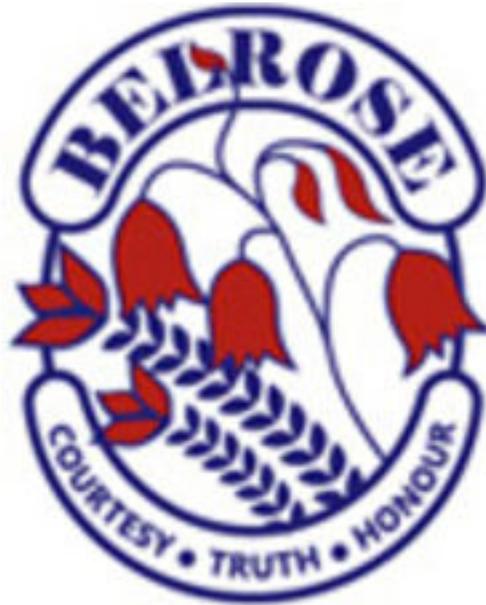


# School plan 2018-2020

## Belrose Public School 3748



# School background 2018–2020

## School vision statement

Belrose Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for every student.

Our vision is to develop students who are:

- \* actively engaged in their learning
- \* challenged creatively, critically and intellectually with skills, a deep understanding and deep knowledge and to have the capabilities for the future which will involve multiple careers and emerging technologies
- \* striving for personal success in all areas of the curriculum and personal pursuits
- \* self-motivated learners to reach their full potential
- \* able to develop areas of interest in the creative arts, performing arts and sport
- \* confident to interact and communicate with peers and adults and to work collaboratively,
- \* caring, responsible and respectful members of society.

## School context

Belrose Public School is situated on the Northern Beaches of Sydney where we enjoy a closeness to the beach and bush. Our school is dedicated to the ideal of a quality education for all. Belrose Public School is a dynamic, inclusive school where the pursuit of excellence and personal best is at the forefront of our school ethos. All decision making is based on what is best for our students. Professional, dedicated teachers are committed to developing a love of learning by engaging each student within a nurturing, safe environment. Quality teaching is paramount with an emphasis of literacy, numeracy and technology. Teachers provide an extensive range of curricular and extra-curricular opportunities so that our students have access to a rich, vibrant education. Our community values of respect, responsibility and personal best are taught and encouraged.

The partnership between teachers and parents is highly regarded and this synergy has enhanced the learning outcomes of our students. We have a very generous, proactive, innovative and supportive parent body. Belrose Public School offers a rich variety of extra-curricula programs. These include: Maths Olympiad, Chess Club, PSSA sport, K–2 Fundamental skills, Training, Concert and Performance bands, Guitar ensemble, choirs, dance groups, Music and Japanese lessons K–3, Year 6 Leadership opportunities, Public Speaking, Peer Support Programs, Environmental group and lunchtime coding groups. The regional band and choir, Arts Alive rehearse weekly at Belrose PS with the school's band conductor, Mr James Hill.

Belrose Public School is a PBL (Positive Behaviour and Learning) school. Student well-being is promoted through our three focuses: Respect, Responsibility and Personal Best. An out of school care facility is featured before and after school as well as during vacation times.

Students have access to our STEM room, computer room, laptops, I-pads, robotics, library, hall with production lights and sound, covered netball/basketball courts, climbing equipment, sandpit and 3 hectares of space for students to use during breaks.

## School planning process

During 2017, a number of processes were adopted to evaluate the existing plan and to formulate the 2018–2020 Strategic Directions for Belrose PS. School staff members completed the self-assessment of the school's practices using the School Excellence Framework during semester 1, 2017. The weekly newsletter informed the school community of the processes involved to formulate the 2018–2020 Strategic Plan. Towards the conclusion of 2017, the school's executive undertook wide consultation. Google and 'Tell Them From Me' surveys were conducted with the staff, parents and students and feedback analysed. Meetings with the School Council were conducted to explore the opportunities and the strategic directions of the school plan. Monthly P&C meetings were conducted where findings were shared and feedback received. Professional learning with the Centre for Education Statistics and Evaluation which included some Community of Schools supported leaders to develop the plan's contents. The plan is responsive to feedback through our consultation processes. During the next three year cycle, milestones will be updated to reflect the changing nature of the school's purpose and vision and an Annual Report each year will report our progress, achievements, resourcing budget and future planning to achieve our vision.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Quality Learning

**Purpose:**

To deliver the curriculum through differentiated integrated quality teaching and learning programs. Students are supported by effective wellbeing practices.



