School plan 2018-2020

William Bayldon Public School 4602

School vision statement

At William Bayldon Public School:

our commitment is to lead and engage our school community in quality learning and teaching opportunities that challenge, nurture, guide and inspire.

School context

The school is staffed on a P2 entitlement with our enrolment figures for 2018 at 212, with 37% of our student population being Aboriginal students.

The school has four small Special Education Classes that cater for students with complex needs.

A strong Performing Arts focus across the school ensures students have the opportunity to learn an instrument, engage in whole school performances and productions, and enjoy drama and music as part of their classroom learning.

William Bayldon is a PBL school and has a strong focus on developing the whole child through embedded practices that support our students to connect, succeed and thrive.

The school is accredited Sunsafe and is recognised as a Live Life Well and Crunch and Sip school.

The NSW measure of Family Occupation and Education Index (FOIE) for 2018 is 167 compared with the NSW average of 100. Higher FOEI values indicates greater disadvantage.

School planning process

A consultation process was implemented in Terms 2, 3 and 4 of 2017 to revise our school vision statement as we move into the next 3 year planning cycle, 2018–2020.

Consultation with all staff occurred as part of planning workshops where the current vision statement, evaluation of our 2017 plan and future priorities were discussed. The draft vision statement was discussed collaboratively with the P&C, our Yarn Up group, students and our 2018 Kindergarten parents through our Earlybirds program. It was also published in the school newsletter for feedback and comment.

The vision statement reflects the focus areas we have identified in the domains of learning, teaching and leading. The development of the strategic directions was achieved through a collaborative process with the executive team (principal, assistant principals and deputy principal for Early Action for Success), teachers and support staff. The use of a logic model process, to identify school needs and desired outcomes, guided the development of the purpose, people, processes, products and practices for learning, teaching and leading at William Bayldon Public School.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Quality Learning

STRATEGIC DIRECTION 2
Quality Teaching

STRATEGIC DIRECTION 3
Quality Leading

Purpose:

Teachers, parents, students and the broader community are committed to implementing evidence–based change to whole school practices that result in collaborative, respectful relationships. Our supportive, positive learning environment ensures consistent, systematic and inclusive processes are utilised to address student engagement.

Purpose:

Teachers collaboratively and regularly utilise student assessment data to reflect on the effectiveness of quality teaching practices. They promote learning excellence through continual and sustained improvement of teaching and learning that meets the needs of all students.

Purpose:

Through collaborative practice across the Bongil Bongil Community of Schools (BBCoS), the professional learning community focuses on instructional leadership for continuing improvement. A culture of evidenced based teaching and learning, as well as quality systems and processes for school excellence, lead to measurable improvement in learning outcomes for all students.

Strategic Direction 1: Quality Learning

Purpose

Teachers, parents, students and the broader community are committed to implementing evidence–based change to whole school practices that result in collaborative, respectful relationships. Our supportive, positive learning environment ensures consistent, systematic and inclusive processes are utilised to address student engagement.

Improvement Measures

95% average student attendance.

60% of students are at or above expected growth in Year 5 NAPLAN reading and numeracy.

Increase the percentage of students particpating in and leading activities, beyond the classroom, from 20% to 50%.

People

Students

Students are supported by teachers to articulate what they are learning, how they are learning and why the learning matters.

Staff

Staff clearly articulate high expectations, through deliberate practice, visible learning intentions, interventions, success criteria and feedback and feed forward.

Leaders

Leaders research, establish and support a planned approach to enhancing engagement to address student attendance, wellbeing, behaviour and learning.

Parents/Carers

Parents and carers support processes and practices designed to improve student engagement.

Processes

LEARNING IS VISIBLE

Leaders make professional learning visible for teachers so they can identify what works best to improve student learning outcomes.

Teachers implement the professional learning to make learning visible for students so they become self–regulated, life–long learners.

BELONGING

Leaders and staff plan and implement whole school practices that are holistic, responsive and intentional to ensure a sense of belonging for every student.

Evaluation Plan

Analysis of student attendance data.

Analysis of NAPLAN data.

Analysis of data in relation to student invovlement in extra curricular activities.

Practices and Products

Practices

Teachers provide deliberate opportunities for students to reflect on learning feedback and assessment. Students are able to identify where they are at, where they are headed and what they need to do to get there in literacy and numeracy.

Identified initiatives are put in place to meet wellbeing needs of students. PBL, Peer Support, student leadership, teacher mentoring.

Products

Student growth is evidenced by student self reflection, examples of learning success and articulation of the intentions of their learning. 60% of students, K–6, are able to articulate their learning goals in Literacy and Numeracy.

All classrooms consistently and explicitly engage parents and students with learning intentions. Everyone knows why the learning matters. Teachers conduct 3 way conferences to develop learning goals with students each term.

