

School plan 2018-2020

Bathurst South Public School 3847



School background 2018–2020

School vision statement

Excellence, equity and high expectations for all.

School context

Bathurst South Public School is located at the foothill of Mount Panorama (Wahluu). The school is made up of 10 mainstream classes and maintains a stable student population of approximately 250 students, 22% of students identify as Aboriginal. School organisation is based on explicit and strategic planning, data analysis, quality teaching, targeted staff professional learning and student learning support thus developing an inclusive school culture of high expectations.

The school continues to develop strong partnerships with parents, families and the wider community through varied communication channels and involvement in an extensive range of whole school programs. Our school's priority areas are Literacy, Numeracy and student engagement. Programs to support these priorities include Language, Learning and Literacy (L3), Reading to Learn (R2L), Targeting Early Numeracy (TEN) and Positive Behaviour for Learning (PBL). We also provide an extensive range of quality extra-curricula opportunities for our students.

Bathurst South Public School is a member of the 'Bathurst Alliance of Schools'. The Alliance consists of seven local Public schools. The aim of the Alliance is to collaboratively lead, implement, monitor and report on shared professional learning for over 160 teachers, 50 administration and support staff to engage over 2500 students in a high quality education.

School planning process

This school plan is the result of a process of whole school communication and collection of data.

All teachers participated in several workshops based on the three domains in the School Excellence Framework Version 2.

Every parent had the opportunity to complete a pen and paper survey as well as a sample of parents discussing the draft planning statements with the principal to gain feedback upon them.

All teaching staff utilised the National School Improvement Tool to review and reflect upon the specific aspects of 'An expert teaching team' and 'Effective pedagogical practices', resulting in suggested improvement strategies in these two areas.

Specific data from NAPLAN tests, school based assessments and special programs was also collected and analysed for this School Plan.

The School Plan, in particular our Aboriginal Education focus has been endorsed by our local Aboriginal Education Consultative Group.

The Bathurst Alliance of Schools collaboratively developed aspects of the School Plan that were common to all participating schools, particularly in the area of Strategic Direction 3 'Leading'.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning

Purpose:

Student learning is underpinned by high quality teaching and learning. Effective partnerships allow students to deliver their best and continually improve.

Students are confident and creative individuals, with the personal resources for future success and wellbeing.

Whole school monitoring, assessment and reporting is clear, timely and accurate in supporting student learning across the curriculum.

All students are supported by whole school research based wellbeing processes that support all students to connect, succeed, thrive and learn.

STRATEGIC DIRECTION 2 Teaching

Purpose:

A culture of innovation, excellence and best practice through quality professional learning and collaboration is fostered.

Identifying and implementing evidence based teaching practices across the entire school to support effective classroom practice.

Regular monitoring of student progress and achievements to inform teaching practice and future school directions.

All staff reflect upon professional teaching standards and set goals for continual improvement supported by professional learning.

STRATEGIC DIRECTION 3 Leading

Purpose:

Provide strong instructional leadership, which supports high expectations and engagement for all.

The school plan focuses on research, the Centre for Education Statistics and Evaluation (CESE) and evidence based strategies.

Equitable and targeted use of school resources support improved student outcomes and leadership opportunities.

Leaders effectively manage practices and processes that underpin ongoing school improvement.

Strategic Direction 1: Learning

Purpose

Student learning is underpinned by high quality teaching and learning. Effective partnerships allow students to deliver their best and continually improve.

Students are confident and creative individuals, with the personal resources for future success and wellbeing.

Whole school monitoring, assessment and reporting is clear, timely and accurate in supporting student learning across the curriculum.

All students are supported by whole school research based wellbeing processes that support all students to connect, succeed, thrive and learn.

Improvement Measures

Increase % of students making expected growth in literacy and numeracy using internal and external data measures.

Increase level of parent, teacher and student engagement in the school's reporting processes.

People

Students

Students identify learning needs, set and develop goals. Students learn how and why they learn by being creative, critical, collaborative problem solvers.

Staff

To develop staff capabilities to address the individual learning needs of all students including the implementation of targeted programs. Staff guide students to set and achieve their learning and wellbeing goals.

Leaders

Leaders develop and strengthen processes and structures to support ongoing student learning and wellbeing needs.

Parents/Carers

Parent knowledge on current educational directions and curriculum content is developed through regular and varied methods of communication. This provides an understanding of what students learn and how they learn. Parents are encouraged to and are freely involved in supporting learning activities.

Processes

Empowered Learners

Quality teaching programs support students to demonstrate their learning, set and achieve learning goals and respond to feedback. All stakeholders have high expectations.

High Impact Assessment and Reporting

Teaching and learning programs are based on school wide formative assessment practices. Data is used to drive agile, targeted and purposeful teaching and learning practices that engage all students.

Student Wellbeing

We continue to build on whole school wellbeing practices which support students to connect, succeed, thrive and learn.

Evaluation Plan

Data will be analysed collaboratively.

PBL data will be used to evaluate student's wellbeing and whole school processes.

On going analysis of NAPLAN, PLAN, PAT, L3 and TEN data.

On going internal student assessments.

Classroom observations.

Personal and Individualised Learning Plans.

Practices and Products

Practices

Collaboratively develop quality teaching and learning programs that are consistent and driven by data.

