

# School plan 2018-2020

## Beresford Road Public School 4405



# School background 2018–2020

## School vision statement

We are a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse learning environment that fosters meaningful integration of technology. We aim to develop in students the skills of communication, collaboration, critical thinking and creativity.

Every student has the opportunity to achieve their personal best through engaged active learning in a safe, fun, respectful and supportive school.

## School context

Beresford Road Public School was constructed in 1969 and is situated in a growing residential area which proudly serves the Greystanes and Pemulwuy local communities. The school has spacious grounds and amenities which are able to cater for the 685 students which are currently enrolled in the school. Fifty-one percent of students that attend the school are from non-English speaking backgrounds.

The school has a special education unit with three Multi-categorical classes. All learning spaces have interactive white boards and air conditioning. We are part of the Pemulwuy Learning Community. The school's educational plan has a strong focus on improving the educational outcomes for all of our students in the areas of student learning and well-being.

## School planning process

Beresford Road were invited to a consultation meeting at a P and C meeting. They were also invited to email ideas for future directions for the school. Parents were also approached in the playground for informal discussions

Beresford Road Staff were surveyed and answered with what they thought we did well to promote student learning outcomes and ways we could improve student learning outcomes. Staff responded to a Kids Matter survey dealing with student well-being and we had a staff meeting with brainstorming session.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 PLAY

### **Purpose:**

To encourage creativity and innovation.

Create students that can solve problems and work through them collaboratively.

## STRATEGIC DIRECTION 2 LEARN

### **Purpose:**

To get students to take responsibility for their own learning. We want students to be able to evaluate their own learning against success criteria and learning goals, articulate their learning and understand what they need to do to improve. Assessment and programming need to be *for* learning and inform new teaching.

## STRATEGIC DIRECTION 3 GROW

### **Purpose:**

Schools ensure that students develop as well rounded learners, with more than strong literacy and numeracy skills.

We expect students to grow physically and emotionally during their primary years, developing resilience, well-being, self esteem and self worth in a community context.

We expect teachers to continue to grow as professionals through continued training and development.

# Strategic Direction 1: PLAY

Purpose	People	Processes	Practices and Products
<p>To encourage creativity and innovation.</p> <p>Create students that can solve problems and work through them collaboratively.</p>	<p><b>Students</b></p> <p>Given opportunities to play and experiment and take risks in the playground and the classroom.</p> <p>Teach students the skills of 'art' and to be creative and an individual</p> <p><b>Staff</b></p> <p>Need an understanding of play and how it develops our students</p> <p>Understand the difference between art and craft</p> <p>Demonstrate an excellent understanding of STEAM</p> <p>Appropriate PDP goals</p> <p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>• Provide parent workshops and up-skill parents</li> <li>• Involve parents in our process by encouraging them to help and assist when needed</li> <li>• Regular communication with parents on what we are doing and why through social media, newsletters, assemblies and P&amp;C Meetings</li> </ul> <p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>• Have a clear understanding of the school plan and goals</li> <li>• Ensure staff are on board and enthusiastic and excited</li> </ul>	<p>Create a Maker Space for everyone to use</p> <p>Provide TPL in STEAM and the Maker Space</p> <p>TPL and lesson demonstrations in music and art – CAPA, dance and drama</p> <p>Play based learning in our classrooms and playground</p> <p>Lego and robotics as a part of STEAM and creative play</p> <p>Playground project</p> <p>TPL is provided in this area for all staff and executives support the development of these skills through team teaching and guidance.</p> <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• Observe and record creative play in our outdoor creative playground</li> <li>• View and observe creative arts throughout the process (comparing artworks etc.) and through photos</li> <li>• Problem solving assessment tasks and collect data</li> <li>• Improvement in the outcomes of creative tasks</li> <li>• Quality of our artwork for Art in the Dark compared to previous year.</li> </ul>	<p><b>Practices</b></p> <p>Executives and teachers focus more strongly on Visual Arts in the Creative Arts syllabus and developing these specific skills.</p> <p>Teachers participate in STEAM TPL and activities. Executives check that STEAM is in teaching and learning programs</p> <p>Encouraging students to take learning risks and be more creative</p> <p>Teachers are encouraging imaginative and creative play and anecdotal notes show improvement in wellbeing and problem solving.</p> <p><b>Products</b></p> <p>Artwork is more individualised in classrooms. Students have more refined skills in art and an understanding of what art is.</p> <p>STEAM is evident in all classrooms, students are able to work creatively and can problem solve.</p> <p>Increased outdoor play resulting in imaginative students and students learning through play</p> <p>Maker space area is well utilised, Students are more creative and innovative</p>
Improvement Measures			
Students are more creative and innovative and this is showing through all KLAS			
Students are taking more risks in their learning			
Students are playing imaginatively in the new playground			
Maker space is a well-used space for creative and innovative activities including STEM and STEAM.			
Improvement across the school in the creative arts, especially art			
Students are showing confidence when being creative, they are taking more risks and innovating new things (photos, observations, filming, question response			
Students are playing in the new outdoor playground, it's popular among the students and they are engaging in imaginative play.			

