

School plan 2018-2020

Balarang Public School 4291



**BALARANG
PUBLIC SCHOOL**

School background 2018–2020

School vision statement

Balarang Public School provides a caring environment where safety, respect and learning are valued. The vision of the Balarang Public School community is to foster high expectations and to deliver excellence within a rich and innovative learning environment, where every student has the opportunity to achieve their personal best through engaged and active learning.

We acknowledge and encourage development across academic, creative, physical and technological domains. We promote diversity, resilience, equity and tolerance to enable all students to reach their full potential – socially, emotionally, physically and academically.

We are safe, respectful learners.

School context

Balarang Public School is located in the southern Wollongong suburb of Oak Flats, within close proximity to Shellharbour. In 2017 the school had a student enrolment of approximately 285 students, with 11 mainstream classes.

The school's enrolment trend is reducing in numbers, consistent with the maturing demographics of the area, but remains the first choice school for local families.

The school's ICSEA, at 961 (ACARA website), shows a broadly average socio-educational spread with 39% in the lowest quartile and 5% in the highest quartile. The NSW Department of Education measure of family occupation and education index (FOEI) is 114.

32 Aboriginal students are enrolled at our school and student performance is consistent with all other students in each cohort.

Teacher turnover and leave is trending upwards, consistent with the ageing profile of the staff.

The introduction of Language. Learning and Literacy (L3) and Targeting early Numeracy (TEN) has resulted in significant gains in Literacy and Numeracy levels for all students in Kindergarten, Year 1 and Year 2. The introduction of Daily 5 in all Year 3 to 6 classes has facilitated the creation of innovative, creative and collaborative learning spaces for both students and teachers. Technology is used extensively by all Year 5 and 6 students in all KLA's through the introduction of a BYOD learning model, providing the foundations for students to become inquisitive, responsible and self-reliant learners for the future.

Balarang Public School is a Positive Behaviour for Learning (PBL) school where our three values of Safe, Respectful, Learners is reinforced by the community, students and staff at all times. Our PBL rewards program is aligned with our student welfare programs which ensures acknowledgment of the efforts of all our students.

School planning process

Our school plan has been developed in consultation with students, staff and the wider Balarang Public school community, all of whom have proactively engaged in the process to assist in setting the strategic directions of our school. A review of the 2015–2017 school plan was conducted in Terms 3 and 4 with a series of opportunities for stakeholders: parents, staff and students, to contribute to an evaluation of our achievements and identifying areas for further improvement.

Consultation processes included:

- A sharing and analysis of NAPLAN and school based data
- A series of meetings by curriculum teams identifying where are we now and where to next in the context of implementing an integrated curriculum
- A series of team workshops with all staff
- Electronic surveys for parents and the community, with a focus on the teaching of reading and community engagement, using the school app.
- Students assisting parents to access and complete surveys using iPads.
- Student electronic surveys
- Focus group meetings with parent groups
- Individualised meetings with members of our school's Aboriginal community.
-

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

A personalised approach that
inspires learning excellence.

Purpose:

Our purpose is to create a culture that promotes educational aspiration and promotes learning excellence. Our learning programs provide a range of quality learning experiences that are personalised to meet the cognitive, social, emotional and physical needs of all students. Our teaching pedagogy promotes a culture of high expectations and excellence through the provision of evidence based learning experiences that enable all students to become successful, confident, creative learners and actively informed global citizens.

STRATEGIC DIRECTION 2

Evidence based teaching
practices.

Purpose:

Passionate and skilled teachers are committed to identifying, understanding and implementing explicit evidence-based teaching practices. Our purpose is to create and sustain a stimulating and engaging professional environment that is supported by a culture of collaboration, and where all staff demonstrate a commitment to reflecting on and developing their professional expertise. Through the provision of quality professional learning opportunities for teachers and leaders, teachers and support staff will have the capacity to provide curriculum that is sufficiently responsive to meet the needs of all students

STRATEGIC DIRECTION 3

High expectations for
continuous improvement.

Purpose:

The school leadership team is committed to fostering a school-wide culture of high expectations by establishing a learning community that is focused on the continuous improvement of teaching and learning. The leadership team will continue to build teacher and distributed leadership capacity, with a focus on instructional leadership. By working within and across the school community, a planned and proactive approach to the implementation of school priorities will foster a culture of collaboration, where students will experience a shared sense of responsibility and parents feel valued as partners in their child's education

Strategic Direction 1: A personalised approach that inspires learning excellence.

