

School plan 2018-2020

Bardia Public School 4311



School background 2018–2020

School vision statement

The central purpose in everything we do at Bardia Public School is to support every student in becoming a responsible and successful global citizen. That is, someone who is a curious and passionate life-long learner; someone who shows resilience when faced with hardship; someone who measures success against their personal best; someone who has respect, compassion and empathy for others; someone who takes personal responsibility for the environment and the betterment of society; and someone who champions cooperation over conflict, assertiveness over aggression and democracy over tyranny.

The enactment of this vision for our students is revealed through the Bardia Teaching and Learning Model. This model in effect is a guide to the development of the self-regulated and collaborative learner, someone who works productively with their peers in the pursuit of knowledge, who chooses a growth mindset, who possesses the language for analysing learning and the tools to act upon teacher feedback. The product, the empowered learner, is someone very likely to achieve self-actualisation.

School context

Bardia Public School was built to provide for the education of children whose parents were based at Ingleburn Army Base. Once the army base closed, the area around the school became semi-rural and student numbers dwindled. Current exponential urban growth will see Bardia Public School continue to grow for many years to come. It is expected that Bardia Public School will eventually provide for the education of 1000 children. Even so, the school's current community-minded culture, one usually associated with small country schools, is something which the parents, students and teachers are very committed to retaining.

In Term 4, 2018, the teachers and students at Bardia Public School will take occupation of newly constructed state-of-the-art facilities. Traditional classrooms will be replaced with interactive learning environments (ILEs). The Bardia Teaching and Learning Model has been purposefully designed to take full advantage of these flexible learning "hubs", thereby maximising student academic outcomes.

School planning process

The Bardia Public School 2015 – 2017 School Plan had the teachers form numerous *Development Teams* with the task of reviewing current evidence based practice and presenting their findings as professional development for their peers.

From this, the Bardia Teaching and Learning Model, an evolving synthesis of evidence based practice selected for the Bardia context, was initiated. This model of learning and teaching has brought impressive value-added growth through the students acting as self-regulated learners, equal contributors in collaborative learning environments, students who can respond to teacher feedback and manage their own learning.

In 2017 the teachers and the community attended numerous planning sessions where the goals of the Bardia Public School 2018 – 2020 School Plan and the means for achieving those goals were collaboratively determined. Central to this plan is that the practices chosen to improve student academic outcomes are fully embedded, communicated and evaluated.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 EMBED

Purpose:

The Bardia Teaching and Learning Model, an evolving synthesis of evidence based practice has been designed to take full advantage of flexible learning spaces and deliver outstanding student outcomes in literacy and numeracy. It is crucial that this model of learning and teaching is implemented fully and is open to ongoing evaluation and iteration. It is believed that student academic gains will be maximised only if implementation is of the highest fidelity and quality.

STRATEGIC DIRECTION 2 COMMUNICATE

Purpose:

It is important that the programs / practices selected to maximise student academic growth, those that form the Bardia Teaching and Learning Model, are communicated effectively to teachers new to Bardia Public School, to the students and to their parents. Where respectively appropriate, such communication will be reinforced with explicit instruction. Moreover, it is equally important that a variety of interactive communication platforms are used to effectively promulgate the school's achievements and to engage the community.

STRATEGIC DIRECTION 3 EVALUATE

Purpose:

Relying on anecdotal evidence only or on evidence external to the Bardia Public School context is unlikely to lead to an accurate evaluation of program / practice impact. Only when a range of qualitative and quantitative data are systematically collected within the Bardia context can the full impact of the school's teaching and learning practice be ascertained. Such analyses are an important aspect of iteration and embedding only those practices / programs which lead to above average academic growth.

Strategic Direction 1: EMBED

Purpose

The Bardia Teaching and Learning Model, an evolving synthesis of evidence based practice has been designed to take full advantage of flexible learning spaces and deliver outstanding student outcomes in literacy and numeracy. It is crucial that this model of learning and teaching is implemented fully and is open to ongoing evaluation and iteration. It is believed that student academic gains will be maximised only if implementation is of the highest fidelity and quality.

Improvement Measures

Teachers new to Bardia Public School will possess at the least a *sound* understanding of the Bardia Teaching and Learning Model and core programs.

All teachers' implementation of the Bardia Teaching and Learning Model and core programs will be assessed at the least as *sound* in quality and fidelity.

Teachers' understanding and implementation of *7Dispositions* and the *critical and creative thinking* "language" will be assessed at the least as *sound*.

75% of students will achieve, at the least, a sound understanding and use of the *7Dispositions* and the *critical and creative thinking* "language".

Hub teams will achieve an *outstanding* level of cohesiveness and transition from independent, to shared, to blended teaching.

