School plan 2018-2020

Berkeley West Public School 4180

School vision statement

Our school provides quality educational experiences and opportunities for students and teachers in an environment of respect, responsibility and safety that will engage and motivate all students to learn, equipping them with the skills and knowledge for future success and wellbeing.

School context

Berkeley West Public School (BWPS) has a current student enrolment of 221 students, comprising 102 boys and 119 girls from Kindergarten to Year 6. Enrolment trends have fluctuated over recent years. 20% of our students are Aboriginal and 15% of students come from backgrounds where a Language Background Other Than English (LBOTE) is evident at home.

The teaching staff currently comprises a principal, seven classroom teachers and two teaching assistant principals. BWPS is involved in the Early Action for Success initiative and has engaged a Deputy Principal Instructional Leader (4 days per week) to build capacity in delivering evidence–based literacy and numeracy pedagogy K–3.

Our school currently receives resource allocation funding to support Aboriginal students, students where English is an additional language and those students requiring low–level adjustments for disability. The overall socio–economic status of the school community is also a factor in determining the resources allocated to our school. Resource allocation funds provide our school with an enhanced opportunity to address priorities in the school plan to support student educational needs. Our school's average Family Occupation and Education Index (FOEI) is currently 146 (2017). FOEI is a school socio–economic index that is based on parents' highest level of school education, non–school qualification and occupation status. The index includes all students enrolled in all NSW government schools and FOEI ranges from 0 to approximately 300, with an average of 100. Higher FOEI scores indicate higher levels of need (i.e., lower socio–economic status).

Our school is part of the Families NSW Schools as Community Centres (SaCC) project. The project employs a facilitator, who in partnership with Principals from the schools involved, coordinates a number of local initiatives in each school intended to support parents and their young children in the local community.

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School planning process

NSW public schoolsconduct evaluations to support the effective implementation of the school plan.The processes used at Berkeley West PS have included:

- Conducting anonline parent survey to ascertain the school community's perceptions about educationaland management practice at BWPS. Areas sought responses in relation to schoolculture, leadership, learning, teaching, school management and school planning;

- Conductingstaff meetings and discussions with school staff seeking individual and collectiveperceptions of performance against elements of the School Excellence Framework (v2)as well as evaluation of current educational programs undertaken across ourschool;

- Conducting anin depth analysis of student performance data from internal and externalsources. These sources include SMART NAPLAN data and data obtained fromlearning continuums (PLAN) and data walls maintained and tracked at the schoolfor student literacy and numeracy development. Summative standardized studentassessment data is also collated;

- Parentfeedback on perceived strengths and areas for development around education atBWPS and any "Big Ideas" they have around education at BWPS heading forwardwere collected;

- Forum/meetingfor parents of Aboriginal students to have input into evaluating programspertaining to Aboriginal Education and ideas for future directions inAboriginal Education;

- PositiveBehaviour for Learning (PBL) coach conducting a Benchmarks of Quality (BoQ)survey with school staff and School–wide Evaluation Tool (SET) to ascertainperceptions on the implementation and impact of PBL initiatives/practicesacross the school;

- Analysis of SCOUTdata provided by DoE including school performance, attendance, enrolment andcommunity profiles reports); and

School vision statement	School context	School planning process
	facilitator, who in partnership with Principals from the schools involved, coordinates a number of local initiatives in each school intended to support parents and their young children in the local community.	• Formal andinformal discussions between staff members and teams, with feedback given on anongoing basis regarding curriculum and educational and management practice.
	Berkeley West Public School is an active participant in its local Berkeley Community of Schools (COS). Our school works in close partnership with its nearby local public schools to organise activities that enhance outcomes for students including enrichment days and a quality transition to high school program.	Results have been collatedand analysed to identify both school strengths and areas for development. Thesefindings have been discussed and shared with the school community and haveinformed Berkeley West Public School's strategic directions and priorities forthe 2018–20 school plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Quality teaching practice

STRATEGIC DIRECTION 2
Visible student learning, engagement and wellbeing

STRATEGIC DIRECTION 3
Quality school leadership, management practices and resources

Purpose:

Student learning is underpinned by high quality, evidence–based teaching, where teachers individually and collaboratively evaluate the effectiveness of their teaching practice and engage in professional development opportunities to continually improve.

Purpose:

Students need to be engaged in personalised, rich learning experiences in a safe and productive learning environment to develop vital skills to flourish now and become responsive and productive citizens in the future.

Purpose:

Strong strategic leadership, optimal resource allocation, collaborative partnerships, systematic self–evaluation and management practices are fundamental to facilitating improved outcomes for students.

