



# School plan 2018-2020

## Marie Bashir Public School 4652



# School background 2018–2020

## School vision statement

Marie Bashir Public School aims to provide, in partnership with the parents and community, a quality education so that all students are able to reach their full potential within a caring learning environment.

Goal 1:

Marie Bashir Public School promotes independence, equity and excellence.

Goal 2:

All Marie Bashir Public School students become:

- Successful learners
- Confident and creative thinkers
- Active and informed citizens

Our experienced, committed staff, our clear focus on student wellbeing and the attractive school setting mean that students feel welcome and secure in their learning environment. Our strong partnership with our school's community promotes the educational, personal and social needs of all our students thus delivering world class curriculum and assessment practices and improving educational outcomes for a range of student needs.

## School context

Marie Bashir Public School is situated towards the end of a cul-de-sac at 159 Albert Road Strathfield. The school's parkland environment consisting of an oval, two tennis courts and two cricket pitches as well as its newly refurbished classrooms provides an attractive and welcoming environment.

Marie Bashir Public School serves a community which values and appreciates quality education. The school commenced with an enrolment of 67 in January 2014 and now in 2018 has 393 students. Its student population is established from the Strathfield area.

Marie Bashir Public School provides students with a future focused environment that strives towards building strong foundations for students in literacy and numeracy. PLAN data, NAPLAN, student work samples, the literacy and numeracy continuum as well as student, teacher and parent feedback provide a strong framework for teaching and learning.

The school has an effective learning support team, delivering strategic support to a range of students with learning needs. There is a strong emphasis on leadership and student well-being.

At Marie Bashir Public School, we will continue to develop a learning community which achieves high quality outcomes. This is done as students, parents and staff work together and are committed to building a school of which the entire community is proud.

Students are exposed to 21st century learning. Technological advances in learning delivery, effective programs in literacy, numeracy, science, digital technology, art, coding and robotics ensure our students have a strong foundation for future learning. Students also have the opportunity to participate in sport, dance, music, drama and a range of other activities to help them become well-rounded and successful members of society.

Extra-curricular activities such as: reading club, Premier's Reading Challenge, inter-school sport, choir, orchestra,

## School planning process

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Information sessions for parents regarding the school vision and their expectations.
- P & C meetings.
- Student, staff and parent surveys.
- Staff meetings regarding the school vision, school plan and goals.
- Formal staff conferences in order to set goals.
- Student focus sessions where students formally outline their learning goals, aspirations and expectations.

The Parents and Citizen's Association, staff and students were key stakeholders in the consultation process.

# School background 2018–2020

## School vision statement

## School context

debating, public speaking, performing arts, chess, tennis and Kung Fu are offered to all students.

Quality teaching is enhanced through commitment to the Professional Development Framework with emphasis on professional learning.

86.1% of the students are from a non– English speaking background with a range of cultures represented including: Chinese, Korean, Sri Lankan, Indian and Lebanese.

Alliances have been formed with the University of NSW (Robogals Program), The University of Sydney, Atlassian, Macquarie University, Australian Catholic University and St Patrick's College as well as a community of schools which include: Enfield Public School, Homebush Public School, Homebush West Public School, Strathfield South Public School, Strathfield South High School, Strathfield Girls and Homebush Boys High School.

A specialist Art teacher has been employed three days a week with the grant provided by the Packer Family and Crown Resorts Foundations. Students from Lucas Gardens School are involved in the school's Creative Arts initiative.

## School planning process

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Supportive, collaborative, informed and effective leaders

### Purpose:

To provide a student centred learning environment that supports, challenges and values all students to become skilled and motivated learners. In addition to this, students become informed, respectful, effective leaders who are empowered to be successful emotionally, socially and academically; connecting with a supportive community and striving to succeed.

## STRATEGIC DIRECTION 2

Promoting excellence by providing challenging and stimulating quality learning experiences

### Purpose:

To create stimulating and engaging learning environments through innovative and reflective practices that cater for the diverse needs of our students and community.

## STRATEGIC DIRECTION 3

Effective Communication and Meaningful Connections

### Purpose:

To create a culture of community participation by drawing on expertise to enhance meaningful and future focused learning experiences for all students, staff and the community.

# Strategic Direction 1: Supportive, collaborative, informed and effective leaders

## Purpose

To provide a student centred learning environment that supports, challenges and values all students to become skilled and motivated learners. In addition to this, students become informed, respectful, effective leaders who are empowered to be successful emotionally, socially and academically; connecting with a supportive community and striving to succeed.

## Improvement Measures

30% decrease in students noted on well-being program.

75% of students achieve principal awards, bronze level or greater.

## People

### Students

Gain a solid understanding of, and apply Covey's Seven Habits and the Marie Bashir Public School Rules.

