quality professional learning including peer coaching to embed formative assessment practices and enable teachers to write, deliver and implement student learning goals aligned to the Literacy and Numeracy Progressions.

Draw on research to implement and embed creative and critical thinking learning opportunities for all students.

Evaluation Plan

- Survey students, staff and parents.
- Collection of assessment data and triangulation to develop consistent conclusions about practices.
- Classroom *walkthroughs* utilised to observe teaching practices, student understanding of and engagement with learning goals.
- *Instructional Rounds* as an evidence-based tool for descriptive feedback and reflection of practice.

Practices and Products

Practices

Teachers use clear learning intentions and success criteria (LISC) in the majority of their lessons.

Feedback is used to make changes in teaching, to check misconceptions and to fill gaps in understanding.

Learning goals are jointly planned between teachers and students and shared with parents/carers.

Products

Students know where they are going, monitor their progress and know what to do next to make further progress.

All students are aware of and working towards reaching their learning goal in collaboration with their teachers and parents/carers.

Strategic Direction 2: Evidence Based Teaching

Purpose

To share responsibility for student improvement through the collaborative analysis of data which informs the selection of effective, explicit and evidence based teaching practices that are responsive to the needs of all students to promote strong student growth.

Improvement Measures

Student progress on internal and external measures in Literacy and Numeracy demonstrate improvement by an effect size of 0.4 p/a for all learners.

PBL data demonstrates an improved annual ratio of positive to negative incidents.

People

Staff

Teachers will build a skill set to effectively use and respond to student data to drive differentiated learning and increase student wellbeing.

Parents/Carers

Parents/Carers will develop their understanding of school assessment and student wellbeing approaches to support student learning.

Students

Students will engage in learning and wellbeing activities to become independent, self-regulated learners.

Leaders

Leaders will equip teachers and students with skills and opportunities to effectively use and respond to student data and wellbeing needs.

Processes

Draw on research to develop and implement high quality professional learning in Literacy and Numeracy with a whole school integrated approach using data to inform practices.

Implement a whole school approach for wellbeing with reflective practice to develop student capacity for self-regulation and awareness of behaviour.

Evaluation Plan

- Review of internal assessment data.
- Ongoing review of PLAN 2 and NAPLAN data.
- Teaching programs reviewed against specific standards.
- PBL trend and SET data.
- Surveys with students, staff and parents at regular intervals.
- Mentoring timetable and coaching feedback.
- Attendance data.

Practices and Products

Practices

Teachers understand, develop and apply a range of assessments to track student progress.

Teachers analyse, interpret and extrapolate data and collaboratively use it to inform planning, identify interventions and modify teaching practice.

Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.

Products

Teaching and learning programs are aligned to syllabus expectations, based on student data and differentiated to meet individual needs.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Strategic Direction 3: Effective Connections

Purpose

To increase community participation in our school where teachers directly and regularly engage with parents/carers to improve understanding of student learning and wellbeing so that the goals and aspirations of our community are realised.

Improvement Measures

Increased p/a number of parents/carers engaging in school events and programs.

Increased p/a number of parents/carers feel welcome, informed and included in the school.

Increased p/a number of students who can identify two adults who believe they will be a success in life.

People

Staff

Teachers will effectively promote, support and engage in curriculum opportunities for community participation.

Students

Students will embrace opportunities for parent participation in the classroom to celebrate their success in learning.

Leaders

Leaders will refine, promote and implement opportunities for authentic parent/carer engagement with curriculum.

Parents/Carers

Parents / Carers will embrace opportunities to authentically engage with curriculum and provide feedback to the school about programs and practices.

Processes

Draw on research to form an active and highly visible community engagement team to support teachers to prioritise high expectations and authentic relationships.

Evaluation Plan

- High expectations and authentic relationships audit (from Curiosity and Powerful Learning).
- Tell Them From Me (TTFM) survey data.
- Student, staff and parent/carer surveys and focus groups.
- Records of attendance at events.

Practices and Products

Practices

The school plans for frequent opportunities for authentic community engagement with curriculum.

The school actively solicits and is responsive to feedback from its stakeholders about student learning and school performance.

Products

Increased community participation in school events that improve understanding of student learning and strengthen student outcomes.

Students' confidence and curiosity will flourish and the school's ethos and culture will prosper.