

School plan 2018-2020

Bexley Public School 7406



School background 2018–2020

School vision statement

Bexley Public School is a school where staff, students and our community work together to provide quality learning in a caring environment.

Our students will be independent and confident in setting high expectations for themselves.

Our students will strive for excellence in the pursuit of academic success.

Our students will display strong morals and values based on respect, integrity and the inclusion of others.

Our students will develop resilience and understand their responsibilities and connections with the society we live in.

Our students will be happy and engaged learners who develop an active and healthy lifestyle.

Our students will be proud to call Bexley Public School their school.

School context

Bexley Public School has an enrolment of 300 students. The school is located in the southern suburbs of Sydney. Students come from a diverse range of cultural backgrounds. 84% of students come from 30 different language backgrounds other than English.

A dynamic and committed team of experienced classroom and specialist teachers, school learning support officers and school administration staff work together to provide quality education at Bexley Public School.

The school is continuing its involvement in the Early Action for Success initiative (EAfS). The project aims to build on the success of the past three years showing continued student growth and achievement in literacy and numeracy learning. As part of the initiative, we have two Instructional Leaders from K–6 working with our teachers to improve curriculum implementation and effectively use data.

The school will continue to focus on increasing student achievement through positive engagement in learning and highlighting effective pedagogy for student success.

School planning process

All members of the Bexley Public School learning community were involved in the development of this School Plan. This was achieved through;

Staff student and community forums to contribute to and develop the School Vision.

Staff, students and community members responded to surveys identifying aspects of education they felt should be a focus for our school.

Bexley Public School Vision Statement was developed to directly reflect the input of all stakeholders.

Strategic Directions within the plan reflect the views expressed by our staff, students and community through the process.

The School Vision Statement and School Plan have been presented to staff, students and the community for additional input and clarification before being finalised.

Through rigorous evaluation, reporting and planning processes, the achievement of the directions outlined above will be maximised. This process will again incorporate input from all stakeholders.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Students achieving success in a contemporary classroom

Purpose:

Provide learning experiences that are purposeful, meaningful and relevant, nurturing and challenging the intellectual and imaginative capabilities of students.

STRATEGIC DIRECTION 2

Every student, every teacher achieving their potential growth

Purpose:

Teachers will continually enhance their pedagogy and teaching practices to have a maximum impact on student growth.

STRATEGIC DIRECTION 3

Positive Relationships

Purpose:

To strengthen community partnerships with families to nurture the whole child and align staff, student and community goals to provide students with opportunities that develop confident and resilient individuals.

Strategic Direction 1: Students achieving success in a contemporary classroom

Purpose

Provide learning experiences that are purposeful, meaningful and relevant, nurturing and challenging the intellectual and imaginative capabilities of students.

Improvement Measures

School based planning and programing will show increase in the use of student led project based learning. Using innovative technology to engage students in a contemporary learning environment.

Staff and student surveys will show the impact of the introduction of STEM teaching in collaboration with Sydney University to increase a culture of collaborative learning among students and staff.

Surveys will show an increase in Staff confidence in using contemporary learning pedagogies to devise programs that ensure students are achieving success.

People

Students

Students will engage in quality learning experiences that promote student engagement and reflect the real-world application of STEM knowledge.

Staff

Staff will receive extensive professional learning in the pedagogical teaching practices of STEM based learning. This will build teachers capacity to actively engage students in authentic and challenging STEM learning experiences, creating learning environments that foster innovation and creativity. Focus will be on the general capabilities of our syllabuses such as: critical and creative thinking, innovation, communication and technical capabilities.

Parents/Carers

Community and parents will develop a shared vision to support all students to become creative, collaborative, curious and critical learners who think deeply and are actively engaged in their own learning.

Leaders

Leaders will develop their capacity as mentors to support their colleagues in a cultural change in learning style and pedagogy achieving improved learning outcomes for staff and students.

Leadership will play a central role in redefining student-teacher relationships at our school working collaboratively with teachers to design a contemporary learning framework.

Processes

Contemporary Learning: The establishment of flexible and innovative learning spaces will allow for students to be guided and encouraged to become creative, collaborative, curious and critical learners.

Science, Technology, Engineering & Mathematics (STEM) Project: A partnership with the University of Sydney will provide high levels of pedagogical understanding for the application of STEM based teaching practices to all staff.

Evaluation Plan

Evaluation Plan: Staff will meet regularly to assess progress of the strategic direction products and practices determined by evidence from formal assessments, observations, and surveys.

Practices and Products

Practices

Fortnightly strategic planning with the STEM Team to incorporate:

- Shoulder to shoulder peer STEM programs
- Robotics classes
- Coding Classes
- Project Based Learning
- Flexible Learning Spaces
- Weekly STEM lessons

High quality consistent professional learning for all staff.

Products

Students will be provided with an environment that encourages risk taking to enhance the output of their designs through experimentation.

Project based learning tasks will become a regular feature emphasising the 4Cs (creativity, critical thinking, collaboration and communication).

Students will be supported in their learning through the use of appropriate technology tools through the use of flexible work spaces in all learning environments.

Learning intentions and success criteria will be evident in all classrooms allowing students to recognise successful learning. This will cultivate independent learners, provide effective feedback and create confident students who contribute to their own learning.

Strategic Direction 2: Every student, every teacher achieving their potential growth

Purpose

Teachers will continually enhance their pedagogy and teaching practices to have a maximum impact on student growth.

