

School plan 2018-2020

Bradbury Public School 4403



School background 2018–2020

School vision statement

Bradbury Public School is committed to providing **opportunities** for students to develop the knowledge and skills to become resilient, life-long learners and active citizens.

We are committed to fostering collaborative **partnerships** between students, staff and community to motivate and ensure student empowerment to achieve personal goals through inclusive quality learning opportunities to achieve **excellence**.

School context

Bradbury Public School is situated in South Western Sydney with an enrolment of 650 students. The school has twenty-four mainstream classes, an Opportunity class and three Autism classes. Nine percent of our students are Aboriginal and thirty-three percent are from non-English speaking backgrounds.

Explicit and systematic teaching in literacy and numeracy, underpinned by strong implementation of the teaching and learning cycle are focus areas in the school. Our enthusiastic and dedicated staff hold high expectations for teaching and learning and demonstrates this through their ongoing commitment to professional learning.

The school has an outstanding reputation for catering to gifted and talented students and Creative Arts with experienced and talented staff leading a wide range of opportunities.

Our school practices a firm belief of valuing wellbeing with a school culture devised around the Positive Behaviour for Learning (PBL) values Safe, Respectful, Learner.

Bradbury parents have high expectations and aspirations for their children and community and parental support for the school is strong. The Parent and Citizens Association (P&C) support the school's educational learning and extra curricular programs through fundraising, volunteering and community events.

School planning process

The planning process involved students, staff and community members to inform future planning to create a shared vision. Reflection around the School Excellence Framework played an integral part in the school planning process.

Community

Community was engaged in consultation through two parent forums and the Tell Them from Me survey.

Community consultation was also undertaken with the local Aboriginal Education Consultative Group (AECG).

Staff

Consultation of staff included surveys and ongoing staff meetings that promoted discussion around effectiveness of current teaching practices and student wellbeing.

Students

Students were engaged in the consultation process through the completion of the Tell Them from Me survey and through focus groups around student learning and engagement.

Analysis of feedback from all stakeholders provided a basis for future directions.

School strategic directions 2018–2020



Purpose:

To establish a supportive and productive school culture where staff members develop an active, responsive pedagogy and take responsibility for their ongoing learning to ensure educational excellence.



Purpose:

To ensure a student centred learning environment that nurtures, challenges and inspires all students to become skilled, confident, creative and self-motivated learners who are empowered to be successful citizens and contribute to a thriving community.



Purpose:

To establish active and effective partnerships, working collaboratively with our community, celebrating and promoting school achievement to develop a strong sense of school identity.

Strategic Direction 1: Active, high quality teaching and leadership

Purpose

To establish a supportive and productive school culture where staff members develop an active, responsive pedagogy and take responsibility for their ongoing learning to ensure educational excellence.

Improvement Measures

Staff development is supported through targeted and differentiated professional learning.

Staff actively engaged in Professional development to achieve their targeted learning goals.

Establish a consistent school wide system for differentiation of student learning.

People

Leaders

Build capacity of all stakeholders in Literacy and Numeracy through the facilitation of collaborative learning opportunities. Celebration of observations of the quality teaching and models of best practice across the school.

Support teachers in the identification, planning and monitoring processes to ensure high levels of support for identified students. To build teacher capacity in developing individualised learning plans for students in Literacy and Numeracy.

Staff

Provide targeted professional development, that applies research and evidence based pedagogy that caters to difference and promotes excellence.

Demonstrate best practice across all KLAs within an active, student centred learning environment.

Processes

IL and mentor build capacity of teachers in literacy and numeracy through targeted professional learning that supports high quality teaching and learning programs.

Whole school Professional learning on differentiation to support student learning.

Whole school analysing and tracking of student data to ensure that professional learning matches to teacher professional development

Evaluation Plan

Performance and Development Framework and Teacher Accreditation to determine and manage their professional learning.

Collation and analysis of internal student performance data and external assessment data to evaluate teaching and learning.

Feedback from observations

Tell Them From Me survey– staff

Practices and Products

Practices

Collaborative and differentiated support for teachers that is based on their identified professional learning goal.

Through peer observation and professional learning, teachers implement differentiated and engaging lessons in literacy and Numeracy to support student ongoing learning.

Analysing of school based data (PLAN) and learning progressions is utilised effectively to identify areas of need and strength across the school and continuous tracking of student growth to co-ordinate support of both teachers and students.

Products

Differentiated performance and development plans that are based on the National Professional Teaching Standards.

Teachers implement highly engaging and differentiated lessons in Literacy and Numeracy that embeds current research based pedagogy.

Tracking of students results in Literacy and Numeracy to ensure all students are accessing the curriculum successfully.