Purpose	People	Processes	Practices and Products
<p>Our purpose is to create a culture that promotes educational aspiration and promotes learning excellence. Our learning programs provide a range of quality learning experiences that are personalised to meet the cognitive, social, emotional and physical needs of all students. Our teaching pedagogy promotes a culture of high expectations and excellence through the provision of evidence based learning experiences that enable all students to become successful, confident, creative learners and actively informed global citizens.</p>	<p>Students</p> <p>Positive, respectful relations evident among students and teachers. Students engage in a positive learning environment where learning intentions and success criteria can be articulated, and feedback is a two-way process. Students articulate what they are learning, how they achieve learning goals, and where to next..</p> <p>Staff</p> <p>Consistent, school-wide assessment practices are used to monitor, plan and report on student learning. Teachers differentiate their teaching, work with students to set and achieve individual learning goals and provide targeted interventions to meet individual needs.</p> <p>Parents/Carers</p> <p>Parents, carers and the broader community work with school staff to support students' needs in all areas including learning, engagement and wellbeing.</p> <p>Community Partners</p> <p>Collective efficacy through development of networks and the sharing of information and resources that support learning.</p> <p>Leaders</p> <p>Establish structures and process to identify, address and monitor students' learning and well-being needs.</p>	<p>Wellbeing Develop a strategic and planned approach to deliver whole school wellbeing processes that support students' learning, engagement and wellbeing.</p> <p>Curriculum and Learning. Delivery of an integrated approach to quality teaching and curriculum planning that is student centred, supports high expectations and enables students to understand how they learn and how they can achieve personal goals.</p> <p>Assessment and Feedback. Consistent school-wide practices of formative assessment and use of learning progressions to monitor, plan and report on student learning. Timely feedback, and targeted intervention reflects best practice for support and enrichment to maximise student achievement.</p> <p>Evaluation Plan</p> <p>Collaborative analysis of data including:</p> <ul style="list-style-type: none"> • Ongoing review of PLAN and NAPLAN data • Internal performance data including Learning Progressions K–6 • Student engagement survey • Student TTFM surveys • LST conduct review using Wellbeing Framework self assessment tool. • Use of student feedback, learning intentions and success criteria evident in all classrooms 	<p>Practices</p> <p>Teachers use a range of data to analyse and monitor student learning progression, and data is used to inform planning for quality learning experiences that meet the needs of all students.</p> <p>Students will be engaged in their learning and be able to identify why, how and what they are learning and becoming responsible for monitoring and achievement of their learning goals.</p> <p>Products</p> <p>Teaching and learning programs show evidence of formative assessment processes that allow students to self-regulate learning and work towards achievement of their personal goals in collaboration with teachers and parents/carers.</p> <p>A whole approach exists to providing a learning environment where students wellbeing and learning is supported and challenged, and where they receive timely feedback to support future learning needs.</p> <p>Students can clearly articulate learning intentions, success criteria and learning goals.</p> <p>Invention and support programs developed and implemented in consultation with all relevant stakeholders.</p>
Improvement Measures			
Increase the proportion of students in the top 2 bands as outlined in Premiers Priorities.			
Increase in the number of students achieve year appropriate growth in Literacy and Numeracy.			
Improved evidenced based practices in place, resulting in measurable improvements in wellbeing and engagement.			

Strategic Direction 2: Evidence based teaching practices.

Purpose	People	Processes	Practices and Products
<p>Passionate and skilled teachers are committed to identifying, understanding and implementing explicit evidence-based teaching practices. Our purpose is to create and sustain a stimulating and engaging professional environment that is supported by a culture of collaboration, and where all staff demonstrate a commitment to reflecting on and developing their professional expertise. Through the provision of quality professional learning opportunities for teachers and leaders, teachers and support staff will have the capacity to provide curriculum that is sufficiently responsive to meet the needs of all students</p>	<p>Students</p> <p>Students engage with teachers to routinely review individual learning goals and demonstrate commitment to learning progress and achievement.</p> <p>Staff</p> <p>All staff engage in professional learning – evidence based pedagogy that supports excellence in teaching practices that are aligned to school priorities..</p> <p>Teachers develop and apply a range of assessment strategies in planning, monitoring and assessing student progress, and reflect on teaching effectiveness.</p> <p>Parents/Carers</p> <p>Parents engage with Literacy and Numeracy information opportunities, and work in partnership with teachers as active participants in their child's learning.</p> <p>Leaders</p> <p>School leaders build the capacity of the professional learning community to engage in evidence based dialogue with a focus on continuous student improvement. A focus will be maintained on distributed instructional leadership that builds teacher capacity for delivery of evidence based teaching and learning programs.</p>	<p>Collaborative Practice (Learning and Development and Professional Standards)) Implementation of explicit systems for collaboration through whole school facilitation of strategic professional learning programs, lesson observations, mentoring and modelling of effective practice to develop a culture of continuous improvement and growth mindset– including measurement against Professional Teaching Standards and Accreditation for all teachers.</p> <p>Assessment for Learning. (Data Skills) Strengthen processes for evaluative practice by enhancing understanding of student assessment and data concepts (analysis, interpretation and extrapolation of data) with a focus on literacy and numeracy.</p> <p>Explicit evidence based teaching practices. (Effective classroom practice) Implementation of effective evidence based teaching strategies, including visible learning practices, Daily 5, L3 and future focused pedagogies</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> • Lesson plans/ teaching programs • Classroom observations • PDPs • Self – assessment using SEF – Teaching domain. • What Works Best – Reflection Guide 	<p>Practices</p> <p>L3 (K–2) and Daily 5 (3–6) implemented in all classes.</p> <p>Teachers collaboratively assess, analyse data, and use formative assessment strategies to plan for students' learning needs.</p> <p>Teachers take responsibility for their own learning by engaging in professional learning, mentoring and team teaching opportunities.</p> <p>Teachers embedding evidence based teaching practices including learning intentions, success criteria learning goals and student feedback.</p> <p>All staff supported in reaching professional learning goals through provision of strategic mentoring, PL and leadership opportunities</p> <p>Products</p> <p>Strategic professional learning and regular data sharing sessions will enable teachers to apply a range of assessment strategies to make informed judgments of student learning using literacy and numeracy learning progressions.</p> <p>Learning programs will be collaboratively designed to meet curriculum requirements, reflect priorities, reference learning intentions and success criteria and include feedback on student achievement.</p>
Improvement Measures			
Increased number of teachers participating in leadership and mentoring opportunities.			
All teachers actively engaged in TPL priorities to ensure school planning milestones are met.			
100% teachers reference Australian Professional Standards for Teachers in PDPs and teaching and learning programs.			
100% of teachers embedding evidence based teaching practices including learning intentions, success criteria learning goals and student feedback. Anecdotal evidence will include professional conversations, teaching programs, and lesson observations.			