People

Leaders

That every teacher implements the Bardia Teaching and Learning Model and core programs effectively is crucial to improving student outcomes. To embed such practice at depth, teachers must be provided practical support and guidance.

Leaders

At the heart of the Bardia Teaching and Learning Model is student self-regulation. The aspects of self-regulation yet to be perfected at Bardia Public School are students' self-monitoring and management of their mindsets and their understanding and application of the learning process, especially in relation to critical and creative thinking. The use of multiple learning processes often requires students learn multiple "languages" of learning – this makes the learning process unnecessarily complex. Students having at their disposal a single "language" for describing the learning process will facilitate visible learning and self-regulation.

People

In Term 4 of 2018, teachers at Bardia Public School will transition to the school's new *interactive learning environments* (aka hubs). To maximise student academic and social outcomes, the hub culture must be one where teachers work cohesively, where the skills associated with teaching and learning take complete advantage of flexible learning spaces and the students exercise the skills of the self-regulated learner with complete competence and confidence.

Processes

The Assistant Principal Implementation, who will be funded as off class 2018 to 2020, will support experienced teachers and especially beginning teachers and teachers new to Bardia Public School in implementing the Bardia Teaching and Learning Model and core programs.

All teachers will attend two professional development nights, run by the company **Minds Wide Open**, on *critical and creative thinking* and the *7Dispositions*, seven mindset skills that students are taught to self-manage. Following this, all teachers will devise a *7Dispositions* teaching program and incorporate *critical and creative thinking* with their teaching programs (including Guided Inquiry).

Hub teams will be provided time off class to work through the *Hub Team Agreement*. This document allows teachers to enunciate and organise with clarity the complexities of hub team teaching. Initially, hub teams will establish a home class culture before developing a whole hub culture. Teachers will develop a repertoire of learning and teaching skills that are site specific and establish site specific routines and expected behaviours for students.

Evaluation Plan

The Assistant Principal Implementation will assess implementation quality and fidelity of the processes outlined according to *limited, basic, sound, etc.*

Practices and Products

Practices

The Assistant Principal Implementation will negotiate with each teacher a differentiated and goal focussed *Teacher Implementation Support Plan* (TISP).

As the year progresses, hub teams will establish a cohesive working partnership, a home class culture, site specific teaching methods, shared teaching opportunities and blended teaching across the hub.

Students will be taught explicitly site specific routines and behaviours and the skills of the self-regulated learner as this applies to the hub environment.

Products

The Assistant Principal Implementation will develop tools for assessing teachers' understanding of the Bardia Teaching and Learning Model and the quality and fidelity of its implementation.

All teachers will devise a program and a *quick guide* for teaching the *7Dispositions*.

Adhering to the *Critical and Creative Thinking Learning Curriculum*, teachers will devise a program and a *quick guide* for teaching the *critical and creative thinking* "language" as it applies to the learning process.

Strategic Direction 2: COMMUNICATE

Purpose

It is important that the programs / practices selected to maximise student academic growth, those that form the Bardia Teaching and Learning Model, are communicated effectively to teachers new to Bardia Public School, to the students and to their parents. Where respectively appropriate, such communication will be reinforced with explicit instruction. Moreover, it is equally important that a variety of interactive communication platforms are used to effectively promulgate the school's achievements and to engage the community.

Improvement Measures

Teachers new to Bardia Public School will be assessed by the Assistant Principal Implementation as having a sound understanding of the Bardia Teaching and Learning Model.

There will be an increase satisfaction with Class Parent and the number of parents taking part in parent led activities at the school will increase markedly.

Parent satisfaction with communication and the teaching practices at Bardia Public School will be assessed as high.

The number of students reaching Master will increase each year, indicating a growing level of student skill with self-regulation.

People

Staff

The Bardia Teaching and Learning Model is the lens through which all teaching and learning is viewed at Bardia Public School. It is important that early career teachers and teachers new to Bardia Public School possess an in-depth understanding of the evidence based practice that informs this model

Parents/Carers

Bardia Public School is growing rapidly. It is important that the school's new families feel welcomed, are well informed about school routines and the specific teaching and learning practices at the school and are provided numerous opportunities to engage with the school community.

Parents/Carers

Parents improving their knowledge about current teaching practices would allow them to understand and support the school's pedagogical direction, with the added benefit of their being better able to support their child's learning at home.

Students

The Bardia Teaching and Learning Model, which has been designed to improve students' social and academic growth in interactive learning environments, will only be effective if students reach a high level of competence with embracing error as a means of learning, purposeful student dialogue, collaboration and self-regulation.