Understand the school behaviour matrix, attitudes and expectations that enhance well-being and lead to improved outcomes.

Accept responsibility for their behaviour as expressed in the Behaviour Policy.

Take on leadership responsibilities within the classroom and school.

### Staff

Trained and implement The Leader in Me program.

Understand and regularly review the principles underlying the school's Student Welfare and Behaviour Policies.

Follow the Learning Support Referral process to report student welfare concerns.

### Leaders

Facilitate and lead innovative programs to support student wellbeing and promote high expectations amongst all students and staff.

### Community Partners

#### Community Partners and Parents

Embrace and support the student welfare program.

Gain an understanding of Covey's Seven

## Processes

Continue to develop leadership capacity via the Covey's Seven Habits program and the student welfare program.

Staff promote and implement Covey's Seven Habits in the school context, linking with current school rules.

Behavioural and educational programs developed, reviewed and updated with key stakeholders.

Recognise and celebrate student attainment using merit certificates and Principal's awards, annual presentation day awards, Aussie of the Month Award and Champion Choice cards.

Running of the student leadership programs such as Student Representative Council (SRC), assign class and school leadership responsibilities and provide opportunities for a broad range of extra- and co-curricular activities.

Provide the school community with ongoing information and feedback in relation to welfare and Covey's Seven Habits.

## Evaluation Plan

Send data for attendance, behaviour and well-being records.

Bi-annual Tell Them From Me student, parent and teacher surveys.

## Practices and Products

### Practices

Annual review and refinement of school well-being programs and behaviour policies.

All students, staff and parents to continue to familiarise themselves with the school student welfare policy.

Consistent use of school rules and Covey's Seven Habits to guide explicit behaviour expectations. School rules and Covey's Seven Habits displayed in all classrooms and integrated into weekly class learning programs.

Class behaviour and consequence rules to be consistent across classrooms, as per behaviour matrix included in behaviour policy.

All students to participate in formal yearly Covey's Seven Habits of Happy Kids social skills program.

Run parent information sessions relating to the school behaviour policy and Covey's Seven Habits of Happy Kids.

Advertise behaviour policy and Covey's Seven Habits of Happy Kids in school newsletter and kindergarten induction packs.

Students to complete a reflection sheet while attending the support room, and discuss skills and language required to resolve future issues, ensuring discussion links to the school rules and Covey's Seven Habits of Happy Kids.

### Products

# Strategic Direction 1: Supportive, collaborative, informed and effective leaders

## People

Habits and the school behaviour policy.

## Practices and Products

75% of students to receive Principal's awards.

Students receive merit certificates and Champion Choice cards.

Teachers to be familiar with, consult and follow the behaviour matrix and whole school behaviour policy regarding behaviour incidents and ensure well-being of all students.

A comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual well-being of students; which measurably improves individual and collective well-being. Students experience an environment that focuses on safety, respect and learning.

Continued support from the school chaplain, counsellor, LaST team and in-class support staff to assist students who require extra emotional and social skill development.

30% decrease in the amount of students on well-being program.

# Strategic Direction 2: Promoting excellence by providing challenging and stimulating quality learning experiences

## Purpose

To create stimulating and engaging learning environments through innovative and reflective practices that cater for the diverse needs of our students and community.

## Improvement Measures

- Literacy and Numeracy results in NAPLAN improving by 5%.
- Implementation of Project Based Learning in K–6 classrooms across all learning areas.
- Staff trained in STEAM and SOLE.
- Students taking ownership of learning and achieving personal learning goals.

## People

### Students

Students develop a deep understanding of the value of lifelong learning. Through student collaboration they will learn to identify the qualities of a learner, including leadership, reflection, critical and creative thinking.

### Staff

Through an integrated curriculum staff will develop, evaluate and consolidate teaching and learning programs.

### Parents/Carers

Marie Bashir Public School parents and carers are provided with regular opportunities to:

- Participate in parent information workshops focusing on literacy, numeracy, science and technology/STEAM.
- Engage in school activities e.g. parent meetings/interviews and volunteering at school.

### Community Partners

Connections to the community are created through strong partnerships with:

- A range of university personnel to improve professional practice through mentoring staff and students.

### Leaders

- Promote and support professional learning of English, Mathematics and Science.

## Processes

**Literacy:** All teachers are implementing project based learning strategies for Literacy.

**Numeracy:** Action research completed across K – 6 with a numeracy focus in conjunction with University Personnel.

### Future Focused Curriculum

**Delivery:** Through STEAM students develop problem solving skills to research and gain knowledge.

Professional learning on the implementation of the English and Mathematics syllabus with support from various university mentors.

