

School plan 2018-2020

Bradfordville Public School 4406



School background 2018–2020

School vision statement

A highly educated, skilled and inclusive school where students achieve their learning potential, engage in activities which enhance their wellbeing and contribute positively to our school community and society as a whole.

School context

Bradfordville Public School is located in an outer suburb of Goulburn. The school is a proud and active member of the Goulburn Community of Public Schools (GCOPS) which works collaboratively and productively to provide opportunities for students and training and development for staff.

At Bradfordville Public School there are 12 classes and 287 students enrolled, with 8% of students identifying as Aboriginal or Torres Strait Islander. 5% of Bradfordville students have a language background other than English (LBOTE)

Students come from a variety of socio-economic backgrounds. In 2017, the school had a Family Occupation and Education (FOE) index of 121 which reflects the diverse makeup of the community but also indicates that a large percentage of families meet criteria for disadvantage. The school has a strong culture of excellence in the performing arts and sporting pursuits and takes great pride in the provision of a holistic curriculum to ensure that all students have the opportunity to excel in areas of individual interest and talent.

School planning process

The school plan at Bradfordville Public School is consultative at all levels; students, staff and community. Consultation has taken place through P&C meetings, planning meetings for parents, including members of our Aboriginal community, staff meetings, Student Representative Council (SRC) meetings, Tell Them From Me surveys, student focus groups and clipboard surveys during school events. Training was undertaken by the principal and school executive, who then led the process.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Connect through Learning

Purpose:

To build the capacity of students to actively connect to their learning through purposeful, engaging personalised learning and strengthening their capacity to make informed choices to enhance wellbeing.



**STRATEGIC
DIRECTION 2**
Succeed through Teaching

Purpose:

To create a stimulating and engaging professional environment for all staff, supported by a positive, collaborative culture that develops skilled and high performing teachers with high aspirations for students.



**STRATEGIC
DIRECTION 3**
Thrive through Leading

Purpose:

To establish a professional learning community which is focused on continuous improvement of teaching and learning

Strategic Direction 1: Connect through Learning

Purpose

To build the capacity of students to actively connect to their learning through purposeful, engaging personalised learning and strengthening their capacity to make informed choices to enhance wellbeing.

Improvement Measures

Reduction in the number of students with recorded behaviour incidents as evidenced by referrals from staff and suspension data.

Increase in the number of students who achieve the top three levels of the school merit system, as evidenced through our awards presentations.

All students are able to self-reflect and set personal learning goals as evidenced by their engagement with learning intentions and success criteria.

People

Students

Understanding of and demonstrating the whole school wellbeing, merit and behaviour strategies and expectations.

Demonstrating the skills to reflect on their learning, set goals and to use feedback.

Staff

Work collaboratively and consistently in implementing wellbeing strategies, maintaining accurate records and supporting students to be effective and engaged learners.

Responding to feedback and collaboratively developing consistent strategies to support students in achieving learning outcomes.

Parents/Carers

Understanding and supporting school expectations associated with wellbeing and learning through engagement with learning and wellbeing activities.

Leaders

Provide time and resources to facilitate the successful implementation of processes to support the wellbeing and learning strategies, making the learning visible across the whole school community .

Processes

Student Wellbeing

Implement whole school wellbeing practices to support the emotional and social development of students to enhance learning.

Student Learning

Developing the students' ability to reflect on their learning and use feedback to make informed decisions about their learning progress and assist them in achieving at a proficient level (Bump it Up).

Evaluation Plan

All data will be analysed collaboratively:

- teacher, parent and student TTFM surveys (Tm2)/ Internal surveys
- NAPLAN data (Tm 3)
- * Internal assessment data
- Learning Support Team meeting minutes
- lesson plans/teaching programs (each Term)
- School merit and behaviour data
- attendance data
- * learning progressions

Practices and Products

Practices

WELLBEING

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

CURRICULUM

Bradfordville Public School demonstrates an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

Products

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels, helping to achieve an increase of 30% of Aboriginal students and 8% of all students at a proficient level .