Strategic Direction 2: Successful, resilient learners and citizens

Purpose	People	Processes	Practices and Products
<p>To ensure a student centred learning environment that nurtures, challenges and inspires all students to become skilled, confident, creative and self-motivated learners who are empowered to be successful citizens and contribute to a thriving community.</p>	<p>Staff</p> <p>Implementing the Quality Teaching Framework across NSW syllabus outcomes and school developed scope and sequences</p> <p>Collaboratively and individually plan, teach and evaluate effectiveness of teaching practices and learning using a consistent approach that embeds current research based pedagogy, data based decision-making and formative assessment strategies.</p>	<p>Implement quality teaching through STEM, technology, project-based learning and open-ended experiences that are engaging K-6.</p> <p>Implement active scaffolding of learners to develop an understanding of their own thinking processes, goal setting and improvement measures.</p> <p>Systematic implementation of a whole school approach to student wellbeing in which students connect, succeed and thrive at each stage of their learning.</p>	<p>Practices</p> <p>Staff will be supported through a collaborative and tiered approach in professional learning that is responsive to student academic/ wellbeing needs.</p> <p>Students will have high expectations of their performance and will use individual goal setting to drive their learning.</p> <p>Students develop strategies that enable them to reflect on their behaviour and strengthen their resilience.</p> <p>All positive behaviour interventions and teaching strategies are reflected in class programs and playground procedures and supported by leaders, providing consistency of practice across the school.</p>
<p>Improvement Measures</p>	<p>Students</p> <p>Develop high expectations around their own learning and take an active role in their education via individual goal setting.</p> <p>Students confidently use technology to increase their engagement in learning.</p> <p>Are responsible, resilient citizens who are reflective of their behaviour.</p>	<p>Evaluation Plan</p> <p>Tell Them From Me surveys Teacher, student & parent feedback</p> <p>Internal student performance data</p> <p>PLASST data & profiles</p> <p>L3 & learning progression data</p> <p>NAPLAN data</p> <p>Data tracking of student wellbeing (EBS4)</p>	<p>Products</p> <p>Teachers implement high quality, differentiated lessons in Literacy and Numeracy.</p> <p>Students are actively engaged through goal setting, the provision of authentic tasks and opportunities to apply skills such as critical thinking, problem solving, communication and collaboration.</p> <p>Students demonstrate resilience and positive behaviour techniques in the classroom and playground.</p>
<p>An increase in students achieving and exceeding grade appropriate benchmarks in Literacy.</p>	<p>Parents/Carers</p> <p>Develop a culture of celebration and recognition of student learning and wellbeing and to develop an understanding of the skills students require to be reflective, resilient and engaged learners and citizens.</p> <p>Build parents knowledge and understanding of school programs and how they can support student learning to achieve excellence.</p>		
<p>An increase in students achieving and exceeding grade appropriate benchmarks in Numeracy.</p>	<p>Leaders</p>		
<p>All students actively taking responsibility for their own learning through setting learning goals, reflecting, and reporting on their learning achievements using formative assessment strategies.</p>			
<p>All staff, students and community having a consistent and clear understanding of the Positive Behaviour for Learning strategies and wellbeing procedures of the school.</p>			

Strategic Direction 2: Successful, resilient learners and citizens

People

Support teachers to implement and value whole school Positive Behaviour for Learning approach and student wellbeing.

Strategic Direction 3: Connected learning community

Purpose

To establish active and effective partnerships, working collaboratively with our community, celebrating and promoting school achievement to develop a strong sense of school identity.

Improvement Measures

Increase the number of parents actively involved in school decision making.

Strengthened partnerships are established and sustained (Community of Schools & Professional Learning schools) to connect student learning and teacher professional development.

Deepen connections with our Aboriginal community.

People

Staff

Effectively utilise in-school and Community of Schools expertise, resources and learning opportunities to develop their practice and facilitate development and delivery of quality programs for students

Students

Confidently communicate and interact across a range of activities and mediums connecting with people within our school and the wider community.

Supported and engaged in transition programs that assist them to move through the continuum of learning.

Parents/Carers

Promote strong partnerships and communication with the school and provide learning opportunities for parents/carers to better understand school organisation and teaching practices

Leaders

Develop professional relationships across school communities to ensure effective use of available skills and resources.

Community Partners

Develop professional relationships across schools and community services to ensure effective use of available skills and resources.

Strengthen connections with local Aboriginal Education Consultative Group.

Processes

Engage with colleagues across the Community of Schools in professional learning, dialogue and sharing of resources to meet both school and professional development needs.

Implement student transitions that are collaboratively planned ensuring they are personalised and effective.

Parental feedback, information sessions and interview opportunities are facilitated by school staff.

Implement procedures to strengthen consultation with our Aboriginal community developing authentic links.

Evaluation Plan

Parent Forums will be utilised to provide ongoing feedback for school improvement.

Feedback from the Tell Them From Me survey will be utilised.

Participation rates at workshops, network groups and the Parent & Community meetings will be monitored.

Practices and Products

Practices

Collaboration with Community of Schools to support staff to develop a practice around the sharing of skills and current research.

To support the successful transition of students at key points.

School staff will facilitate a variety of opportunities for parents to provide authentic feedback and be actively involved in student educational activities across the school.

A variety of opportunities will be facilitated for our Aboriginal community to be consulted and actively involved in the development of academic and culturally based activities across the school.

Products

Effective and personalised structured transition processes to support students at key transition points.

Active and informed parents in school initiatives and the decision making process.

Staff have access to on going professional learning across community of schools utilizing experts in order to develop a wider understanding of education and current practices