Processes

From mid-Term 1 to mid-Term 2 each year the Principal will offer the Bardia Teaching and Learning Model Orientation Program to teachers new to Bardia Public School.

Class Parent invites the parents of each class to form a parent cell for developing positive relationships, sharing information and contributing to their child's school. The Class Parent Coordinator will oversee organisation and promote parent led activities.

The SeeSaw app will be made available to parents to provide real-time information about their child's learning and facilitate communication with their child's teacher. Volunteer teachers will hold a series of *Pedagogy for Parents* sessions that focus on simple and practical teaching methods in reading, writing and numeracy. A Communications Officer, along with parent volunteers, will manage the school's website and Facebook page.

Students will be taught explicitly the skills of self-regulation (monitoring their learning, applying the critical and creative thinking "language", applying the 7Dispositions, responding appropriately to teacher feedback and being responsible for appropriate self and peer assessment) and working collaboratively (being responsible for producing learning products of quality and quantity, being a productive and supportive team member).

Evaluation Plan

Data from teacher, parent, student surveys will reveal a high level of satisfaction with communication.

Practices and Products

Practices

Teachers new to Bardia Public School will quickly gain an understanding of the Bardia Teaching and Learning Model, a prerequisite to competence.

Class Parent will promote a positive Bardia Public School community culture, improve information sharing and lead to an increase in parent involvement in school life.

Products

Students' competence with self-regulation will be monitored and students will be awarded the Self-Learner Licence as Novice, Apprentice, Tradie or Master.

Friends of Bardia and Class Parent will develop as highly regarded and well attended aspects of parent carer involvement in school life.

Strategic Direction 3: EVALUATE

Purpose

Relying on anecdotal evidence only or on evidence external to the Bardia Public School context is unlikely to lead to an accurate evaluation of program / practice impact. Only when a range of qualitative and quantitative data are systematically collected within the Bardia context can the full impact of the school's teaching and learning practice be ascertained. Such analyses are an important aspect of iteration and embedding only those practices / programs which lead to above average academic growth.

Improvement Measures

Students will demonstrate increases to their sense of belonging, behaviour at school, attitude to learning, relations with teachers and engagement in learning. **Parents** will report increases to their feeling welcome, being informed and belief that the school supports learning, positive behaviour and safety. **Teachers** will demonstrate increases to their confidence in the school leadership and belief the school encourages collaboration, a positive learning culture, that data informs practice and the teaching strategies employed at the school are excellent.

People

Parents/Carers

A positive school culture, one where students, parents and all members of staff experience a strong sense of belonging, camaraderie and mutual respect is crucial to the wellbeing of every member of the Bardia Public School community, as well as being paramount in bringing about improvements in student learning outcomes. Being aware of stakeholder's attitudes and opinions is important to the school being responsive and amenable.

Leaders

Teachers calculating effect sizes, as they relate to academic growth, are a useful means of determining program / teaching impact. Unless assessments are devoid of test practise and "teaching to the test" the data they provide will not be valid. While standardised tests are more likely to provide objective data, in-school summative assessment held in identical test conditions can also provide valid data.

Leaders

The Bardia Teaching and Learning Model is an evolving synthesis of selected evidence based practice. It is important therefore that every aspect of this model is evaluated thoroughly in the classroom and either retained, modified or rejected.

Processes

Stakeholder's opinions and attitudes will be sought through the *Tell Them from Me Survey*, which will be available to students, parents and teachers. The results of this survey will be compared with the results of past *Tell Them from Me Surveys*.

Four sources of objective data will be sought: Writing Assessment Portfolio (WAP) – students will complete a narrative under identical test conditions at two points in time throughout the year; students Years 3 to 5 will sit PAT–R tests in comprehension, general ability and numeracy in Term 1 each year; in Term 3 of each year, longitudinal NAPLAN data effect sizes will be calculated for Year 5 in reading, writing and numeracy; PLAN and progression data will be tabulated.

Teacher teams consisting of three teachers will evaluate the teaching and learning of the 7Dispositions and the language of the Critical and Creative Thinking Learning Curriculum as it is applied generically by students to the learning process. Recommendations from the teacher teams will be combined.

Evaluation Plan

Longitudinal Tell Them from Me data will be analysed to highlight areas of improvement and areas that need further improvement.

Practices and Products

Practices

Comparison data will be analysed and inform improvements to student "voice" on the Student Representative Council and other means of student engagement.

Along with the I Can Statement records, the Writing Assessment Portfolio will allow for writing progress to be visible to students and provide teachers with an objective measure of student academic growth.

Products

Longitudinal NAPLAN data, PAT–R, Plan and Progression analysis will provide effect sizes at the academic year, cohort and individual student levels.