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.

Positive, respectful relationships are evident and widespread among students

Strategic Direction 1: Connect through Learning

Practices and Products

and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Strategic Direction 2: Succeed through Teaching

Purpose

To create a stimulating and engaging professional environment for all staff, supported by a positive, collaborative culture that develops skilled and high performing teachers with high aspirations for students.

Improvement Measures

8% increase in the number of students in the top two bands for reading and numeracy in NAPLAN (Bump it Up) as evidenced in NAPLAN.

Increase the proportion of Aboriginal students in the top two bands by 30% in numeracy and reading as evidenced in NAPLAN.

All staff effectively using student assessment data, both external and internal, to inform practice, evidenced through engagement in training and implementation of school processes and referenced in teaching programs..

People

Students

Develop self–assessment and reflective skills to use and give feedback constructively to improve learning.

Understand how to set clear attainable learning goals.

Staff

Demonstrate differentiated teaching practices to meet students' needs by providing targeted intervention in the areas of Literacy and Numeracy based on valid data.

Engaging in collaboration and feedback to sustain quality teaching practice.

Facilitating structures to enable students to set and achieve learning goals in Literacy and Numeracy.

Leaders

Establish and monitor systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback for all staff.

Parents/Carers

Support students in achieving their learning goals.

Work collaboratively with school staff to support student achievement through engaged learning.

Processes

Quality Teaching

Implement whole school quality teaching practices driven by collaboration and professional development of staff.

Data Informed Practice

Develop and implement school wide assessment and data processes to inform teaching practice.

Evaluation Plan

All data will be analysed collaboratively:

- * Students monitored and tracked using PLAN2
- * NAPLAN Data
- * PAT tests
- * Teaching and Learning Programs
- * Visible learning strategies
- * Network and staff meeting minutes

Practices and Products

Practices

LEARNING AND DEVELOPMENT

All professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

DATA SKILLS AND USE

Student assessment data is regularly used school–wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Products

Whole school and/or inter–school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data and achievement of the Premier's priorities under the Bump it Up strategy..

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Strategic Direction 2: Succeed through Teaching

Practices and Products

Strategic Direction 3: Thrive through Leading

Purpose

To establish a professional learning community which is focused on continuous improvement of teaching and learning

Improvement Measures

All staff comply with DoE policy in all areas of fiscal management as evidenced by successful audit.

Increased engagement and satisfaction of students and staff, identified through surveys and school assessment tools, regarding future-focused pedagogy.

Improved results in literacy and numeracy K-6, using both external and internal data and achievement of the Premier's priorities of an increase of 30% of Aboriginal students and 8% of all students at proficient level (NAPLAND top two bands).

All staff engaged in utilising current research to inform and improve practice.

People

Students

Provide honest and effective feedback regarding learning environments.

Staff

Effectively and confidently using new skills and resources to support future focused learning .

Participation in ongoing professional learning to enhance skills and knowledge in effective practice.

Leaders

Maintain a focus on distributed instructional leadership to build and sustain a culture of excellence.

Deploy all staff and resources to meet the needs of students.

Parents/Carers

Understanding of, and support for, future focused learning.

Collaborate with the school on decisions about assets and resources.

Processes

Resources

Implementing a whole school approach/strategy to develop and utilise the skills, knowledge and leadership capacity of all staff and the effective use of resources.

Leadership

Create a culture of high expectations for staff through collaborative practice and quality teaching that is supported by evidence-based research

Evaluation Plan

- * Audit
- * NAPLAN
- * Internal data
- * PAT tests
- * Teaching and learning programs
- * PDPs
- * Survey data
- *School assessment tool data

Practices and Products

Practices

SCHOOL RESOURCES

The Principal and school leadership ensure resources are strategically used to achieve improved student outcomes and high quality service delivery.

EDUCATIONAL LEADERSHIP

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

Products

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.

Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.