

School plan 2018-2020

Bathurst Public School 1150



School background 2018–2020

School vision statement

Bathurst Public School strives to nurture, inspire and challenge.

School context

Bathurst Public School has an enrolment of 556 students, including 11% Aboriginal students and 11% ESL. The school has 21 mainstream classes, 5 support classes, integration programs operating K–6, and a staff of 60; including itinerant teachers, the Home School Liaison Officer and specialist teachers.

We currently have an enthusiastic and growing staff and executive team, with energetic teachers who have a range of experiences. With recent professional learning in the implementation of new syllabi, sharing of knowledge and expertise in the planning and development of high quality programs is valued. New systems within the school are being established to support collaboration and the analysis of student performance data.

Our data indicates a growing number of students requiring additional support, with; 33 students referred to the school funded Speech Pathologist for speech intervention and language development; 137 students referred to the Learning and Support team in 2017, 196 requiring personalised learning plans; and NAPLAN data indicating a continued need to focus on Writing.

English has been identified as a focus area for development across the school, with Stage 2 and 3 teachers trained in R2L in 2014, and Early Stage 1 and Stage 1 teachers trained in the implementation of the L3 program. Stage 2 took part in Focus on Reading professional learning in 2016, with Stage 3 commencing training in 2018 .

Specialist teaching staff, from within the school and the community, provide an extensive Performing Arts program which provides students with a range of performance opportunities; from the Sydney Opera House and the Schools Spectacular to local Eisteddfods.

The school provides many sporting opportunities for students, with a variety of sports being offered through PSSA sporting competitions. Each year, we have students who are selected to represent the district and region in a wide range of sports.

School planning process

School Context and Vision Statement

1. With the philosophy "begin with the end in mind", as a staff we discussed the overall purpose of our school, refining our School Vision from statements to key words.
2. Surveyed parents on what our school Vision should be.
3. School Context Statement and Vision drafted by Planning team
4. Staff and parents consulted
5. Adjustments made in response to feedback

School Strategic Directions

6. Staff and Parent feedback was sought on what they believed had the greatest impact on student and teacher learning from the last School Plan and what they believed are future directions should be.
7. In small groups, teachers mapped our school progress against the Schools Excellence Framework.
8. Feedback from small group mapping, parent surveys, and teacher interviews and surveys were presented to staff and areas for development discussed.
9. Planning team synthesised staff and parent input, developing Strategic Directions for further consultation.

Community Consultation

10. At a P&C meeting, parents and members of the community were presented with the School Plan for consultation.
11. Planning team synthesised parent and community feedback and refined plan.


School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Deep Learning

Purpose:

Students who actively invest in their own learning will develop skills to become steady, assured, skilled and confident members of a wider community.



STRATEGIC DIRECTION 2 Expert Teaching

Purpose:

Every student has a right to quality teaching by design, not by accident..



STRATEGIC DIRECTION 3 Strategic Leadership

Purpose:

Strategic leadership focused on a culture of high expectations and community engagement, provides a supporting environment for continuous improvement.

Strategic Direction 1: Deep Learning

Purpose

Students who actively invest in their own learning will develop skills to become steady, assured, skilled and confident members of a wider community.

Improvement Measures

– Increase the proportion of students achieving proficiency in line with the Premier's Priorities.

– Whole school systems and processes are in place, ensuring shared responsibility and accountability to student wellbeing.

– Improve the quality of feedback provided to parents.

People

Students

Reflect on their learning and wellbeing to know where they are and what they are working towards.

Staff

Maintain assessment data which informs feedback and future teaching strategies. Establish and nurture home/school relationships.

Parents/Carers

Engage in conversations about their children's learning and provide feedback that guides future planning.

Leaders

Embed processes which build the capacity of the school community to engage in evidence based conversations about student learning and wellbeing.

Processes

Wellbeing – Implement a whole school approach to wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Student Engagement – Develop a culture where teachers know their students, have high expectations for their learning and explicitly communicate learning intentions and success criteria.

Assessment and Reporting – Embed systematic processes to collect, centrally record and analyse student learning data at a stage and school level, using this information to clearly articulate student progress.

Evaluation Plan

Analysis of quantitative data – Number and type of behaviour incidents, attendance data, parent interview take up, assessment data, student longitudinal progress, ACER and NAPLAN analysis

Analysis of qualitative data – Teaching programs; learning progressions and syllabus outcomes clearly articulated and evidence of feedback and feedforward, evaluation of CTJ through collegial analysis of worksamples, engagement observations, students knowing where they are and where they are heading, students articulating learning intentions, parent surveys.