Positive, respectful relationships and engagement promote student well–being and quality student learning across the whole school.

Strategic Direction 2: Quality Teaching

Purpose

Teachers collaboratively and regularly utilise student assessment data to reflect on the effectiveness of quality teaching practices. They promote learning excellence through continual and sustained improvement of teaching and learning that meets the needs of all students.

Improvement Measures

All staff have goals in their PDPs relating to quality practice, and can provide evidence of progress towards goals (programs provide evidence).

75% of students at or above expected growth on the Literacy and Numeracy progressions.

People

Students

Students are supported by teachers to articulate what they are learning, how they are learning and why the learning matters.

Staff

Teachers utilise collaborative practices and processes to reflect on quality teaching and learning, leading to continual improvement of student outcomes.

Parents/Carers

Parents and carers engage in an educational partnership with teachers to actively support student learning.

Community Partners

Teachers liaise productively with external agencies and providers to support student learning needs.

Leaders

Leadership is distributed. Leaders sustain a culture of effective, evidence–based teaching and ongoing improvement of learning by leading teams to improve their teaching practices.

Processes

WHAT WORKS

Teachers engage in professional learning around evidence based practices that help improve student performance.

Teachers collaboratively embed best practice, reflecting on their impact through analysis of data and quality evidence.

LITERACY AND NUMERACY MATTERS

Teachers engage with professional learning and information to help them continuously plan and program in literacy and numeracy for the success of every student.

Evaluation Plan

Analysis of staff PDP goals.

Analysis of student Literacy and Numeracy progression data.

Practices and Products

Practices

Teachers collaborate to effectively and systematically use data analysis to reflect on their teaching to improve student learning outcomes.

Teachers collaboratively select from an effective range of strategies to provide targeted feedback and feed forward based on informed and timely judgements of each student's current needs in order to progress their learning.

Teachers engage in Instructional Rounds and Co–planning, Co–teaching and Co–reflecting to ensure qualtiy teaching practices and build own capacity as instructional leaders.

Products

100% of teacher programs are data driven and consistently demonstrate syllabus content that is measured by program reviews and student work samples.

Teaching and learning opportunities are differentiated to meet individual student learning needs through collaborative monitoring of student achievement in order to evaluate and identify interventions, and modify teaching practice.

Strategic Direction 3: Quality Leading

Purpose

Through collaborative practice across the Bongil Bongil Community of Schools (BBCoS), the professional learning community focuses on instructional leadership for continuing improvement. A culture of evidenced based teaching and learning, as well as quality systems and processes for school excellence, lead to measurable improvement in learning outcomes for all students.

Improvement Measures

100% of staff complete the People Matters Survey indicating an improvement in the areas of communication, systems and processes.

100% of teachers demonstrate improved confidence in instructional leadership on the school Instructional Leadership Survey.

People

Leaders

research, establish and implement systems and processes of instructional leadership designed to ensure measurable improvement of student learning.

evaluate administrative systems and processes to ensure the school is delivering anticipated outcomes to the school community, where ongoing school improvement and professional effectiveness of all school members is a priority.

Staff

are instructional leaders who implement effective evidenced based teaching and learning.

Students

are engaged in learning and are able to articulate what they are learning and why that learning matters.

Parents/Carers

are informed and engaged in their child's life–long learning.

Community Partners

Coffs Harbour university partnerships will support the development of instructional leadership across the school.

Processes

BBCoS Culture of Instructional Leadership

The leadership team identifies and delivers professional learning and support in instructional leadership for continuous improvement and high performance.

Teachers as instructional leaders lead evidenced based initiatives across the BBCoS to improve student outcomes and decrease gaps in student achievement.

Quality Systems and Processes for School Improvement

Leaders systematically monitor and evaluate administrative and management practices and processes through effective, timely and collaborative consultation with staff.

Evaluation Plan

Analysis of People Matters Survey data.

Analysis of staff responses in school Instructional Leadership Survey.

Practices and Products

Practices

Teachers take on instructional leadership roles as a result of the strong partnerships with the Bongil Bongil Community of Schools and Southern Cross University, Coffs Harbour.

Staff utilise strategies, including visible learning and instructional rounds, to improve professional practice as instructional leaders across the school.

Staff are collaboratively involved in the development and maintenance of processes and practices across the school.

Products

Teacher PDPs reflect leadership growth and include evidence of visible learning and instructional rounds. Enhanced leadership capacity is reflected in instructional leadership, greater collaboration, self–reflection and cohesive school teams.

Teachers engage in instructional leadership professional learning to build their capacity in delivering quality learning in their classrooms.

Systems and processes for administration and management are workshopped and distributed to all staff for collective understanding and implementation.