

School plan 2018-2020

Balmain Public School 7404



School background 2018–2020

School vision statement

Balmain Public School is embracing contemporary education within our future-focused vision. We aim to provide opportunities for rich, engaging and active learning, through a combination of:

- integrated curriculum delivery
- a mix of teacher-directed and student-driven experiences
- project-based learning
- explicit teaching
- critical thinking and problem-solving skills
- innovative and creative thinking
- social interactions and relationship building.

School context

Positioned in the heart of the Balmain Peninsula, Balmain Public School is a dynamic and innovative inner-city school, known locally as the 'school in the park'. Gladstone Park is our school's 'backyard' and is an extension of our teaching and learning spaces.

The school has reached capacity with 15 classes, including two Opportunity Classes (OC).

Approximately 2% of students identify as Aboriginal or of Torres Strait Islander descent, whilst 30% of students come from an English as an Additional Language/Dialect (EAL/D) background.

The school is staffed by dedicated, enthusiastic and supportive teachers, who deliver highly effective, quality teaching and learning programs, underpinned by the school's targets and vision.

There is an increasing emphasis on developing the creative arts curriculum, parallel to the academic curriculum. In order to meet the needs of our 21st Century learners, Balmain Public School is ensuring all teaching/learning programs are implementing creativity, critical thinking, collaborative learning environments and building on effective communication skills.

The school values effective partnerships with parents and a highly-involved community, committed to providing opportunities for all students to develop to their full potential.

Balmain Public School is an active member of CoLAS (Community of Leichhardt Area Schools), meeting once a term to coordinate shared professional learning.

Balmain Public School is also involved in Peninsula Partnerships, a network of schools working together to raise the profile of gifted education, as well as to provide teacher professional learning. An annual, two-day student engagement program targets identified gifted Year 5 students from the peninsula schools.

School planning process

- Evaluation of the 2015–2017 School Plan
- Completion of the School Excellence Framework Self-Assessment
- Gathered data used by School Executive to inform 5P planning (Purpose, People, Processes, Products and Practices)
- Staff familiarisation of 2018–2020 School Plan – each Strategic Direction to be reviewed in accordance with School Excellence Framework
- Community familiarisation of 2018–2020 School Plan – on school's website and P&C meeting

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Delivering Quality Education

Purpose:

Improving student outcomes by supporting teachers to use data and evidence to create high-quality, differentiated, and visible literacy and numeracy programs.

All young people have a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability, in line with the NSW Department of Education's Strategic Plan for 2018–2020.



STRATEGIC DIRECTION 2

Growing into the Future

Purpose:

Developing and supporting well-rounded global citizens, who will use 21st Century capabilities to interact and learn in a future-focused environment.

Every student in our school is known, valued and cared for, in line with the NSW Department of Education's Strategic Plan for 2018–2020.



STRATEGIC DIRECTION 3

Leading the Way

Purpose:

Ensuring continual growth and development of every student, staff member and leader, by providing authentic leadership and mentoring opportunities, as well as encouraging the sharing of knowledge, skills and expertise.

Every student, every teacher, every leader will improve every year, in line with the NSW Department of Education's Strategic Plan for 2018–2020.

Strategic Direction 1: Delivering Quality Education

Purpose

Improving student outcomes by supporting teachers to use data and evidence to create high-quality, differentiated, and visible literacy and numeracy programs.

All young people have a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability, in line with the NSW Department of Education's Strategic Plan for 2018–2020.

Improvement Measures

Consistent growth in student achievement in literacy as measured against the Learning Progressions and using consistent teacher judgement.

Consistent growth in student achievement in numeracy as measured against the Learning Progressions and using consistent teacher judgement.

Quality teaching and assessment practices evident in all classrooms, ensuring all students receive appropriate support according to their point of need in literacy and numeracy.

Increased proportion of students achieving the top 2 bands in NAPLAN.

Achieve excellence in NAPLAN Value-Add.

People

Students

Students will receive differentiated teaching and learning in literacy and numeracy, according to their point of need.

Staff

Teachers will engage in collaborative planning and significant professional learning, targeting the implementation of whole-school literacy and numeracy programs.

Teachers will track students against the learning progressions and use the data to program for individual student needs.

Parents/Carers

Parents will be invited to information sessions on the teaching of literacy and numeracy at Balmain Public School.

Community classroom helpers will be trained to increase the effective in-class support in literacy and numeracy.

Processes

Implement a whole-school approach to improve student literacy outcomes, with a specific focus on reading comprehension strategies and writing skills.

Implement a whole-school approach to improve student numeracy outcomes, with a specific focus on basic computation skills and mathematical problem-solving.

Develop and implement a model of instructional leadership to enable consistent data collection, student tracking and identification of students' learning needs in literacy and numeracy.