Practices and Products

Practices

Individual Learning Needs – Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Teaching and Learning Programs

– Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Students can identify where they are in their learning and what they are working towards.

Formative and Summative Assessment

– Feedback and reporting to parents, is informed by systematic and reliable assessment processes that support teachers' consistent evidence based judgements.

Products

Wellbeing – There is a school-wide, collective responsibility for student learning and wellbeing.

Curriculum – Teaching and learning programs are dynamic, showing evidence of revisions based on formative and summative assessment, feedback and continuous tracking of student progress; enabling students to be intellectually engaged, motivated and challenged.

Assessment and Reporting – Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.

Strategic Direction 2: Expert Teaching

Purpose

Every student has a right to quality teaching by design, not by accident..

Improvement Measures

– increased use of evidence–informed pedagogy by all teachers.

–work samples are collated and used to collaboratively evaluate and assess student learning in all stages

–all teachers maintaining current accreditation standards, with >3 teachers working towards highly accomplished.

People

Students

Know and use a variety of strategies to achieve learning outcomes.

Staff

Believe they make the greatest difference to student learning so they continually seek to improve their practice..

Leaders

Build capacity of staff to collaboratively evaluate teaching practice.

Parents/Carers

Engage in school and curriculum activities to develop strong partnerships and a deeper understanding of their children's learning.

Processes

Evidence Based Practices – Draw on evidence based research to identify, develop and implement high quality professional learning.

Collaborative and Evaluative Practice – Use a cycle of data analysis, professional dialogue, collaborative planning and classroom observations to evaluate practice and develop collective efficacy, building on the capacity of all teachers.

Data Analysis– Develop learning goals for students that are informed by analysis of internal and external student progress and achievement data.

Evaluation Plan

Analysis of Qualitative Data – NAPLAN and ACER, Stage Assessments, Student longitudinal progress,

Analysis of Quantitative Data – Teacher and Student surveys, Meeting Minutes: Stage Planning Days outcomes, Student observations during Instructional Rounds, Outcomes of Instructional Rounds, PDP goal setting and reflection

Practices and Products

Practices

Explicit Teaching – Evidence based teaching methods identified, promoted and modelled, with student learning improvement used to monitor and assess effective growth.

Collaborative Practice and Feedback – Explicit systems are used to facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and the provision of specific and timely feedback between teachers..

Data Literacy – All teachers have a sound understanding of student assessment and data concepts. They routinely analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Products

Effective Classroom Practice – A school–wide evidence based approach to teaching and learning.

Learning and Development – Embedded and explicit systems inform ongoing school–wide improvement in teaching practice.

Professional Standards – 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.

Strategic Direction 3: Strategic Leadership

Purpose

Strategic leadership focused on a culture of high expectations and community engagement, provides a supporting environment for continuous improvement.

Improvement Measures

–the leadership team analyses student performance data on an termly basis to inform teaching and learning practices

–systematic consultation processes established with parent community to inform continuous improvement

–a learning community established with schools both within and out of the Bathurst Schools Network

People

Leaders

Model instructional leadership and support a culture of high expectations and community engagement.

Staff

Invested in the whole school planning cycle.

Parents/Carers

Provide feedback to inform continuous improvement.

Students

Know teachers have high expectations for their learning.

Processes

Evaluative Practice and Resource Management

– Implement a strategic approach to resource allocation and evaluation to meet identified improvement

Engaging Community – Develop and implement a cycle of consultation and collaboration with the parent and wider community to drive continuous improvement.

Instructional Leadership – Develop a systematic approach to reflection, evaluation and planning in developing a professional learning community with a culture of high expectations..

Evaluation Plan

Analysis of Quantitative Data – number of parents and staff completing surveys, financial reports, parent complaints/thankyous, activity on Facebook, number of parents attending school events

Analysis of Qualitative Data – parent surveys, teacher surveys, budget guiding decision making

Practices and Products

Practices

Continuous Improvement –The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.

Service Delivery – Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer experience.

Instructional Leadership – Instructional leadership is used to support staff in achieving higher standards and in building learning communities both within school and within learning networks.

Products

School Planning, Implementation and Reporting – A system is in place to regularly monitor a range of indicators to gauge the impact of the School Plan and to inform changes to the implementation that supports its ultimate success.

Educational Leadership – A professional learning community has been established to focus on continuous improvement of teaching, learning and leadership.