## STRATEGIC DIRECTION 2 Quality Teaching

**Purpose:**

Effective innovative classroom practices to increase student engagement, creativity, critical thinking and problematic knowledge.



## STRATEGIC DIRECTION 3 Quality community partnerships and excellence in service delivery

**Purpose:**

To foster a school-wide culture of high expectations and a shared sense of responsibility for community and student engagement. Excellence in service delivery and management processes.

# Strategic Direction 1: Quality Learning

## Purpose

To deliver the curriculum through differentiated integrated quality teaching and learning programs. Students are supported by effective wellbeing practices.

## Improvement Measures

100% of school programs and practices cater for the range of individualised learning needs through clearly defined and differentiated learning activities and experiences, reflecting deep knowledge of student learning.

100% of teachers implement effective identification processes so that all students access the learning programs they require.

100% of students demonstrate progress through school-based formative and summative assessments.

NAPLAN results indicate students at or above expected growth between years 3 and 5

Student voice indicate an understanding of learning intentions and success criteria, assisting in student engagement and empowerment of their own learning.

Feedback from whole school surveys, observations and a decrease in the reported number of playground incidents indicates positive, respectful relationships are evident amongst students.

## People

### Staff

- develop their expertise in differentiated learning, design and delivery
- develop their expertise in the designing of integrated units for deeper knowledge
- collect, identify and analyse learning needs through diagnostic assessments
- support students with effective wellbeing practices and programs

### Parents/Carers

- attend information sessions to gain an understanding of effective strategies and differentiated learning.
- engage with teachers in learning partnerships, so that there is a common understanding of learning strategies and progressions and learning support, as required.
- value the importance of student wellbeing initiatives and work with the school community to identify opportunities for input

### Students

- engage in quality programs designed to meet their needs and become confident and successful learners.
- identify learning intentions and success criteria
- open to feedback by teachers and peers and are able to self-reflect and develop ownership of their learning (dependent on age)

## Processes

Implement quality differentiated teaching and learning activities to support student progress in literacy development

Implement quality differentiated teaching and learning activities to support student progress in numeracy development

Whole school wellbeing programs eg. nature playground, support positive and respectful relationships and support students to connect, succeed, thrive and learn.

## Evaluation Plan

- Differentiated learning tasks are indicated in programs and in observations of practices
- Pre, post, formative and summative assessments and NAPLAN data demonstrates growth in achievement
- Use of Performance and Development (PDP) framework to identify and measure the implementation of planned strategies
- Results of School-based and TTFM surveys and walk-throughs indicate student ownership of learning
- Teaching/Learning programs indicate differentiated teaching/learning activities
- Sentral recorded negative incidents are reduced in the classroom and playground

## Practices and Products

### Practices

Formative and summative student assessment guides programming. Self, peer and teacher assessment practices support student ownership of learning.

All teachers use the Literacy and Numeracy Continuums to trace student progress in order to inform teaching and learning programs.

A broad range of evidenced-based teaching and learning experiences with cross-curriculum links supports students learning.

Students understand and articulate why, how and what they are learning

### Products

Effective identification processes exist so that all students access the learning programs they require.

Students demonstrate progress through school-based formative and summative assessments eg. Literacy and Numeracy continuums, English contextual framework

Walk throughs indicate an understanding of learning intentions and success criteria, resulting in student engagement and empowerment of their own learning.

Feedback from whole school surveys, observations and a decrease in the reported number of playground incidents indicates positive, respectful relationships are evident amongst students.

# Strategic Direction 2: Quality Teaching

## Purpose

Effective innovative classroom practices to increase student engagement, creativity, critical thinking and problematic knowledge.

## Improvement Measures

100% of staff use innovative practices in the majority of teaching and learning activities.

Feedback through surveys of students, parents and students indicate an increase in student engagement, challenge and creativity in learning.

Increased number of teachers take ownership of their professional learning through research, self-reflection and changed practices as a result of quality teaching rounds, feedback and professional learning.

Growth in ICT capabilities of staff and students.

## People

### Staff

- Collaborate in the writing of integrated cross-curriculum units of work.
- Increase their understanding of relevant pedagogies and frameworks and their application
- Reflect on their impact of student learning through observations based on the Quality Teaching framework and the Australian Professional standards with the aim of continuous improvement
- Access experts in the field of STEM, Geography/Environmental Education and the integration of innovative technology to build capacity of teaching practice.

