School background 2018–2020

School vision statement

Bennett Road Public School is committed to delivering a whole school approach to personalised, evidence–based teaching methods that optimise learning progress for all students embedding a culture of high expectations. Our school strives to create positive, inclusive student centred learning environments that engage, motivate and celebrate student success, achievement and wellbeing.

School context

Bennett Road Public School is situated within the Eastern Creek group of schools. The school has an enrolment of 540 students including 13% who identify as Aboriginal and Torres Strait Islander and a further 30% from backgrounds where English is an additional language or dialect. There are 20 mainstream classes and three fully integrated Support Unit classes.

Bennett Road PS has a strong Literacy and Numeracy focus and is part of the Early Action for Success initiative. Our teachers are provided with professional learning experiences that focus on personalised learning that is highly responsive to the individual differences and needs of students. Instructional Leaders, executive and aspiring leaders work alongside teachers to form collegial partnerships to develop knowledge and pedagogical practices that deliver high quality teaching and learning for all students.

The ideals of the Positive Behaviour for Learning philosophy are embedded across the whole school. Students and the community engage with the expectations and practices of being Safe, Respectful, Learners. Student expectations are explicitly taught and linked to the school motto of 'Respect for All' which encourages them to 'Move to Success'. The expansive playground offers wide ranging opportunities for all students to engage in developing positive peer relations. The COLAs provide shaded areas for passive play activities including Peer Play and Social Skills programs as well as opportunities for students to participate in handball, netball, volleyball, touch football, soccer and cricket activities.

Building authentic partnerships to engage the whole school community in the life of the school has a strong focus within the school. This is particularly evident through significant representation of parent and carers at all school events including assemblies, ceremonies and celebrations. The Parent and Citizen Association plays a dynamic and supportive role within the school community. It has been actively involved in the development and ongoing evaluation of the School Plan.

School planning process

This 2018–2020 School Plan has been developed in consultation with the whole school learning community. Staff, students and parent members have been engaged throughout the process. The following data sources have been used in the development of this plan:

- NAPLAN, Scout and PLAN student performance data
- Student surveys, SRC minutes and discussions
- Parent surveys and informal and formal discussion
- Staff surveys, classroom observations, Performance and Development Plans
- Student Welfare and Positive Behaviour For Learning data
- Learning and Support data
- Finance Reports
- Tell Them From Me Surveys
- SEF–Sas

Our plan also incorporates ‘next steps’ statements that were identified through the school’s 2017 External Validation report. These statements include:

- Build upon EA4S procedures and practices to improve literacy and numeracy outcomes
- Embed evidenced based teaching practices school wide, influenced by EA4S, for teaching in literacy and numeracy
- Promote a professional learning culture that is meaningful, relevant and collaborative
- Strengthen community engagement in the development of high expectations for all students

Over the next three years, the school will continue to build effective partnerships by engaging the whole school community in the ongoing evaluative school planning cycle to inform our future directions.
**School strategic directions 2018–2020**

**STRATEGIC DIRECTION 1**
Active, Engaged Students

**Purpose:**
To develop a student centred learning environment that inspires all students to be motivated, respectful learners who contribute positively to the school community.

**STRATEGIC DIRECTION 2**
Excellence in Teaching

**Purpose:**
To create a school culture that promotes excellence in teaching, underpinned by high expectations that are responsive, relevant and dynamic to meet the diverse needs of the learning community.

**STRATEGIC DIRECTION 3**
Inspired Leadership

**Purpose:**
To create a school culture that values and enables distributed instructional leadership resulting in sustainable and measurable whole school improvements.
## Strategic Direction 1: Active, Engaged Students

### Purpose
To develop a student centred learning environment that inspires all students to be motivated, respectful learners who contribute positively to the school community.

### Improvement Measures
- 15% reduction in playground referrals and 10% in classrooms based on PBL data.
- There is a cultural change where student voice K–6 is highly encouraged and valued and is central to the school planning and development process.
- The school community contributes positively and values the educational provisions for all students.

