

School plan 2018-2020

Budgewoi Public School 4183



School background 2018–2020

School vision statement

Budgewoi Public School aims to provide quality learning where students experience success and are able to become independent, critical and reflective learners who reach their full potential.

School context

Budgewoi Public School is located on the northern end of the Central Coast of NSW. The school is part of the Wallarah Area learning Community and works closely with the Muru Bulbi Aboriginal Education Consultative Group. The school has 560 students in 26 classes including 4 Special Education classes for students with mild and moderate learning disabilities. The school receives funding for equity programs. The school has a dedicated staff and an excellent reputation for its' outstanding positive supportive programs for all students. Major programs to improve student outcomes include Early Action For Success, Language, Literacy and Learning (L3), Bump it Up, Focus on Reading (FOR), speech programs and Targeting Early Numeracy (TEN). Students are offered a large variety of extra curricular programs in sport and performing arts. In 2017 the school became a Phase 2 Early Action for Success school and selected two Instructional Leaders to support students in Kindergarten to Year 3 to achieve expected outcomes. In 2018 an additional Instructional Leader was employed to focus on Bump it Up and Years 4 to 6.

School planning process

In 2017 school sought the opinions of parents via an interview survey process on the directions for learning in a variety of areas. Staff evaluated current programs and practices in the School Plan 2015–2017 and work shopped strengths and opportunities for continued school improvement. Information from the Tell Them From Me survey completed by students in Years 4, 5 and 6 and parents was also analysed. From this information three strategic directions were formulated.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Dynamic teaching

Purpose:

To ensure all students have a strong foundation in literacy as a result of high quality programs and practices.



**STRATEGIC
DIRECTION 2**
High Expectations

Purpose:

To improve student learning through the development and delivery of consistent high quality teaching practice in numeracy that supports the learning needs of all students.



**STRATEGIC
DIRECTION 3**
Quality Practices

Purpose:

To ensure all students are known, valued and have a sense of belonging and are equipped to lead rewarding and productive lives in a complex and ever changing society.

Strategic Direction 1: Dynamic teaching

Purpose

To ensure all students have a strong foundation in literacy as a result of high quality programs and practices.

Improvement Measures

85% of students K–2 will be reading at or above the following reading levels: Kindergarten Level 9, Year 1 Level 18, Year 2 Level 22.

The percentage of Year 3 and 5 students in the top 2 bands for reading increases by 9% to 30%.

The percentage of Aboriginal students in the top 2 bands for reading increases by 15% to 30%.

People

Students

Build skills to self assess and set goals to improve their own learning, with the ability to provide effective feedback to teachers in order to drive future learning directions.

Staff

Understand best practice in the use of student feedback and the analysis of literacy assessment data to deliver needs based differentiated teaching programs.

Value opportunities to build their skills, expertise and understanding of effective classroom practices and whole school programs.

Staff

Leaders

Understand the importance of distributed, instructional leadership and succession planning and have the knowledge to build the capacity of all staff.

Parents/Carers

Understand effective literacy practices and have the knowledge and skills to assist their child in their learning.

Community Partners

Understand and support student learning in all areas of literacy and goal setting.

Processes

Staff become familiar with and plot student achievement on PLAN 2 using learning progressions.

Instructional leader builds capacity of staff in Years 3 to 6 to implement and embed high quality, research based, future–focussed literacy teaching practices to Bump UP student achievement especially in the top 2 reading bands in

Evaluation Plan

- Best Start data
- Analysis of NAPLAN, L3 and school based assessment data
- Teaching programs and timetables demonstrating teaching practices and differentiation.
- Achievement of Individual learning goals reviewed, evaluated and negotiated every 5 weeks.
- PDPs
- Meeting minutes and professional learning records
- SCOUT

Practices and Products

Practices

Effective evidence–based teaching practices, assessment, purposeful tracking and student analysis systems are in place to ensure consistent teacher judgement, and dynamic differentiated programming.

Planned professional learning is used to build the capacity of every staff member to provide, or support those providing, high quality educational opportunities for each child.

Every student articulates their learning needs, collaboratively sets clear goals and provides teachers with ongoing feedback on their progress.

Products

Assessment and feedback tools are used by students and staff to devise personalised learning goals and provide explicit feedback to teachers for future planning.

K–6 literacy programs and assessment tools are data–based, cater for individual learning needs and are driven by ongoing teacher reflection and evaluation, student feedback and student work samples.

Teacher professional learning focusses on continual improvement in literacy teaching practice and is linked to the Australian Professional Standards for Teachers.

Strategic Direction 2: High Expectations

Purpose

To improve student learning through the development and delivery of consistent high quality teaching practice in numeracy that supports the learning needs of all students.