### Parents/Carers

- Gain an understanding of the changed pedagogy and be engaged in their child's progress ie online programs and celebration events of learning
- Share their expertise in this area with students and staff

### Students

- Develop the skills, knowledges and understandings necessary to engage and succeed in an innovative and inclusive learning environment
- Succeed in sustained learning activities that build their capacity to think deeply, critically and problem-solve.
- Be resourceful, confident and collaborative.

## Processes

Implement collaboratively developed integrated teaching and learning programs of all KLAs that develop creativity and students' higher order thinking skills of critical thinking and problematic knowledge.

Implement Performance and Development Plans that align with the school plan, NESA syllabus documents and the Australian Professional Standards for Teachers

Develop Professional Learning Communities/Action Learning Teams to facilitate reflective practice, collegial feedback and the development of innovative classroom practices.

## Evaluation Plan

- Periodic completion of surveys of students, parents and teachers indicate an increase in student engagement, challenge and creativity in learning.
- Teaching/Learning programs indicate activities that utilise students' higher/order thinking and creativity.
- Observations of lessons indicate increased student and teachers' ICT capabilities.
- 'Seesaw' student depository reflects students' creativity and higher/order thinking.
- Milestones for school plan reflect an increase in teachers' ownership of professional development.

## Practices and Products

### Practices

Collaborative feedback and reflection during QTSS and QT rounds are used to promote and generate learning and innovative practices with other staff.

Professional learning opportunities in new and emerging technologies that support student learning, collaboration and engagement.

Frameworks utilised in the programming of critical thinking and problematic knowledge

Teachers take responsibility for their own professional learning development, reflect upon their career progression and set specific targets using the Performance Development Plans and the Australian Standards for Teachers

### Products

Teacher and student growth in ICT capabilities

Teachers take ownership of their professional learning through research, self-reflection and changed practices as a result of quality teaching rounds, feedback and professional learning.

Feedback through surveys of students, parents and students indicate an increase in student engagement, challenge and creativity in learning.

Innovative practices in most teaching and learning activities.

# Strategic Direction 3: Quality community partnerships and excellence in service delivery

## Purpose

To foster a school-wide culture of high expectations and a shared sense of responsibility for community and student engagement. Excellence in service delivery and management processes.

## Improvement Measures

100% of staff actively participate in the Community of Schools group

100% of staff utilise the expertise and collaboration of our academic, parent and community partners

Service delivery, administrative and management processes exhibit a high level of satisfaction through results of surveys.

Growth in participation of parents and the broader community with school-based initiatives

Feedback from staff and parent body indicates resource allocation, management practice and process requirements effectively managed

An increase in the number of learning projects being led by staff

## People

### Staff

- Engage professionally with parent/carers and the community as part of the Professional Standards 7.
- Lead key areas of the school's strategic directions.

### Parents/Carers

- Be encouraged to be active, engaged and supportive partners in the learning of their child and have strong connections to the school.
- School council will have input into the formulation of school policies and the marketing of the school to the wider community.

### Community Partners

- Effective partnerships are fostered with preschools, high schools, universities, local businesses and communities of schools to deliver rich, relevant and meaningful learning experiences.

## Processes

Implement effective community partnerships with preschools, high schools and universities so students can connect and share new learning with others

Implement school plan and reporting achievements with a focus on the development of all staff to share the responsibility

Implement effective service delivery, administrative and management processes and continue to expand business partnerships

## Evaluation Plan

- Monitoring of mid-term and term milestone achievements
- Periodic completion of surveys by the community indicate excellence in service delivery and an increase in engagement and sense of belonging by the community
- Annual Financial Statement indicates increase in revenue from business links, community use of premises and increased enrolments.
- Performance and Development Plans (PDP) reflect staff ownership of professional learning which assists in improved teaching practices and student outcomes.

## Practices and Products

### Practices

Parents exhibit an increased readership of all communication through modern platform and app

Staff identify and create opportunities to work across a range of teacher learning communities with a focus on school improvement and developing self and others.

Staff lead workshops, forums, and wider community events to increase parent/carers understanding of curriculum, pedagogy and wellbeing.

### Products

Streamlined, flexible processes to deliver services and information to support parent engagement

Teacher actively participate in the Community of Schools group

School programs utilise the expertise and collaboration of our academic, parent and community partners

Resource allocation, management practice and process requirements are effectively managed