Strategic Direction 1: Quality teaching practice

Purpose

Student learning is underpinned by high quality, evidence–based teaching, where teachers individually and collaboratively evaluate the effectiveness of their teaching practice and engage in professional development opportunities to continually improve.

Improvement Measures

Increase the capacity and expertise of all teachers to consistently implement and embed the most effective teaching methods, including visible learning practices, that target/meet the needs of all students

Increase the percentage of students demonstrating expected growth per term across DoE literacy and numeracy progressions relevant to expected timeframes

Increase the percentage of students demonstrating expected growth in NAPLAN strands in comparison to the school's 3 year average (2015–17)

100% of teachers and leaders have collaboratively participated in the school–wide PDP process, including quality professional learning to develop self and others

People

Students

Build skills to co–construct and utilise learning intentions/success criteria to self and peer assess, and provide feedback to peers.

Staff
Build capacity to confidently utilise the Literacy and Numeracy progressions to assess student learning and plan effective classroom instruction that differentiates for all students.
Build skills and confidence to share ideas, expertise and model best practice in a collegial and supportive culture.

Parents/Carers

Develop an understanding of, and value, the evidenced–based teaching strategies used to support personalised learning.

Leaders

Adopt a coordinated approach to providing access to quality professional learning and development that promotes collaboration, the development of effective classroom practice and regular use of data to inform teaching.

Processes

Effective Classroom Practice
Teachers are committed to implementing the most effective evidence–based teaching/learning methods, incorporating quality lesson planning, explicit teaching and timely formative student feedback.

Data Skills and Use

Student assessment data is regularly used school–wide, to identify student achievements and progress, in order to reflect on teaching effectiveness, student engagement and inform future school directions.

Wellbeing & Learning Needs
Enhance and strengthen a whole school integrated approach to student wellbeing and learning in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation Plan

Progress toward improvement measures will be evaluated through activities including–

- classroom observation and feedback by instructional leaders and peers;
- data rounds;
- Visible learning, learning Intentions and feedback surveys;
- analysis of PLAN 2 data; and
- participation in professional learning and evaluation of professional learning.

Practices and Products

Practices

Every teacher uses evidenced–based explicit teaching methods, delivering systematically planned lessons which references curriculum requirements, learning progressions, achievement data, student feedback to optimise learning progress for all students across the full range of abilities.

Teachers and leaders use, analyse and interpret a range of internal and external assessments and data to evaluate student progress, inform planning, identify interventions and learning goals for students.

Embedded and explicit systems are used in the school to facilitate professional learning, dialogue, classroom observation, modelling of effective practice and the provision of timely feedback between teachers.

Teachers/Instructional Leaders with identified expertise share and discuss learning from targeted professional development with staff both within and across schools to embed effective practice and introduce innovative practices.

Products

Most students can articulate what they are learning, why and understand what they need to learn next to enable continuous improvement.

Increased percentage of students are demonstrating expected growth as measured by NAPLAN and meeting minimum benchmarks across DoE literacy and numeracy progressions relevant to

Practices and Products
expected timeframes.
Teaching/learning programs are data driven where assessment strategies, learning intentions, success criteria and differentiated learning goals are explicitly evident.
100% of staff have engaged in professional development aligned with evidence–based explicit teaching methods, supporting the achievement of the school's strategic directions or building capacity in regard to Australian Teaching Standards.

Strategic Direction 2: Visible student learning, engagement and wellbeing

Purpose

Students need to be engaged in personalised, rich learning experiences in a safe and productive learning environment to develop vital skills to flourish now and become responsive and productive citizens in the future.

Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy and numeracy (in comparison to the school's 3 year average) as measured by NAPLAN

Increase the percentage of all students (and a proportion of Aboriginal students) in the top two NAPLAN bands for reading and numeracy (as compared to the school's 3 year average)

Decrease the annual rate of teacher referrals for negative student behaviour across both classroom and playground settings in the school

Increase the percentage of students reporting a sense of belonging, expectations for success and advocacy at the school as measured each year by *"Tell Them From Me"* data

Increase the school average attendance rate as compared to the previous 3 year average

People

Students

Build capacity of all students to be emotionally resilient and take greater responsibility for self–assessment of their own learning goals and behaviour.

Staff

Build skills to personalise efficient and effective teaching, learning and assessment practices that meet the needs of all students.

Parents/Carers

Build capacity to best support their child's learning, behaviour and wellbeing at school and home.

Leaders

Adopt a coordinated and systematic approach to curriculum planning, teaching, assessment and student wellbeing that is responsive to the needs of all students/groups.