# Strategic Direction 1: PLAY

## People

- Provide valuable TPL sessions for staff
- Check programs and track change

# Strategic Direction 2: LEARN

Purpose	People	Processes	Practices and Products
<p><b>To get students to take responsibility for their own learning. We want students to be able to evaluate their own learning against success criteria and learning goals, articulate their learning and understand what they need to do to improve. Assessment and programming need to be for learning and inform new teaching.</b></p>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• learn how to evaluate their own learning,</li> <li>• give feedback to their peers</li> <li>• set and monitor learning goals.</li> </ul> <p><b>Staff</b></p> <p>Staff are trained or retrained in:</p> <ul style="list-style-type: none"> <li>• LISC</li> <li>• how to give effective feedback</li> <li>• how to teach students to set goals</li> <li>• how to teach students to give effective feedback to their peers</li> <li>• programming efficiently and effectively using up to date syllabuses</li> <li>• new syllabuses</li> <li>• SLSOs are trained in targeted programs</li> </ul> <p><b>Parents/Carers</b></p> <p>Parents and carers are informed on how we give feedback to students.</p> <p>Parents are encouraged to ask their children about their learning.</p> <p><b>Leaders</b></p> <p>Pemulwuy Learning Community (PLC) leaders train in peer feedback and self-assessment.</p> <p>Executive learn to give effective feedback for improvement on programs and lessons..</p> <p>Decide on which assessment data to collect and analyse.</p>	<p>Using QTSS funding, an AP will be taken off class and works closely with teachers in K-2.</p> <p>Deputy spends half time working with teachers to improve teacher quality in 3-6. Both executives will collect programs more often and give effective feedback, and observe lessons and give effective feedback.</p> <p>We train teachers on implementation of new syllabuses. and new content is being taught in classrooms.</p> <p>We train teachers who are new to the school in LISC, questioning and effective teacher feedback so LISC is visible in classroom and children are able to articulate their learning.</p> <p>We, along with the PLC, train teachers in peer feedback and self assessment resulting in students using feedback to adjust their work. Students are able to assess their work against success criteria, Bump it up walls or a rubric and make necessary adjustments.</p> <p>We collect assessment data, compare it to external data such as NAPLAN and work samples on the NESA website and use CTJ across classes in stage meetings.</p> <p>We will train teachers to use PLAN2 and the Learning Progressions in Literacy and Numeracy.</p> <p><b>Evaluation Plan</b></p> <p>Executives and PLC leaders observe lessons, interview students and collect and evaluate programs.</p>	<p><b>Practices</b></p> <p>Executives collect programs and evaluate against the programming policy. Teachers are given written feedback on a face to face meeting on what they need to do to improve.</p> <p>Executive conduct lesson observations at least once a term and give written feedback in a face to face meeting on what they need to do to improve.</p> <p>Teachers display LISC and students assess their own work against success criteria and receive feedback from their peers on their work.</p> <p>The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.</p> <p><b>Products</b></p> <p>Teachers' programs are working documents that are evaluated regularly, are syllabus based and reflect student need.</p> <p>Students learn outcomes and content from the new Science and Technology, PDHPE and CAPA syllabus</p> <p>Students are able to evaluate their own and their peers' work against set or agreed criteria.</p> <p>Students and parents understand the assessment approaches used in the school and their benefits for learning.</p> <p>Learning Progressions data on students is added to PLAN 2.</p>
Improvement Measures			
Students are able to articulate their learning in all classrooms; including what they are learning and what they have to do to be successful.			
Written and verbal feedback given to students is based on success criteria.			
Students are giving feedback to their peers based on success criteria in at least one lesson per day in each classroom.			
New syllabus content is evident in all teacher programs and students are learning it, evidenced by work samples or photographs.			
Assessment data shows improvement in student learning.			

