

School plan 2018-2020

Bardwell Park Infants School 5148



School background 2018–2020

School vision statement

Bardwell Park Infants School is a unique school setting, catering specifically to the needs of students from Kindergarten to Year 2. Every student is known and valued, fostering a strong sense of belonging and inclusion. We believe our students will continue to 'Grow in Knowledge' together with their school community, as partners in learning. Our students are engaged and challenged to learn through differentiated programs. Our teachers provide a quality learning environment and future focused learning strategies to inspire confident and self-regulatory learners.

School context

Bardwell Park Infants School is a small well established TP2 Infants School located near Sydney Airport. The school is set in an attractive and well maintained environment. The school caters for students from Kindergarten to Year 2. There is a strong focus on differentiated literacy and numeracy programs.

There are currently 43 families with a total enrolment of 47 students. There are two classes; a K/ 1 and 1/2.

Students come from a wide range of cultural backgrounds with 66% coming from a Language Backgrounds Other Than English (LBOTE). Fifteen different languages are represented. The predominant language background is Arabic. There are no students who identify as Aboriginal within the school community.

The staff are fully committed to the school's continual improvement in pursuit of quality differentiated teaching and learning experiences to meet the diverse needs of our students.

There continues to be positive relationship with the culturally diverse local community. Parents and carers are involved in key aspects of school life and are kept informed about the policies and practices implemented by the school.

School planning process

The two strategic directions for 2018–2020 have been determined in a number of ways. All teachers are currently engaging with and reflecting upon key documents to guide our future policies and practices such as the School Excellence Framework version 2, the Literacy and Numeracy Strategy 2017–2020, Australian Professional Standards for Teachers, the Principal Standards, the Quality Teaching Framework, Performance and Development Framework and our individual Performance and Development Plans.

Examination and analysis of all internal and external student performance data through school based assessment, regular Planning for Literacy And Numeracy (PLAN) data collection and analysis and collaborative practice.

Consultation with staff is ongoing throughout the process. Community consultation has been sought through The Tell Them From Me Survey, community surveys and our P&C to determine what is working well and what can be improved to inform future directions. There has been staff and community input to discuss, provide feedback and finalise the School Plan.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Quality Teaching/Learning

Purpose:

To create a quality learning environment based upon evidence resulting in differentiated learning to meet the diverse needs of the students.



**STRATEGIC
DIRECTION 2**
Positive Community
Partnerships

Purpose:

To increase community engagement based upon consultation and collaboration to support students' learning.

Strategic Direction 1: Quality Teaching/Learning

Purpose

To create a quality learning environment based upon evidence resulting in differentiated learning to meet the diverse needs of the students.

Improvement Measures

Students achieve expected growth in literacy and numeracy internal performance measures, as identified by the school.

To provide a quality, differentiated teaching and learning environment resulting in improved student engagement data.

People

Students

- empower students to articulate their learning goals (student voice) and to self assess to a success criteria.

Staff

- know their students' learning through deep understanding of the literacy continuum and Planning Literacy And Numeracy (PLAN) software and/or Learning progressions, resulting in differentiated, evidence based practice.
- know their students' learning through deep understanding of the numeracy continuum, PLAN software or learning progressions, resulting in differentiated, evidence based practice.
- adopt a coordinated, whole school approach to sustained professional learning in differentiated, evidence based practice.
- utilise and analyse data to support students' learning goals and differentiated practice.
- develop skills to provide students with quality and timely feedback that is task related.

Parents/Carers

- opportunities to increase their understanding of the literacy continuums and cluster markers to support students' learning.
- opportunities to increase their understanding of the numeracy continuum to support students' learning.

Processes

Evidence based practice: implement a whole school integrated collaborative approach to assessing (measuring), tracking and planning for student learning in Literacy and Numeracy.

Differentiated Practice: learning environments facilitate student learning, engagement and expected student growth in Literacy and Numeracy.

Evaluation Plan

Internal student performance data

PLAN 2 or Learning progressions

Reading Recovery Levels

Data Wall

TPL in PLAN 2/ Learning progressions

Practices and Products

Practices

Staff:

collaboratively track, monitor and analyse students' literacy and numeracy learning using learning progressions, within the school.

collaboratively track, monitor and analyse students' literacy and numeracy learning using learning progressions, across schools.

utilise learning intentions and success criteria in their practice.

know and track students' learning on a data wall.

Students:

are given specific, timely and task oriented feedback.

can identify and articulate their learning goals in literacy and numeracy.

Products

Differentiated literacy and numeracy practice evident.

Enhanced consistent teacher judgement.

Students understand and can articulate what they are learning and what they need to learn next.

Parent/partners engaged in students' learning.

Strategic Direction 2: Positive Community Partnerships

Purpose

To increase community engagement based upon consultation and collaboration to support students' learning.

Improvement Measures

Increased community engagement and involvement at the school (learning workshops 2017 baseline data, website hits, in classrooms).

Improved parental satisfaction evidenced in parental survey data.

People

Students

- Increase student voice in reflecting and sharing learning with others.

Staff

- Build effective partnerships between staff, staff and students, and staff and parent community.
- Build the capacity and capability of staff to engage the wider community in learning.

Parents/Carers

- Increase number and type of opportunities for consultation and collaboration with the school, strengthening learning partnerships (Literacy and Numeracy workshops, focus groups).

Community Partners

- Strengthen transition partnerships with pre-schools and schools in area (OOSH, local school and pre-schools).

Processes

Partners in Learning: build community partnerships and links to engage the wider community in supporting student learning.

Effective Communication: develop effective systems and means for communicating (website, showcasing student learning, newsletter, wider community).

Evaluation Plan

BEAR Reading workshops data and evaluations

Numeracy workshops data and evaluations

Focus groups: students, parents, staff

Tell Them From Me Parent Survey

Other surveys

Website hits

Practices and Products

Practices

Student learning is showcased through a variety of media and communication.

Streamlined, flexible processes exist to deliver information and communication to the community.

Teachers effectively communicate and include parents in their child's learning..

Establish a wider professional learning community.

Products

Increased parental engagement and satisfaction.

Increased evidence of student voice within the community.

Continuous improvement of teaching and learning.