Processes

Curriculum & Differentiation

Develop an integrated approach to quality teaching, curriculum planning, delivery and assessment that promotes high quality teaching and learning meeting the needs of all students.

Assessment
Implement consistent school–wide practices for assessment that are used to monitor, plan and report on student learning across the curriculum.Formative assessment is integrated into teaching practice in every classroom confirming that students learn what is taught.

Wellbeing & Learning Needs
Enhance and strengthen a whole school integrated approach to student wellbeing and learning in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation Plan

Progress toward improvement measures will be evaluated through activities including–

- SMART NAPLAN/ SCOUT/summative data analysis,

- review of Aboriginal student PLP goal data;

- PLAN 2, summative & student attendance data;

- NCCD data and evidence of adjustments in PSLP's;

- LST and PBL team meeting minutes; and

- student behaviour and attendance data.

Practices and Products

Practices

Teachers, leaders and parents collaborate to deliver teaching and learning programs that are adjusted to challenge and address the needs of all students.

The school and teachers use systematic reliable summative and formative assessment strategies to evaluate and monitor student learning over time, provide/receive feedback to/from students and has processes in place to support teachers' consistent, evidence–based judgement.

Positive, respectful relationships are evident school wide where there is a collective responsibility for student learning and wellbeing, which is shared by parents, for students to connect, succeed, thrive and learn.

Products

Documented learning plans/programs demonstrate teachers differentiate curriculum to meet needs of students including adjustments to support learning or increase challenge.

Reliable summative and formative assessments are used to capture information about student learning that can be analysed to monitor and report on progress and achievement.

Improved student performance, engagement, behaviour and attendance trend data.

Strategic Direction 3: Quality school leadership, management practices and resources

Purpose

Strong strategic leadership, optimal resource allocation, collaborative partnerships, systematic self–evaluation and management practices are fundamental to facilitating improved outcomes for students.

Improvement Measures

Increase the percentage of positive parent perceptions in regard to school education and management practices.

(i.e. 2015–17 average:

– 97% regarding school culture;

– 86% regarding leadership;

– 95% regarding learning;

– 89% regarding school management–

– 81% regarding school planning; and

– 89% regarding teaching)

Increase the number of teachers in the school who aspire to be leaders or who exhibit attributes aligned at the Highly Accomplished professional standards.

Increase the skills and capacity of teachers and administrative staff to integrate new technology into engaging future–focused flexible learning spaces and administrative practices that enhance learning, challenge and engage all students and better service the wider community.

People

Students

Provide formative feedback to their teachers and the school in general regarding teaching, learning, wellbeing and engagement practices that the school can respond to.

Staff

Build leadership and technology skills at all levels through authentic opportunities to lead the implementation of school projects and maximise the use of the resources allocated to attain desired products and practices.

Parents/Carers

Provide formative and summative feedback to the school regarding educational and management practices that the school can respond to.

Leaders

Develop skills in building relational trust and leadership skills in others through a growth coaching approach and mindset that is consultative and collaborative.

Processes

Educational Leadership and Management Practices

The school leadership team maintains a focus on developing distributed instructional leadership (expert teachers), effective management skills and leadership attributes that sustain a culture of effective evidence–based teaching and community engagement, resulting in measurable whole school improvement and community satisfaction.

School Resources & Technology

Strategic and equitable planning, resourcing, technology integration and evaluation of school projects and systems ensures improved student outcomes/engagement and high quality service delivery to the school community.

Evaluation Plan

Progress toward improvement measures will be evaluated through activities including–

- parent and community satisfaction surveys (for example TTFM);
- accreditation status of staff (SCOUT);
- review and reflection of teacher PDP's;
- feedback from parents including Exit Slips; and
- Filmpond projects

Practices and Products

Practices

Leadership team maintains a focus on developing effective, distributive instructional leadership, management skills and leadership attributes at all career stages to facilitate whole school improvement.

The school regularly seeks feedback on school performance and management practice from students, staff and the broader community and responds to this feedback.

Leaders consult with teachers and data to deploy teaching and non–teaching staff to maximise use of expertise/support and enable technology to be integrated creatively by those with expertise to optimise student learning interests/needs and administrative tasks.

The leadership team, including project leaders, use feedback data to evaluate the effectiveness of the use of resources in order to achieve improved student outcomes and organisational best practice.

Products

Enhanced leadership capacity exists in the school to develop others and demonstrate purposeful instructional leadership and management skills across the school.

Feedback indicates that the school is recognised as excellent and responsive by its community.

Technology and human resources are accessible and expertly integrated to enhance teaching, learning, engagement and efficient administrative systems.