Improvement Measures

The percentage of Year 3 and 5 students in the top 2 bands for numeracy increases by 9% to 30%.

The percentage of Aboriginal student in the top 2 bands for numeracy increases by 15% to 30%.

85% of students in K–2 achieve expected benchmarks in Early Arithmetic Strategies and 70% of students achieve expected growth in Numeracy between Years 3 and 5.

People

Students

Understand the need to be active learners and have the skills to set learning goals for themselves. Students will develop, incorporate and embed new learning strategies to gain deeper understandings.

Staff

Build skills to provide future focussed learning opportunities that engage and challenge, encouraging creative problem solving and embedding deep content knowledge.

Leaders

Understand the importance of distributed, instructional leadership and succession planning and have the knowledge to build the capacity of all staff.

Parents/Carers

Understand effective numeracy practices and have the knowledge and skills to assist their child in their learning.

Community Partners

Appreciate the importance of collaboration between students, parents/carers and schools to support the continuity of learning as the child develops and learns.

Processes

Staff become familiar with and plot student achievement on PLAN 2 using learning progressions.

Implement and embed high quality, research based future focussed numeracy teaching practices.

Instructional leaders build capacity of staff to improve student achievement and engagement through TEN strategies for K–3 and Bump it Up program in Years 4 to

Evaluation Plan

- Best Start data
- Analysis of NAPLAN, TEN and school based assessment data
- Teaching programs and timetables demonstrating teaching practices and differentiation.
- PDPs
- Meeting minutes and professional learning records
- SCOUT

Practices and Products

Practices

Teachers use a flexible repertoire of evidence based teaching practice to optimise learning progress for all students across a full range of abilities with a numeracy focus.

Planned professional learning using Learning progressions and PLAN 2 will be implemented to build the capacity of every staff member to provide high quality educational opportunities in numeracy for each child.

Consistent data analysis is used to track student progress and develop differentiated teaching and learning programs.

Products

Assessment and reflection journals are used by students and staff to reflect on learning and provide data for future planning for differentiated teaching and learning.

K–6 numeracy programs and assessment tools are data based, cater for individual learning needs and are driven by ongoing teacher reflection and evaluation, student feedback and student work samples.

Teacher professional learning focuses on continual improvement in numeracy teaching practice and is linked to the Australian Professional standards for Teachers.

Strategic Direction 3: Quality Practices

Purpose

To ensure all students are known, valued and have a sense of belonging and are equipped to lead rewarding and productive lives in a complex and ever changing society.

Improvement Measures

100% of students can identify an adult who can provide advice, support and assistance.

All class timetables and teaching programs reflect that students have opportunities to engage in creative problem solving and have equal access to flexible learning spaces.

PBL 85% of students achieve buzz rewards for meeting identified school wide PBL targets, 95% of students stay on the green on the school behaviour management program, Less than 5% of students require Tier 3 interventions.

People

Students

Value the opportunity to identify a staff member who can provide advice, support and assistance.

Develop skills to use technology and flexible learning spaces to enhance their experiences and engagement in learning.

Staff

Build skills to provide future-focused learning opportunities that engage and challenge students, encouraging creative problem solving and embedding deep content knowledge.

Build skills to enhance positive and respectful relationships to ensure student wellbeing and the optimum conditions for learning.

Leaders

Acknowledge the importance of a systematic and consistent approach to managing well-being and engagement.

Parents/Carers

Demonstrate support for school practices in attendance, transitions and planning for children's learning and well-being needs.

Community Partners

Collaborate with the school community to support the wellbeing and learning needs of students.

Processes

Implement and embed resources and contemporary content knowledge using innovative teaching practices.

Implement and embed a whole school approach to student well-being in which students can feel safe and supported and have the opportunities to be creative, innovative, resourceful and independent thinkers who collaborate, work in teams and communicate ideas.

Evaluation Plan

- PBL data
- Surveys of students.
- Personalised Learning Goals.
- Tell Them From Me surveys for students, staff and parents.
- Attendance data and Learning Support Team referrals.
- Meeting minutes and professional learning records.
- Lesson plans, teaching programs and timetables demonstrate teaching practices using flexible learning spaces and future-focused learning tools.
- School based assessment data.
- PDPs.
- SCOUT

Practices and Products

Practices

Every student can identify an adult who can provide advice, support and assistance.

Teachers utilise flexible learning spaces and a range of interactive technologies to optimise learning for every student.

Products

Personalised learning goals for students include an identified staff member as a support person.

All students have access to flexible learning spaces to enable innovative, future-focused teaching and learning practices.