

School plan 2018-2020

Bundeena Public School 3765



School background 2018–2020

School vision statement

Bundeena Public School community empowers students to be self-motivated and confident life-long learners equipped to meet the challenges of an ever changing world. Expert teachers build creative and critical thinking in an inclusive, inspirational environment where curiosity, respect and kindness are pivotal.

School context

Bundeena Public School is the centre of a unique community situated in the heart of the Royal National Park on a coastal peninsula. Our quality education is enhanced by the use of the stunning environment. The school has strong community ties and is supported by a dedicated Parents and Citizens Association and our Aboriginal parent body – 'The Mob'. Our school motto 'Live for Life' encapsulates our belief in developing students who are well prepared for the challenges that lie ahead. Our highly qualified and approachable school staff provide personalised learning to meet the cognitive, physical, social emotional and spiritual needs of all students. Our school provides positive learning experiences with a strong focus in all teaching and learning programs to build students' literacy and numeracy skills. The school integrates the use of a wide variety of technology within learning areas to increase student skills and engagement. Bundeena Public School offers a variety of creative and performing arts opportunities as well as challenging sports programs. The school has an active Learning and Support Team that coordinates a holistic approach to assisting students with specific needs such as Gifted and Talented students and students with disabilities. This is further supported through a strong ethos of student leadership, wellbeing and a playground where students of all ages socialise together.

School planning process

Staff Consultation

Staff meetings and executive planning days were used to develop ideas regarding school context, school vision, school strengths and areas for improvement. This information was then combined with results of community consultation to develop the work streams within each strategic direction.

Community Consultation

P & C meetings initially used to outline new school planning model and discuss the method of school consultation

Newsletter used to build parent and community awareness of the 2018– 2020 school plan and to gain the enthusiasm of the community.

Discussion group open to all parents was held to discuss survey results and refine school vision and strategic directions for the school plan. P & C meetings used to discuss the final draft of school plan.

Student Consultation

All students in Years 3 – 6 completed a survey focusing on school satisfaction in 2017

Focus groups with randomly selected students in Years 3 – 6 were also held in 2017.

Community of Schools

Our community of schools participated in discussions on shared leadership development for our executive teachers and processes around improving student learning using research and effectiveness in instructional practice.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Expert teachers who foster an inspirational environment

Purpose:

Our purpose is to build teacher capacity through focused Professional Learning that creates a culture where teachers use high impact teaching strategies that are evidence based and add value to all students literacy and numeracy results.

STRATEGIC DIRECTION 2

Confident, life-long learners

Purpose:

Our purpose is to provide a learning environment that is innovative, relevant and engaging so students are productive and equipped with the skills for future focused learning.

STRATEGIC DIRECTION 3

Leading with the community

Purpose:

Our purpose is to develop a culture of high expectations and embedded student wellbeing to cater for the range of equity issues through a shared responsibility with the parent community.

Strategic Direction 1: Expert teachers who foster an inspirational environment

Purpose

Our purpose is to build teacher capacity through focused Professional Learning that creates a culture where teachers use high impact teaching strategies that are evidence based and add value to all students literacy and numeracy results.

Improvement Measures

Increased proportion of students achieving in the top 2 bands in literacy and numeracy and the school achieves excellent value added results, above the value added by the average school.

Students are achieving higher than expected growth in internal and external data showing an increasing proportion of students meeting and exceeding targets in literacy and numeracy.

People

Students

Students will articulate how they learn and why they learn and develop their critical thinking, problem solving, collaborative and communication skills to achieve their learning goals.

Staff

Through a growth mindset teachers will engage in practices using data, high impact teaching strategies and differentiation that improves student growth.

Leaders

All school leaders will demonstrate instructional leadership by engaging in research to establish structures and processes to identify, address and monitor student learning needs.

Parents/Carers

Parents/carers will collaboratively develop learning goals with student and teacher and support students in achieving these goals.

Processes

Learning Sprints

This process develops teacher expertise in teaching that causes learning.

Plotting Positive Progressions

This process allows teachers to more accurately locate a students current literacy or numeracy knowledge, understanding and skills to support planning for learning from the curriculum.

Evaluation Plan

Classroom observations now and later

Assessment strategies used before and later

Growth data now and later

Reflection of data used now and later

TTFM surveys

ICAS Maths test 3–6

Best Start assessment

PLAN 2/Learning Progressions

NAPLAN

Scout

Staff surveys

Practices and Products

Practices

Instructional leaders model quality teaching practices to build teacher capacity

Students and teachers use the learning progressions and individual learning goals to measure success and achievement.

