

# School plan 2018-2020

## Bonnyrigg Heights Public School 4594



# School background 2018–2020

## School vision statement

Bonnyrigg Heights Primary School seeks to create a challenging learning environment that encourages high expectations for success through development–appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring and supportive environment. Each student's self–esteem is fostered by positive relationships with students and staff. We strive to have our parent, teachers and the community members actively involved in our students' learning.

## School context

Bonnyrigg Heights has a reputation for quality teaching and learning. We have a strong academic focus with programs that challenge our students. A major emphasis is on the development of literacy and numeracy to ensure all students are provided with the skills for future success.

We have excellent support programs for students with special needs. All students are provided with teaching and learning programs which encourage them to achieve their full potential. We are a welcoming and friendly school within a culturally diverse community.

Our staff is enthusiastic, dedicated and caring, providing a safe, supportive and innovative environment where each child is involved and inspired to learn. Students learn in comfortable and well–resourced classrooms. They use state of the art technology, to engage them in their learning. Our students enjoy participating in a range of extracurricular activities in performing arts, public speaking and sport to develop their confidence and talents.

Our staff and students enjoy a caring environment and a range of outstanding facilities and opportunities. At Bonnyrigg Heights, we are “Proud of All We Do.”

## School planning process

The school has ensured that all stakeholders have had the opportunity to voice and contribute to the development of each Strategic Direction.

**Staff:** All staff are involved in continual reflection of the strategic directions that are driving best practice across the whole school. The strategic groups meet on a regular basis to reflect upon the strategies and to evaluate the milestones. Staff are fully engaged in delivering quality outcomes across the strategic areas of the school.

**Parents:** Continual updates of the school plans are delivered at workshops throughout the school year. Parents participated in the evaluation of the 2017 school plan and made valuable contributions and suggestion for the future of the strategic directions across the school.

**Community:** Workshops will provide the opportunity for all stakeholders to be aware of the school strategic directions for 2018. Information from these workshops will be fed back into the school plans.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

21st Century Literacy /  
Numeracy Engagement

### Purpose:

**Literacy** – To create a stimulating learning environment with a high level of engagement in Literacy through 21st Century teaching practices, underpinned by high expectations using effective mechanisms and strategies, in addition to a culture of reflection and continuous improvement, to meet the diverse needs of our students with a differentiated curriculum.

**Numeracy** – To create an engaging, student-centred learning environment that guides, challenges and motivates all students to become effective, skilled problem solvers, who can confidently apply numeracy skills across all Key Learning Areas and in their everyday lives. This will be underpinned by high expectations of teachers to deliver a curriculum that is differentiated, flexible, reflective and relevant to meet the diverse needs of the students and the community.

## STRATEGIC DIRECTION 2

Innovative Assessment,  
Reporting and Reflective  
Practices for 21st Century  
Teaching and Learning

### Purpose:

To establish innovative processes in the areas of assessment, reporting and reflection to create a culture of consistent school-wide assessment and reporting practices that are streamlined, timely and student-centred to exceed the diverse needs of the students, staff and the community.

## STRATEGIC DIRECTION 3

Community Engagement and  
Wellbeing in the 21st Century  
School

### Purpose:

To ensure quality school wellbeing policies, plans, programs and procedures that effectively meet the needs of all students, staff and community. Actively connect students to their learning and empower them to succeed and thrive.

# Strategic Direction 1: 21st Century Literacy / Numeracy Engagement

## Purpose

**Literacy** – To create a stimulating learning environment with a high level of engagement in Literacy through 21st Century teaching practices, underpinned by high expectations using effective mechanisms and strategies, in addition to a culture of reflection and continuous improvement, to meet the diverse needs of our students with a differentiated curriculum.

**Numeracy** – To create an engaging, student-centred learning environment that guides, challenges and motivates all students to become effective, skilled problem solvers, who can confidently apply numeracy skills across all Key Learning Areas and in their everyday lives. This will be underpinned by high expectations of teachers to deliver a curriculum that is differentiated, flexible, reflective and relevant to meet the diverse needs of the students and the community.

## Improvement Measures

### Literacy

Increase the percentage of students demonstrating expected achievement in literacy.

Increase the competence of all staff in the use of effective evidence-based teaching, optimising learning progress for all students, across the full range of abilities.

### Numeracy

Increase the percentage of Year 3 and 5 students scoring in the top two skills bands of NAPLAN in numeracy.

## People

### Students

Literacy – Build their literacy skills in highly engaged learning environments tailored to their specific learning goals. Experience explicit teaching practices enabling them to engage with the learning process, ask questions and receive clear feedback and feed forward.