### People

#### Students
Active, empowered, engaged students who demonstrate a collective responsibility to positively contribute to the school

#### Staff
Knowledgeable, engaged staff members who actively promote and facilitate student centred activities to inspire and motivate leadership and active student participation.

#### Leaders
Create supportive structures that develop staff and students capabilities to positively contribute to the success of the school.

#### Parents/Carers
Highly valued, informed and connected parents and carers who actively engage and contribute to the positive learning community.

### Processes

#### Consistent, Student Centred Whole School PBL Project
- Whole school processes
- Engaging Playground
- Tier 2 Interventions

#### Inspired Student Leadership Project
- Student Leadership
- Student Led Initiatives
- Student Voice

#### Connected Community Project
- Promoting and Celebrating Student Achievement
- Partners in Learning

### Practices and Products

#### Practices
- Consistent, whole school practices reflect and support the wellbeing of all students.
- Student leadership plays an active role in the decision making process and is pivotal in promoting positive, respectful student centred learning environment.
- The school works in partnerships with the school community to create engaging learning environments that inspire and motivate students.
- The school has processes in place that regularly communicate and celebrate student diversity, achievement and success.

#### Products
- TTFM student survey and PBL data suggests students have trusting, positive peer relationships that encourages them to make positive choices above NSW Govt norms. (TTFM: Students with positive relationships)
- TTFM student survey and PBL data indicates students are engaged in a positive school learning climate. (TTFM: Students are interested and motivated and Positive learning environment. PBL: 15% reduction in playground referrals and 10% in classrooms.
- The parent community feel valued, well informed and actively engaged. They promote and support the work of the school, forming a connected community.
# Strategic Direction 2: Excellence in Teaching

## Purpose
To create a school culture that promotes excellence in teaching, underpinned by high expectations that are responsive, relevant and dynamic to meet the diverse needs of the learning community.

## Improvement Measures
School performance valued added growth across Years K–3 and 3–5 is above the average value added for all schools in the state.

An average gain increase of 7% of students achieving in the Top Two NAPLAN Bands in Years 3 and 5 for Literacy and Numeracy based on 2014–2017 data.

Students use a variety of sources to articulate their learning targets in Mathematics and English.

## People
### Students
Highly engaged students who articulate their learning and identify where to next.

### Staff
Skilled and knowledgeable teachers who work together in collaboration to form a professional learning community focused on high expectations and the continuous improvement for all.

### Leaders
Inspired and supportive leaders who facilitate professional conversations (coaching and mentoring opportunities) to build the capacity of all.

### Parents/Carers
An educationally connected community who are engaged in their children's learning.

## Processes
### K–2 EA4S
- Instructional leadership literacy and numeracy
- Ongoing targeted professional learning
- Consistent collection and use of data to inform practice

### High quality evidenced based teaching practices
- School Wide Coaching and Mentoring
- Personalised teaching and learning programs
- Targeted Professional development
- Student articulation of learning
- Integrated Technology

### Consistent Whole school Assessment and Reporting procedures
- Data collection, conversations and use (CTJ and moderation)
- Consistent whole school reporting procedures
- Educationally Connected Community

## Evaluation Plan
- Yearly analysis of NAPLAN data
- Scout Data: Performance Measures
- PLAN 2 and EA4S data
- Milestone monitoring

## Practices and Products
### Practices
Ongoing data conversations that use evidence to inform teaching practice in literacy and numeracy instruction, K–6.

Teachers use student data and technology to create engaging, highly responsive, personalised teaching and learning programs.

All teachers are inspired and engaged professionally, demonstrating high levels of school efficacy.

Coaching and mentoring structures are embedded across the school, focused on the continual improvement of student outcomes.

### Products
School performance valued added growth across Years K–3 and 3–5 is above the average value added for all schools in the state.