Strategic Direction 3: High expectations for continuous improvement.

Purpose	People	Processes	Practices and Products
<p>The school leadership team is committed to fostering a school-wide culture of high expectations by establishing a learning community that is focused on the continuous improvement of teaching and learning. The leadership team will continue to build teacher and distributed leadership capacity, with a focus on instructional leadership. By working within and across the school community, a planned and proactive approach to the implementation of school priorities will foster a culture of collaboration, where students will experience a shared sense of responsibility and parents feel valued as partners in their child's education</p>	<p>Staff</p> <p>Staff to work in collaboration with Instructional Leaders and engage with professional learning and mentoring opportunities.</p> <p>Teachers provide timely and regular reporting of student learning progress .</p> <p>Leaders</p> <p>Maintain a focus on distributed leadership and provide opportunities to build the leadership capacity of staff.</p> <p>The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.</p> <p>Community Partners</p> <p>Collaborative planning and consulting with professional learning communities externally to build leadership capacity within and across schools.</p> <p>Parents/Carers</p> <p>Parents and carers engage with decision making opportunities and are responsive to school and community feedback opportunities.</p>	<p>Supporting a culture of high expectations through educational leadership Maintain a focus on distributed Instructional Leadership and deployment of expert teachers, with a focus on delivery of high quality learning programs to support sustainable school improvement, and create a culture of accountability and best practice.</p> <p>Collaborative learning communities. Strategies and processes developed in consultation with, and reported to, the parent community, with parent feedback to be shared and analysed for action. Strengthening of opportunities for students, teachers and the school leadership team to participate/ collaborate in a range of COS learning opportunities.</p> <p>Strategic use of school resources for delivery of quality learning outcomes.: Technology supports the learning of teachers and students and is integrated into teaching and learning programs, including BYOD. Physical learning spaces are to be enhanced and used flexibly, to create engaging learning spaces.</p> <p>Evaluation Plan</p> <p>TTFM parent and teacher surveys and school based feedback opportunities</p> <p>Termly reflection – SEF Leadership domain.</p>	<p>Practices</p> <p>All teachers engaged in mentoring and team teaching initiatives through deployment of expert teachers, and creation of collaborative learning environments.</p> <p>Budget allocations used to support TPL priorities and refurbishment of learning spaces.</p> <p>All staff, including non-teaching, engaged in COS collaborative learning opportunities.</p> <p>Parents and community members engaged with community events and decision making processes</p> <p>Products</p> <p>Planned structures in place to enable team teaching and mentoring opportunities (modeled and guided), lesson observations and feedback sessions.</p> <p>Creation and enhancement of flexible internal and external learning spaces.</p> <p>Positive and respectful relationships exist within and across the school community that promote a culture of high expectations and growth mindset.</p> <p>Structures in place that enable the sharing of teacher and leadership expertise across the the COS.</p>
Improvement Measures			
Increased participation of parent and community members in school events and decision making opportunities.			
100% of teachers participate in combined COS learning initiatives.			
100% teachers engaged in mentoring and /or team teaching programs.			
Parents indicate a increased level of understanding of their child's learning needs as a result of surveys, forums and face to face meetings.			