## Strategic Direction 2: LEARN

### Processes

Assessment data is analysed to show growth.

# Strategic Direction 3: GROW

Purpose	People	Processes	Practices and Products
<p>Schools ensure that students develop as well rounded learners, with more than strong literacy and numeracy skills.</p> <p>We expect students to grow physically and emotionally during their primary years, developing resilience, well-being, self esteem and self worth in a community context.</p> <p>We expect teachers to continue to grow as professionals through continued training and development.</p>	<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• Research, plan and construct garden areas throughout the school.</li> <li>• Participate in transition programs to support movement from preschool to kindergarten and Year 6 to high school.</li> <li>• Participate in Mindfulness activities in classrooms and support groups.</li> </ul> <p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>• Participate in Kids Matter workshop.</li> <li>• Support transition and garden projects.</li> <li>• Support student development of resilience and wellbeing.</li> </ul> <p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>• Provide resources and support to facilitate the garden project.</li> <li>• Provide resources and support to facilitate the transition project.</li> <li>• Value Kids Matter and Mindfulness as strategies and interventions to support student learning.</li> <li>• Conduct quality induction program.</li> </ul>	<p><b>Work with the Pemulwuy Learning Community to develop and trial transition programs that meet the needs of our students – Student transition to high school is stress and anxiety free.</b></p> <p><b>We induct teachers through a quality program that highlights what is valued at BRPS and the mechanics to achieve it – New staff are successful in their teaching.</b></p> <p><b>Establish class gardens throughout the school – Student self esteem and pride in self, class and school is improved</b></p> <p><b>Student wellbeing is catered for in a structured sequence of lessons to build resilience and self-worth.</b></p> <p><b>Students are better able to self regulate and manage social issues.</b></p> <p><b>Promote Aboriginal culture as part of our inclusion and acknowledgment of our traditional land owners.</b></p> <p><b>Evaluation Plan</b></p> <p>Tell them from Me survey</p> <p>Kids Matter Survey</p> <p>Teaching Programs</p> <p>School Programs</p> <p>High School feedback</p>	<p><b>Practices</b></p> <p><b>Class programs contain content from Kids Matter and Bounce Back programs.</b></p> <p><b>All new teaching staff undertake an induction program for best practices at BRPS.</b></p> <p><b>Physical activity is valued in all class programs.</b></p> <p><b>Mindfulness strategies used in class, and for students on detention, to improve student wellbeing</b></p> <p><b>Well being staff meetings are scheduled each term.</b></p> <p><b>We conduct meetings to support teachers in gaining accreditation at proficient level.</b></p> <p><b>Teachers working together on accreditation at higher levels.</b></p> <p>Aboriginal garden maintained and Bush Tucker garden established with Aboriginal students and community members.</p> <p>Promote Aboriginal culture through implementing Aboriginal perspectives in programs and staff PD. Provide an Aboriginal Celebration, 'Darug Dreaming with community involvement.</p> <p><b>Products</b></p> <p><b>School gardens established and maintained by each class.</b></p> <p><b>Transition program in place for Preschool to kindergarten &amp; Year 6 to high school then expanded to other</b></p>
Improvement Measures			



# Strategic Direction 3: GROW

## People

- Ensure teaching programs include gym and fitness sessions.
- Encourage and support teachers in obtaining higher levels of accreditation.

## Practices and Products

transition points.

Class programming includes outcomes and content from new PDHPE syllabus