An average gain increase of 7% of students achieving in the Top Two NAPLAN Bands in Years 3 and 5 for Literacy and Numeracy based on 2014–2017 data.

Students use a variety of sources to articulate their learning targets in Mathematics and English.

Personalised learning ensures all students including the Support Unit, EALD and Aboriginal reach their full potential.
## Strategic Direction 3: Inspired Leadership

### Purpose
To create a school culture that values and enables distributed instructional leadership resulting in sustainable and measurable whole school improvements.

### Improvement Measures
A culture of collective efficacy is established through increased distributive instructional leadership which is highly evident and enables staff to engage in purposeful leadership roles to develop, build and sustain school culture.

The community is connected to the school; their children’s learning and actively participates and values the work of the school fostering community leadership and empowerment.

### People

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Self-motivated students who set learning goals, articulate their learning and understanding what they need to do to make learning progress.</td>
</tr>
<tr>
<td>Staff</td>
<td>Empowered, high performing teachers who work collaboratively to share evidence-based teaching strategies to build a culture of high expectations and continuous growth.</td>
</tr>
<tr>
<td>Leaders</td>
<td>Highly knowledgeable and visible leaders who create conditions to build the capacity of others to inspire a high performance culture focused on improvement in teaching and learning.</td>
</tr>
<tr>
<td>Parents/Carers</td>
<td>Parents and caregivers are actively engaged in all aspects of school life forming positive home school partnerships to embed a culture a culture of high expectations.</td>
</tr>
</tbody>
</table>

### Processes

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Leadership</td>
<td></td>
</tr>
<tr>
<td>Distributive leadership</td>
<td></td>
</tr>
<tr>
<td>Coaching and Mentoring</td>
<td></td>
</tr>
<tr>
<td>Leading Data conversations</td>
<td></td>
</tr>
<tr>
<td>Performance Management and Development</td>
<td></td>
</tr>
<tr>
<td>Personalised Professional Learning</td>
<td></td>
</tr>
<tr>
<td>Stage and Data Analysis and Celebrations</td>
<td></td>
</tr>
<tr>
<td>School Wide Evaluations</td>
<td></td>
</tr>
<tr>
<td>Community Engagement</td>
<td></td>
</tr>
<tr>
<td>Community Partnerships</td>
<td></td>
</tr>
<tr>
<td>Parent engagement and satisfaction</td>
<td></td>
</tr>
</tbody>
</table>

### Evaluation Plan
5 weekly, termly and annual milestone monitoring

TTFM staff and parents surveys
(leadership, learning culture, collaboration and parent involvement)

SEF S–as data

End of year PDP celebration

### Practices and Products

<table>
<thead>
<tr>
<th>Practices</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practices</td>
<td>Distributive instructional leadership exists across all levels of the school which builds the capacity of all teachers to sustain a culture of effective, evidence–based teaching and ongoing improvement.</td>
</tr>
<tr>
<td></td>
<td>A professional learning community focused on developing a culture of shared practice that identifies and values staff knowledge and expertise, which focuses on continuous improvement of teaching and learning.</td>
</tr>
<tr>
<td></td>
<td>A well informed, educationally connected community, who actively engage in the design, implementation and evaluation of the school plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Products</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A culture of collective efficacy is established through increased distributive instructional leadership which is highly evident and enables staff to engage in purposeful leadership roles to develop, build and sustain school culture. (TTFM Teacher Survey: Leadership, Collaboration and Learning Culture)</td>
<td></td>
</tr>
<tr>
<td>The community is connected to the school; their children’s learning and actively participates and values the work of the school fostering community leadership and empowerment (SEF–Sas: Leading – Management Practices and Processes; TTFM Teacher Survey: Parent Involvement).</td>
<td></td>
</tr>
<tr>
<td>Performance and Development Plans drive teacher professional learning opportunities and assist in creating a culture of improved practice and student outcomes.</td>
<td></td>
</tr>
</tbody>
</table>