Numeracy – Students will demonstrate a commitment to build their numeracy skills and understandings in order to become confident and creative learners who can competently function in an increasingly complex world.

### Staff

Literacy – Meet weekly in teams and on scheduled team planning days to collect and analyse data to identify student strengths and needs used to inform programming using the syllabus and Progressions.

Literacy – Demonstrate evidence of best practice in observed literacy lessons incorporating improved understanding of the Quality Teaching Elements and Professional Standards.

Numeracy– Demonstrate high quality teaching practices and share responsibility for student improvement in numeracy across the school.

### Parents/Carers

Literacy – Develop a more detailed understanding of their child's Literacy learning goals and progress through mechanisms such as PLaSPs, interviews,

## Processes

Literacy – Explicit use of data analysis to collaboratively design teaching and learning programs accommodating the full range of student abilities whilst providing continuous improvement for all students.

Literacy – Delivery of targeted, best practice whole school Professional Learning Plan based on explicit analysis of school needs.

Numeracy – Provide ongoing professional learning to staff on quality numeracy practices and pedagogy.

Numeracy – All staff evaluate and reflect on data such as rubrics, SENA, PLAN/ Numeracy progressions, Best Start and NAPLAN to inform the development of high quality teaching and learning programs that significantly improve student outcomes.

Numeracy – Increase student ability to understand and use mathematical language so that they can read, interpret and answer problem solving and multi-step questions accurately.

## Evaluation Plan

- PLAN, Best Start data
- Literacy Progressions
- SMART data
- Classroom teacher observation notes, including videos and photographs
- PLaSPs (% of students meeting goals)
- Spelling/phonics assessment data
- Professional Learning Schedule (whole school and team)
- Staff survey and reflections/evaluations

## Practices and Products

### Practices

#### Literacy

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning continuum/progression and other internal tracking mechanisms.

100% of staff participate in targeted, evidence based Professional Learning that explicitly aims to improve teacher practice and student outcomes.

#### Numeracy

All stakeholders take ownership and responsibility for embedding quality numeracy practices and pedagogy into their teaching and learning programs.

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the PLAN/Learning Progressions.

Students demonstrate a high level of skill, understanding and use of mathematical language to read, interpret and answer problem solving and multi-step questions.

### Products

#### Literacy

100% of teaching/learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

Evidence of teaching and assessment practices which are identified, promoted

# Strategic Direction 1: 21st Century Literacy / Numeracy Engagement

## Improvement Measures

85% of students achieving expected stage benchmarks in numeracy as evidenced by PLAN data.

### Department of Education Strategic Plan:

**Increased proportion of all students (and proportion of Aboriginal students) in the top two NAPLAN bands for reading and numeracy.**

**All young people have a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn, adapt and be responsible citizens.**

## People

work samples and reports. Deepen their understanding of literacy and strengthen their partnerships with the school by observing and participating in lessons in classrooms.

Numeracy – Parents will demonstrate a commitment to the school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning and success in numeracy.

### Leaders

Literacy – Conduct timely observations and reviews enabling 100% of staff to reflect and evaluate individual Professional Development Plans. Ensure targeted Professional Learning in Literacy is scheduled, delivered and evaluated.

Numeracy – The school executive will collaboratively facilitate a commitment to high expectations and a shared sense of responsibility for student engagement and improvement in numeracy across the school.

## Processes

- (pre and post Professional Learning)
- Agendas from Planning Days and team meetings
  - PDP – Lesson Observation notes & feedback
  - Parent surveys after classroom visits
  - Rubrics
  - Assessment Apps (videos of students reading, speaking)

## Practices and Products

and modelled in targeted Professional Learning, is present in all teaching/learning programs.

### Numeracy

100% of teaching and learning programs embed quality numeracy practices and pedagogy.

100% of teaching and learning programs are data based and differentiated for individual student learning needs.

Students demonstrate a strengthened understanding of the skills, strategies and language associated with problem solving.

# Strategic Direction 2: Innovative Assessment, Reporting and Reflective Practices for 21st Century Teaching and Learning

## Purpose

To establish innovative processes in the areas of assessment, reporting and reflection to create a culture of consistent school-wide assessment and reporting practices that are streamlined, timely and student-centred to exceed the diverse needs of the students, staff and the community.

## Improvement Measures

100% of staff analyse authentic data to inform their teaching and learning practices and guide specific feedback to students.

80% of students and community members actively involved in ongoing assessment, reporting and reflective initiatives.

100% of staff engaged in reflective teaching practices using the Quality Teaching Framework and Teaching Standards.