Evaluation Plan

Learning Progressions

PLAN2

NAPLAN

Internal student performance data

Observations

Practices and Products

Practices

Teachers will engage in professional learning to enable implementation of the Learning Progressions, as well as whole-school programs for reading comprehension and writing. Stages work collaboratively to plan differentiated literacy programs, based on three-weekly data collection, tracking and monitoring.

Provide and source differentiated professional learning focusing on fluency in basic computation skills and mathematical problem-solving. Stages work collaboratively to plan differentiated literacy programs, based on three-weekly data collection, tracking and monitoring.

A school-wide tracking system will be created and maintained to ensure achievement and progress can be closely tracked and monitored.

Products

Increased student achievement in reading fluency and comprehension strategies, and the skills associated with quality writing.

Increased student achievement in the basic skills of mathematical processes and comprehension in maths problem-solving.

Students receive explicitly targeted teaching and learning in literacy and numeracy, at their point of need.

Strategic Direction 2: Growing into the Future

Purpose

Developing and supporting well-rounded global citizens, who will use 21st Century capabilities to interact and learn in a future-focused environment.

Every student in our school is known, valued and cared for, in line with the NSW Department of Education's Strategic Plan for 2018–2020.

Improvement Measures

Student achievement and wellbeing will be recorded and tracked on a school-wide system, ensuring that all students are catered for at their individual point of need.

Reduction in the number of negative behaviour incidents.

Increase in student engagement.

People

Students

Students will actively practice the skills and strategies associated with the school's wellbeing and PB4L programs.

Students will learn how to work effectively and successfully in an agile learning space.

Staff

Staff will engage in on-going professional learning based on student wellbeing and PB4L, adapting classroom management strategies accordingly.

Teachers will be supported in developing a future-focused mindset, enabling learning environments to encompass 21st Century capabilities.

Parents/Carers

Parents and carers will be supported in understanding how an agile learning environment will help to prepare their children for the future.

Processes

The school embraces an ethos of shared understanding, responsibility for, and a positive influence on, school-wide student wellbeing.

Establish and implement a school-based *Positive Behaviour for Learning* (PB4L) program across the school.

Expand upon Balmain Public School's *Keeping it REAL* (Relevant, Engaging, Active Learning) initiative, incorporating investigative learning practices (play-based and project-based learning, investigations, SOLE (Self-Organised Learning Environments) and STEM).

Evaluation Plan

EBS4

Synergy

NCCD data

Internal database

PLPs

Observations

Student surveys

Practices and Products

Practices

The school-wide engagement in the *You Can Do It! Education* program will be complemented by the *Rock and Water* anti-bullying program. Every student's learning and wellbeing needs will be recorded, tracked and regularly monitored on a whole-school database.

All students and staff will embed the PB4L expectations into the culture of the school.

Teaching and learning in future-focused, agile learning spaces to ensure collaborative stage-based programs and authentic application of the 21st Century learning capabilities.

Products

Students will be confident, resilient and supported learners, allowing them to thrive, succeed and actively connect.

A consistent approach to positive behaviour expectations across the school.

Increased levels of engagement and a future-focused mindset for both students and teachers.

Strategic Direction 3: Leading the Way

Purpose

Ensuring continual growth and development of every student, staff member and leader, by providing authentic leadership and mentoring opportunities, as well as encouraging the sharing of knowledge, skills and expertise.

Every student, every teacher, every leader will improve every year, in line with the NSW Department of Education's Strategic Plan for 2018–2020.

Improvement Measures

Increased proportion of students developing and demonstrating leadership skills in an authentic context.

Increased proportion of teachers taking on areas of responsibility and professional learning within the school.

Demonstrated evidence of professional growth against the Australian Teaching Standards.

People

Students

Students will learn how to be a buddy or a mentor, and will be taught effective leadership skills.

Staff

Teachers will form part of a culture where the sharing of expertise and the focus on continual development is paramount.

Leaders

School executive staff will become instructional leaders, developing a model of mentoring and guiding to ensure growth and development for all teachers.

Processes

Build the capacity of all students by providing authentic leadership opportunities through the school's 'Buddy-Up' program.

Create shared responsibility for leadership and professional development within the school, with teachers regularly sharing their expertise on areas for improvement and development within the school.

Evaluation Plan

Register of professional learning

Australian Teaching Standards

Observations

Practices and Products

Practices

All students and teachers will implement a timetabled, structured 'Buddy-Up' program across the whole school, where each student is a mentor or mentee, and weekly sessions are based on the YCDI! program.

All staff sharing expertise, knowledge and skills. 'Expert' teachers will offer relevant professional learning by modelling effective quality teaching practices.

Products

Student leadership initiative and authentic student voice is encouraged and supported, regardless of formal leadership positions and regardless of age or year group.

Shared responsibility for the growth and development of the staff in our school. An instructional leadership model, ensuring teachers receive differentiated professional learning at their point of need.