Teachers use data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

Teachers engage in professional dialogue around teaching strategies that have high impact on student growth and will demonstrate these in classrooms.

3 way goal setting meetings for students to articulate learning goals to parents

Teachers collect and use evidence of students' learning to understand their individual learning needs.

Products

Learning progressions demonstrate growth in literacy and numeracy for all students.

Learning progressions allow students to set personal learning goals and show growth.

Expert teachers with a repertoire of data skills to both plan and program

Parents confidently support their child's literacy and numeracy growth.

Strategic Direction 2: Confident, life-long learners

Purpose

Our purpose is to provide a learning environment that is innovative, relevant and engaging so students are productive and equipped with the skills for future focused learning.

Improvement Measures

Increase of teachers using general capabilities across learning areas evident in scope and sequences, programs and observations.

Increasing range of assessment strategies that optimise learning are evident through observations, programs and reflections.

Increase in the area of student intellectual engagement from TTFM Student baseline 2017

Increase in the areas of Technology and Parent Involvement from TTFM Teacher survey baseline 2017

People

Staff

Staff will develop a deep understanding of future focused practices to increase student engagement and implement, creative and critical thinking, collaboration and communication skills.

Leaders

Leaders will provide resources, professional learning opportunities, research and model innovative teaching practices.

Parents/Carers

Parents/carers will provide resources to support innovative teaching practices.

Students

Students will collaborate and use critical and creative thinking to solve complex problems.

Community Partners

Community of Schools (CoS) networks will provide professional learning opportunities for staff leading to improved student learning outcomes.

Processes

Confident Students– Creative Classrooms

This process actively engages students in authentic and challenging learning experiences, creating learning environments that foster innovation and creativity.

Embedding Quality Teaching Practices

This process allows teachers to develop skills and knowledge to embed high impact teaching strategies such as formative assessment, collaborative learning and explicit teaching.

Evaluation Plan

All data will be analysed collaboratively

NAPLAN

Scout

TTFM (teacher, parent, student)

Lesson plans/programs

Classroom observation data

Teacher reflections

Surveys (internal)

Seesaw

Student work samples

Practices and Products

Practices

Teachers provide opportunities within lessons for peer feedback and have developed structured peer feedback processes.

Teachers integrating the 4'Cs in key learning areas

Students reflect on their progress towards achieving learning intentions.

Teachers support students to develop skills in monitoring and regulating their learning.

Products

Student work samples show evidence of creative and critical thinking.

Teacher programs reflect differentiation from student feedback.

Classroom observations show a repertoire of innovative teaching practices.

Updated scope and sequence to include new Science and Technology syllabus

Teachers implement STEM units of work K–6.

Students regulate and monitor their own learning.

Strategic Direction 3: Leading with the community

Purpose

Our purpose is to develop a culture of high expectations and embedded student wellbeing to cater for the range of equity issues through a shared responsibility with the parent community.

Improvement Measures

Increased proportion of family involvement in school events including parent involvement in workshops, response to surveys, and membership of P&C from 2017 baseline.

Increased proportion of students who feel confident and resilient towards their learning from TTFM survey baseline data 2017.

Increase of staff and students using school wide expectations.

People

Students

Students feel valued, respected and included in the school community and are offered the appropriate intervention strategies.

Staff

Staff understand the need to build and maintain stronger relationships with parents and to improve models of positive communication and consultation.

Leaders

Leaders establish fair and equitable systems to allow access of all students to wellbeing programs.

Parents/Carers

Parents/carers understand the valuable contributions they make to school life and recognise the impact they have on the educational performance of their child/ren through actively engaging with the school.

Processes

Connect, Succeed, Thrive

This process ensures our teaching and learning environments enable the development of healthy, happy, successful and productive individuals

Fathering Project

The process allows a core group of dads, "Champion Dads" to lead and implement activities for the school community.

Evaluation Plan

Counsellor/chaplain referrals

Attendance at parent teacher meetings and school events

Sentral data

Kids Matter Checklists for parent contact

TTFM

Tiered Fidelity Inventory

Practices and Products

Practices

Teachers use a consistent approach to classroom management that enhances student engagement and wellbeing.

Fathers/male role models organise regular school activities/events and promote these activities through the community.

Mindfulness strategies are used consistently across years K–6.

Products

Students have improved resilience, Mindfulness strategies and grit to manage tough times.

Father engagement has a positive affect on social, behavioural, psychological and cognitive outcomes for students.

Sentral data shows a reduction in negative behaviours in the classroom, positive and self-motivated students.