Learning is made visible and empowers students through utilising learning intentions, success criteria, self-evaluation, peer teacher feedback and informative assessment practices.

Quality differentiated learning and personalised learning practices across literacy and numeracy, support and promote learning excellence.

Products

Students use learning intentions, success criteria and feedback to analyse and report on their progress and inform future learning goals.

Learning experiences in all literacy and numeracy lessons are differentiated to effectively support learning needs within the classroom to maximise learning outcomes.

The school is an environment where all students are emotionally, behaviourally and intellectually engaged and connected to their learning.

Strategic Direction 2: Teaching

Purpose

A culture of innovation, excellence and best practice through quality professional learning and collaboration is fostered.

Identifying and implementing evidence based teaching practices across the entire school to support effective classroom practice.

Regular monitoring of student progress and achievements to inform teaching practice and future school directions.

All staff reflect upon professional teaching standards and set goals for continual improvement supported by professional learning.

Improvement Measures

All teachers contribute to gathering and analysing data in literacy, numeracy and Wellbeing to inform teaching practice.

Teacher professional learning is directly aligned with the teaching standards and school directions.

Increase the number of students in the top two bands in reading, writing and numeracy from year 3 to year 5.

People

Students

Engage students in targeted learning activities develop through the delivery of evidence based practices.

Staff

Engage in professional learning and work collaboratively with colleagues to ensure teaching practices are aligned with data and research to maximize the probability of success.

Leaders

Establish and improve school practices, procedures and resources to build the capacity of the school community to provide evidence based learning experiences to maximize the positive impact on student learning.

Parents/Carers

To develop an increased understanding of the schools direction, what their children are learning and how to best support them.

Processes

Evidence informed pedagogy

Develop a whole school approach to improving teacher practice through targeted professional learning and the development of high quality programs in literacy and numeracy.

Data rich targeted teaching

Sustain and strengthen the use of student assessment data across the school to identify progress, reflect on teaching effectiveness and inform future directions.

Collaboration

Develop and implement collaborative processes for consistency in teacher judgement in programming, assessment and reporting in literacy and numeracy.

Evaluation Plan

Executive, Stage and staff meetings report on the progress and value of collaborative planning.

Staff surveyed regarding effectiveness and usability of the electronic collegial resource sharing facility.

Executive meetings report on the progress and review of PDPs on a termly basis.

PBL data, classroom observations and survey evidence is evaluated in regard to student learning.

Practices and Products

Practices

Teachers engage with the quality teaching framework to develop high quality learning experiences with a focus on literacy and numeracy.

Teachers engage in targeted professional learning to enhance their ability to capture, analyse and use data to drive their practice.

Agile programming and continuous collaboration to develop explicit processes and practices in literacy and numeracy.

Products

Teachers understand the elements of quality teaching and embed them into their daily practices with a focus on literacy and numeracy.

Teachers use data to inform, differentiate and evaluate their teaching to optimise student learning outcomes

Structures and processes are developed to support opportunities to collaboratively plan, reflect, improve and deliver evidence based pedagogy.

Strategic Direction 3: Leading

Purpose

Provide strong instructional leadership, which supports high expectations and engagement for all.

The school plan focuses on research, the Centre for Education Statistics and Evaluation (CESE) and evidence based strategies.

Equitable and targeted use of school resources support improved student outcomes and leadership opportunities.

Leaders effectively manage practices and processes that underpin ongoing school improvement.

Improvement Measures

Increase the percentage of aspiring staff participating in leadership capacity building activities.

School leaders collaboratively plan and implement practices to build professional learning communities.

Authentic evaluation of teaching programs and practices including, feedback, reflection and collegial dialogue.

People

Students

Engage in opportunities to build their leadership and develop skills to evaluate their own learning.

Staff

Develop communication and collaboration between Bathurst Alliance of schools and within the school community.

Leaders

Establish structures and processes to identify and address staff and personal learning needs to build the capacity of the Bathurst Alliance of schools and the community. Develop mentoring and coaching skills to facilitate student achievement.

Parents/Carers

Collaborate with the school and have a strong understanding of school directions.

Processes

Building Leadership Capacity

Leadership teams in the Bathurst Alliance of schools share evidence based and innovative practice that builds professional networks with a focus on the continuous improvement of teaching and learning.

Community Engagement

Increase participation and engagement from the school community in the planning and evaluation of school programs, initiatives and future directions.

Evaluative Plan

Implement processes for systematic and regular monitoring of data to measure the impact of school plans on student learning which drives refined improvement measures.

Evaluation Plan

Executive stage and staff meetings analyse collated data to reaffirm and improve school practices and processes.

Staff students and families are surveyed regarding the effectiveness of PBL structures.

Practices and Products

Practices

The leadership team models collaborative leadership and engages with other schools to share and improve practice and encourage innovation.

A focus is maintained on instructional leadership where all staff are supported to achieve higher standards and build a professional learning community that is centred on continuous improvement of teaching and learning.

The school demonstrates a high performance culture with a clear focus on student progress and high quality service delivery.

Products

The leadership team coordinates educational networks and acts as a mentor, coach and guide to staff and colleagues.

Staff, students and community members have clear, purposeful leadership roles based on expertise and areas of interest.

The schools culture of high expectations includes a clear focus on student progress and high quality teaching and learning.