

School plan 2018-2020

Bass Hill Public School 1148



School background 2018–2020

School vision statement

Bass Hill Public School builds a community of global citizens equipped with the skills, capabilities and determination to learn anywhere, anytime in order to meet the challenges of an ever changing society.

School context

Bass Hill Public School is a dynamic school delivering primary education from Pre–school to Year 6. Our school is located in the inner south west of metropolitan Sydney. Established in 1923 we continue our proud history of public education as part of the New South Wales Department of Education, designing learning to meet the needs of our 400 students. We have a team of highly committed teachers, support and ancillary staff ensuring the specific needs of our children are met in safe and responsive learning environment. Our cultural diversity is our greatest asset enriching the social and educational experiences of our children, teachers and parents. Our population has students from non–English speaking (87%) and English speaking backgrounds who come together with a strong sense of identity and partnership. We work for our students to have opportunity, purpose and success in their learning. Our teachers commit to their professional growth to build a school with a culture that continuously improves on what it does for all. Meaningful relationships based on trust and mutual respect along with the wellbeing of all people connecting with our school is a critical part of how we do what we do. The school is committed to open communication and evidence informed practice.

School planning process

The school plan has continued to evolve as a result of:

- continual consultation with staff, students, parents and community
- ongoing evaluation of programs and processes across the school
- collection and analysis of data linked to achievement, quality teaching, social emotional learning, behaviour and systems

The school plan has been informed by:

- rigorous evaluation of the 2015–2017 plan. Staff, students and community have provided feedback on our last 3 year plan, detailing the need to narrow the focus and our new plan is a result of this feedback.
- reflection on the SEF and external validation.
- School excellence policy and the NSW Department of Education Strategic plan

School strategic directions 2018–2020



Purpose:

To equip our students with the essential skills, understandings and mindsets that ensure they have lifelong choice, opportunity and purpose. We want our students to develop confidence and a passion for learning that will last them a lifetime.



Purpose:

To invest in teachers so they have the pedagogical content knowledge to move learning forward at an individual, class and whole school level. We want our teachers to be reflective and discerning users of research, evidence and resources to create powerful learning experiences and utilise each other as resources to improve practice and achieve school excellence.



Purpose:

To create a culture that recognises families as a source of valuable knowledge and capitalise on these effective home-school partnerships to support student achievement and school improvement.

Strategic Direction 1: STUDENT LEARNING AND ENGAGEMENT

Students are self determined, confident & active learners in an ever-changing world

Purpose

To equip our students with the essential skills, understandings and mindsets that ensure they have lifelong choice, opportunity and purpose. We want our students to develop confidence and a passion for learning that will last them a lifetime.

Improvement Measures

Consistent student growth in NAPLAN

Increased proportion of students in the top two bands of NAPLAN

Increase in desirable quadrant for skills/challenge in the TTFM student surveys

Increase in interest and motivation in TTFM student surveys

Increased proportion of K–6 students meeting age-appropriate progress in the National Learning Progressions.

People

Students

Develop mindsets that allow them to see themselves as learners and enable them to embrace and pursue learning goals.

Staff

Teachers believe all students can achieve at high levels and have high expectations for learning. All teachers value a research based, evidence informed approach to teaching and learning and the subsequent willingness to improve their practice.

Leaders

Leaders believe all teachers can be expert teachers and see themselves as responsible for improving team and school performance.

Parents/Carers

Value new research based approaches to teaching mathematics and model positive attitudes to mathematics.

Processes

Mathematics

Implement a whole school research informed approach to quality teaching, curriculum planning and delivery and assessment that promotes learning excellence and responsiveness in meeting the needs of all students in mathematics.

Engagement

Implement a whole school research informed approach to pedagogies of engagement that ensures high impact learning for all students in mathematics.

Mindsets

Cultivating whole school positive classroom norms and the mindsets in order for every student to see themselves as an effective mathematician and learner.

Evaluation Plan

PLAN2, NAPLAN, TTFM, Teaching and learning programs, Surveys, Students' portfolios of learning

Practices and Products

Practices

Every child believes they can grow and achieve at high levels in mathematics and the entire community shares a common language around mindsets and classroom norms

Students are 'in task' not simply 'on task' through high cognitive, affective and purposeful learning experiences

Learning is personalised and responsive to the needs of the students through effective assessment practices and curriculum design.

Higher order and open ended questions and conversations by teachers where students dominate classroom talk.

Students have ownership of their learning through active engagement in reflection, feedback and goal setting. They can articulate what they are learning and why.

Students' progress is accurately tracked and monitored and this data informs decisions around teaching and learning in mathematics.

Products

Students have a deep conceptual knowledge of mathematics with the capabilities to solve new and unfamiliar problems.