Improvement Measures

All students will show an increased improvement in achieving their negotiated learning goals utilising the ACARA Literacy and Numeracy progressions.

Staff surveys will show increased confidence in student centred learning for numeracy and literacy providing value added teaching to every student.

People

Students

Students will be collaborative partners in their learning using the assessment and the feedback cycle to identify and work towards individualised learning goals.

Staff

Through targeted professional learning staff develop a complex understanding of literacy and numeracy learning and how to support diverse learner needs, knowing their students, the syllabus and system requirements.

Will effectively reflect on their practice, seek feedback and work in open, collaborative and innovative ways. Developing the capacity to facilitate student centred learning and have significant understanding of data driven practices.

Parents/Carers

Understand and value a learning culture that prioritises professional development, collaboration and child centred learning.

Leaders

Develop the capabilities and expertise to mentor, coach, and improve teaching and learning. Build the skills and capacity to facilitate highly professional dialogue and reflective, collaborative practice based on knowledge of research, data analytics, and pedagogy.

Processes

Continuation of the Instructional Leadership Model: Implementation of an effective Instructional leadership model throughout the school focusing on high levels of support for all staff through the processes of induction, mentoring and coaching practices that improve student growth.

Targeted Professional Development: Engage all staff with quality, planned, multimodal professional learning to develop confidence in the implementation of the ACARA Literacy & Numeracy Progressions.

Support for teachers to become experts in data analysis utilising the progressions and PLAN 2 software to effectively plan for each students literacy and numeracy growth.

Engage in collegial learning communities: Staff will form learning communities through the Department of Education numeracy projects that explore innovative and evidence based teaching practices in numeracy collaboratively identifying goals and setting targets for student growth.

Evaluation Plan

Regular monitoring and analysis of student learning through formative and evaluative assessment tracking all students growth in accordance with the ACARA Literacy and Numeracy Progressions.

Practices and Products

Practices

Regular whole school data driven meetings focused on knowing and catering for the learning needs of the individual student.

Implementation of a tiered professional learning model catering for whole school, stage based and individual teacher professional learning.

Regular feedback and support through mentoring, coaching, collaborative learning; team teaching, expert and demonstrations.

Planned regular opportunities to take part in communities of practice focused on numeracy pedagogy and teaching.

Building Numeracy Leaders (BNL) project, Early Action for Success conferences, Language Literacy and Learning (L3) training groups.

Products

The successful expansion of Instructional Leadership school wide offering additional support for all staff enhancing a culture of high expectations and performance.

Excellence in teaching and learning will be underpinned by highly professional teachers who are effective leaders of learning, deeply committed to ongoing learning and improvement, developing highly effective, evidence based practices through: collaboration, inquiry, reflection and feedback, setting high expectations and sharing responsibility for the improvement of every student.

Strategic Direction 3: Positive Relationships

Purpose

To strengthen community partnerships with families to nurture the whole child and align staff, student and community goals to provide students with opportunities that develop confident and resilient individuals.

Improvement Measures

School data will reflect an increase in positive student behaviour in all learning areas.

Student, staff and parent responses from surveys will demonstrate an increase in general attitudes towards learning, engagement and belonging.

Staff responses from school based surveys will show an increase of the impact on student learning and wellbeing after the implementation of student wellbeing programs.

People

Students

Will develop the skills to be safe, respectful and active learners.

Develop confidence and resilience as learners building effective interpersonal skills to foster positive relationships.

Staff

Demonstrate a consistent approach to reinforcing values and using the language of restorative practices.

Show a common understanding of appropriate student behaviours consistently implementing policies and practices that reflect positive school culture.

Set high expectations for student work and behaviours.

Parents/Carers

Build upon the school – parent and community partnerships by increasing the engagement of the parents and community in the education of students in relation to school wellbeing programs.

Processes

Positive Behaviour for Learning (PBL): Redefining the purpose and vision for the Positive Behaviour for Learning program to develop consistency in PBL practice across the school.

Student Wellbeing Program: To develop and implement a comprehensive wellbeing program to support students in developing their confidence, resilience and skills that will support effective relationships.

Staff Wellbeing Program: To establish a staff wellbeing initiative to support our teachers to ensure they are confident and effective in their teaching roles.

Community wellbeing projects: Provide community members with current evidence based initiatives to promote positive parental and carer relationships with their children.

Evaluation Plan

Formal and informal interviews, website comments and social media posts collated to monitor participation in online forums.

Staff responses from the Wellbeing Framework Assessment Tool will evaluate the effectiveness of school wellbeing initiatives .

Implementation of the Tell Them From Me survey to inform of current attitudes towards staff mindsets, student engagement and community satisfaction.

Practices and Products

Practices

All positive behaviour interventions and teaching strategies will be reflected in class programs and playground procedures, supported by stage leaders providing consistency of practice across the school.

The establishment of a team to develop a review and implement consistency in PBL practices across the school.

The development of the K–2 structured play area to develop and support our students in the acquisition of positive social skills.

Systematic review of the PBL implementation utilising the support of an external coach. Implementation of PBL Tier 2 programs to cater for students that require additional support.

Use of visuals, that promote values and discipline in various locations, including classrooms.

Products

Every child within the school will be known, supported and cared for.

Our students will become respectful, safe and active learners and demonstrate these qualities in all settings according to the Positive Behaviour for Learning (PBL) attributes.

Professional Learning provided will enable staff and community members to be confident and capable in supporting a wide variety of student wellbeing needs.