## Department of Education Strategic Plan:

**Increased proportion of schools that self-assess as excelling on elements of the School Excellence Framework.**

## People

### Students

Build skills to self-assess utilising tools such as rubrics and success criteria across all Key Learning Areas to focus on resilience, competencies and goal setting.

### Staff

Enhance the knowledge, skill and understanding of staff in reflecting and refining their teaching practices through tools such as professional learning, collegial discussions and teaching and learning experiences.

### Parents/Carers

Develop an understanding of how staff and students use assessment, reporting and reflective practices to become an active partner in their child's education.

### Leaders

Adopt a coordinated and valued approach with regard to assessment, reporting and reflective practices to ensure a school culture of continual improvement.

## Processes

Implement a whole school integrated approach to how to best analyse data to inform assessment and feedback.

Implement innovative practices to engage parents in the reporting process to enhance parental involvement in their child's learning.

Embed quality reflective practices for various stakeholders (exec, teachers, students and parents).

## Evaluation Plan

- Observational Rounds– QTR/QLS
- Meeting regularly for data analysis and reflection
- Meeting minutes
- Anecdotal records
- Annotated work samples
- Lesson plans and teaching programs
- Feedback from community members through exit slips, surveys and focus groups
- Critical analysis of new initiatives

## Practices and Products

### Practices

Staff reflect on and use data to inform their teaching and learning by tracking student progress against syllabus outcomes, learning continuums and collaborated rubrics.

Stakeholders have a shared collective responsibility for effective reporting and feedback on student learning.

Students are reflective, critical and responsive participants who are goal-oriented to impact positively on their educational development.

### Products

100% of staff use formative assessment data and reflective practices to create teaching and learning programs to target student needs.

80% of students and community members actively engage in assessment and reporting practices.

100% of staff are involved in observational rounds to refine teaching practices in relation to reflection and student assessment.

# Strategic Direction 3: Community Engagement and Wellbeing in the 21st Century School

## Purpose

To ensure quality school wellbeing policies, plans, programs and procedures that effectively meet the needs of all students, staff and community. Actively connect students to their learning and empower them to succeed and thrive.

## Improvement Measures

100% of staff effectively and consistently implement wellbeing policies, plans, programs and procedures.

Increase community engagement by developing and fostering positive learning partnerships between home and school.

Increase student success by promoting positive school attendance and access to quality differentiated and supportive learning environments.

## Department of Education Strategic Plan:

**Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.**

## People

### Students

Students will be actively engaged in school wellbeing programs and will connect, thrive and succeed. Students build the skills to become responsible, reliable, successful and active participants in their learning.

### Staff

Staff will be actively engaged in the development and implementation of quality school wellbeing policies, plans, programs and procedures. Staff will support students to build the skills to become responsible, reliable, successful and active participants in learning.

### Parents/Carers

Parent groups will be actively engaged in reviewing the implementation of the school wellbeing policies, plans, programs and procedures. Parents will be actively involved in new training and development initiatives with a focus on fostering positive learning partnerships between home and school.

### Leaders

Leaders will actively engage teams in the development and implementation of school wellbeing policies, plans, programs and procedures. Leaders will support staff, students and the school community to become responsible, reliable, successful and active participants in learning.

## Processes

Implement a whole school integrated approach to wellbeing in which students can connect, succeed and thrive at school.

Implement practices to develop and foster positive learning partnerships between home and school to increase community engagement.

Develop and implement practices to ensure student success by providing quality, differentiated and supportive learning environments.

## Evaluation Plan

- Observational Rounds– QTR, QLS
- Regular gathering of data for analysis, reflection and reporting on the impact of planned activities identified in milestones
- Analysis of school based data
- Lesson plans and teaching programs
- Meeting minutes
- Feedback from community members through focus groups and surveys
- Engaging with staff from other schools to review the effectiveness of new initiatives
- Focus groups
- Surveys of all stakeholders

## Practices and Products

### Practices

All stakeholders collaborate and take ownership of wellbeing policies, plans, programs and procedures to ensure a successful and consistent whole school approach to school wellbeing.

All stakeholders participate in the development and implementation of new programs and initiatives to ensure an increase in community engagement.

All stakeholders collaborate, develop and implement programs and practices to ensure quality, differentiated and supportive learning environments.

### Products

100% of staff consistently apply wellbeing policies, plans, programs and procedures to ensure a successful and consistent whole school approach to school wellbeing.

Strengthened community engagement whereby an increase in learning partnerships between home and school is evident.

100% of staff understand and implement practices to ensure student success by providing quality, differentiated and supportive learning environments.