Learning experiences in mathematics place strong emphasis on students working mathematically and developing efficient mental and written strategies

Strategic Direction 1: STUDENT LEARNING AND ENGAGEMENT

Students are self determined, confident & active learners in an ever-changing world

Practices and Products

Classroom displays emphasise process over product including iterations of students work based on feedback and reflection

Strategic Direction 2: STAFF LEARNING, TEACHING AND LEADING

Teachers are highly trained collaborators, leading purposeful and responsive

Purpose

To invest in teachers so they have the pedagogical content knowledge to move learning forward at an individual, class and whole school level. We want our teachers to be reflective and discerning users of research, evidence and resources to create powerful learning experiences and utilise each other as resources to improve practice and achieve school excellence.

Improvement Measures

Increased number of staff at all levels leading mathematics professional learning within and across stages and schools.

Increased staff confidence and capability in implementing the maths syllabus and high impact teaching and learning practices underpinned by research.

All classrooms use technology to improve learning in mathematics.

All classrooms reflect a mathematically rich learning environment.

People

Staff

Staff have mindsets that reflect evidence based approaches to mathematics and are responsive to student needs.

Leaders

Drive a culture of evidence informed practice where staff seek self improvement by exploring and responding to current educational research

Processes

Mathematics Practice

Develop and implement research based professional learning in mathematics pedagogical content knowledge and engagement in order for all teachers to design and implement the most effective evidence informed practice to optimise learning progress for all students.

Teacher Mindsets

Draw on research to develop and implement high quality professional learning in cultivating positive classroom norms and changing the mindsets of teachers in mathematics practice and expectations.

Technology for Learning

Build the capacity of all teachers to utilise technology for students, parents and teachers to capture learning and provide and receive effective feedback to improve mathematics.

Evaluation Plan

Evidence from PDP's, spirals of inquiry minutes, programs, PLAN2 data, NAPLAN data, work samples, surveys

Practices and Products

Practices

Teachers are collaboratively designing quality programs and assessment underpinned by research in response to student need in mathematics. The transference of this pedagogical content knowledge is visible across disciplines.

Responsive pedagogy matches individual student need with teachers moving between explicit and enquiry teaching methods to deliver rich learning experiences.

All teachers are confident users of a range of technologies to engage and challenge learners, provide authentic platforms for real audiences and capture feedback to improve learning

Teaching staff use each other as resources within and across stages and schools to improve learning and teaching. Leadership in curriculum is evident at all levels of staffing.

Effective questioning and other quality formative assessment strategies are used by all teachers to increase rich classroom conversations, make learning visible and inform future learning.

Products

All classrooms have access to technologies that capture students' thinking and build portfolios of learning.

Walls that teach are in all classrooms and the classroom environment is rich and well resourced to support numeracy growth

Strategic Direction 2: STAFF LEARNING, TEACHING AND LEADING

Teachers are highly trained collaborators, leading purposeful and responsive
research-informed practice

Practices and Products

PLAN2 is an accurate record of student progress and is used to plan differentiated, low floor high ceiling learning experiences.

Strategic Direction 3: FAMILY ENGAGEMENT AND WELLBEING

An empowered community with the capabilities to support learners and learning

Purpose

To create a culture that recognises families as a source of valuable knowledge and capitalise on these effective home-school partnerships to support student achievement and school improvement.

Improvement Measures

Increased levels of parent satisfaction in the school via Tell Them From Me survey results.

Increased number of parents participating in school decision-making, community hub events and an increased number of parents in community leadership roles.

Increased levels of community subscription to communication systems including apps and social media channels.

Increased levels of attendance at face to face and online parent workshops.

Increased teacher confidence in engaging families to strengthen learning

People

Parents/Carers

Parents understand their value and important contribution to improving their child's learning.

Staff

Staff understand the importance of authentic family engagement in supporting student learning and are confident in ways to build those relationships.

Students

Students value their parents' engagement in school life and their learning progress.

Leaders

Leaders have the knowledge, understanding and confidence in their ability to support all families.

Processes

Parent Education in Mathematics

Develop high quality parent education opportunities and communication to support students' learning in mathematics and mindsets.

Communication and Feedback

Implement a communications technology strategy to engage parents in regular feedback about their child's progress in mathematics

Teacher Professional Learning

Develop and implement a whole school research based approach to family engagement to ensure effective school partnerships support student achievement and school improvement

Evaluation Plan

Parent levels of attendance at teacher workshops, community events and community hub programs. Parent surveys, subscription levels of school apps and social media channels. Staff surveys on thoughts about family engagement

Practices and Products

Practices

Parents have the knowledge, language and understanding to support their child's mathematics learning at home and through feedback.

Parents and teachers work productively in partnership to improve student learning.

Parents and other significant family members attend face to face workshops or access learning online.

Students are increasingly responsible for reflecting upon and explaining their learning and sharing their progress with parents and teachers.

Staff communication practices reflect a deep understanding of authentic family engagement.

Products

Expectations, systems and norms are developed and embedded across the school to improve family engagement

A whole-school communication strategy and supporting technology is established to promote the learning and engagement of all members of the community.