Whole staff professional development for implementing the new Science syllabus with a focus on digital technologies.

Parents and staff have a shared understanding of Growth Mindset to improve students' self efficacy.

**Data Informed Practice:** All classrooms embed learning intentions and success criteria in lesson sequences and give effective feedback based on these goals.

Consistent formative assessment is used as a tool to monitor student progression.

## Evaluation Plan

- Classroom walkthroughs to gather evidence on developed programs.
- Regular collection of community engagement data at parent teacher interviews, meetings and events.
- Tell It From Me survey (staff, students, parents)

## Practices and Products

### Practices

#### Future Focused Curriculum

**Delivery:** Staff work with colleagues and the broader community to plan, develop, evaluate teaching and learning programs to create successful integrated units of work.

Project Based Learning embedded across literacy, numeracy and STEAM.

Staff expand their repertoire of teaching strategies to cater for positive student Growth Mindset.

**Literacy and Numeracy:** Teachers develop, modify and expand their repertoire of effective strategies to teach numeracy and literacy skills including TOWN, TEN & School Drama.

**Data Informed Practice:** Students use self-assessment and rubrics to reflect on learning and improve their outcomes. Staff use assessment data to inform programming.

### Products

#### Future Focused Curriculum

**Delivery:** Scope and sequence of concept connections through integration of subjects. Differentiated teaching practices embedded across all subjects.

Development of programs to deliver Growth Mindset concepts into school culture.

Increase confidence in students critical and creative thinking to prepare students for life beyond the Twenty-First Century.

Students are flexible learners who

## Strategic Direction 2: Promoting excellence by providing challenging and stimulating quality learning experiences

### Processes

- Teachers gather data from school based formative and summative assessment tasks to inform future quality differentiated teaching practices.

### Practices and Products

communicate effectively with others to create solutions to real life, global issues.

**Literacy and Numeracy:** Students have deep knowledge and understanding of syllabus content.

**Data Informed Practice:** Students set goals and become self directed learners.

Students developing a positive Growth Mindset.

Learning programs cater for specific needs.

# Strategic Direction 3: Effective Communication and Meaningful Connections

## Purpose

To create a culture of community participation by drawing on expertise to enhance meaningful and future focused learning experiences for all students, staff and the community.

## Improvement Measures

School rated at sustaining or higher on the School Excellence Framework.

Increased use of technology to communicate with our parent community.

## People

### Students

Develop interpersonal skills to enable them to relate effectively and appropriately to others.

Students develop confidence and become resilient learners and risk takers. Students develop the skills to use feedback and reflection in all aspects of schooling.

### Staff

Revise communication strategies.

Staff nurture professional relationships with all stakeholders, which are safe, respectful and supportive.

The school is focused on creating a climate of care, inclusivity and positivity. The school has high expectations of every student.

Developing protocols to support reflective practice and action research within the school and **through academic networks**.

### Leaders

Provide professional learning opportunities.

Identify, promote and utilise staff / community skills and knowledge.

### Parents/Carers

Have the knowledge and understanding to support the school in student learning and well-being programs.

Parents participate in a range of workshops.

## Processes

Technology driven communication and management systems, support the delivery of information.

Community engagement in School programs – MyScience/STEAM, Robogals, DigiEd, High School Linkages Program.

Build parent awareness and understanding of innovative pedagogy and new curriculum through workshops.

Continue to use educational partnerships with local high schools, primary schools, universities and businesses to support curriculum implementation and action research.

Upload anti-bullying, welfare and BYOD policies to the website.

## Evaluation Plan

School survey.

Evaluate Community Of Schools professional learning.

Qualitative and quantitative data from action research.

## Practices and Products

### Practices

Our school community will use various technologies to build a culture of collaboration and communication – Website, FlexiBuzz, blogs, google classroom and seesaw.

The achievement of high educational outcomes is a shared responsibility between the school and families. Ongoing development of awareness of school expectations, policies and procedures and student learning – Website, parent workshops, parent-teacher interviews.

School is working towards delivering excellence in communication as a result of its effective engagement with its school, local, academic, national and global partners.

Communication regarding staff performance and development aligned with PDP, excellence framework and national teaching standards.

### Products

Engaged parents who understand the learning progress of their children and how to effectively support them to learn.

High levels of collaboration between all local and global professional networks to enhance student outcomes.

Reciprocal professional learning between schools within the Wingara community of schools.

The School Excellence Framework forms the basis for ongoing reflective practices.

# Strategic Direction 3: Effective Communication and Meaningful Connections

## People

### Community Partners

The CoS Wingara network will be utilised to support professional development.

Utilise academic partners, networks and global connections to improve student, staff and parental knowledge and understanding of all key learning areas.