



School plan 2018-2020

Bondi Public School 7407



School background 2018–2020

School vision statement

At Bondi Public School, every class is an enrichment class. An integrated, comprehensive, explicit and creative curriculum is paramount to meeting the academic, social and emotional needs of our learners. Our staff lead innovative quality teaching practices with consistent collaboration and professional learning. We strive to ensure that the focus of our school provides a strong sense of social awareness and responsibility as well as clear, consistent and efficient communication, which ultimately improves student outcomes. The continual development of positive respectful relationships between students, parents, community and staff is paramount at Bondi Public School. All stakeholders recognise the importance of embedding appropriate values and manners. Through a holistic approach we aim to develop children for a dynamic future where critical and creative problem solving skills will be essential to their success. These ideals underpin everything we do.

School context

Bondi Public School is a large urban beachside primary school, located in the eastern suburbs of Sydney. It was established in 1883 and has had a long and continuous history in public education. Bondi Public School has a current enrolment of 586 students across 24 classes, including 26% from a Language Background Other Than English (LBOTE). There are four on class assistant principals and a non-teaching deputy principal.

Bondi Public School focuses on delivering quality teaching across all learning areas with high expectations underpinning strong academic achievement. The school focuses on providing outstanding literacy, numeracy, science & technology, and gifted & talented education. Enrichment classes in each stage cater for the needs of students. Bondi Public School has a dedicated philosophy teacher and Philosophy for Children is embedded across K–6. The Stephanie Alexander Kitchen Garden Program is integrated across all curriculum areas, and the school highly values the messages around fresh produce and healthy eating that the program teaches. Additional programs offered at Bondi Public School include Mandarin, Italian, Music, Sport and BounceBack. The school has an extremely strong sense of community, and is supported by an active Parents and Citizens Association.

School planning process

Bondi Public School staff, parents and students have worked together to develop the school plan 2018–2020. Stakeholders were involved in a consultation process where ideas, programs, values and strategic directions were discussed, surveyed and identified.

During meetings, participants reviewed and evaluated the previous school plan as well as assessment results, targets and school achievements. The review process included a review of the strengths, opportunities and areas for development across the school.

Staff were involved in workshops on the School Excellence Framework and the Quality Teaching Framework to identify and prioritise elements of these in our school plan. Parents and students were given opportunities to reflect on current practices and participate in focus groups and surveys, providing valuable data for our planning process. Students, staff and parents have completed the Tell Them From Me (Centre for Education Statistics and Evaluation) survey.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Delivering a comprehensive, balanced curriculum

Purpose:

Our school is committed to enhancing student outcomes, particularly in Literacy and Numeracy. Students will participate in programs that are differentiated and engaging to ensure they are successful and develop as lifelong learners. We will provide meaningful learning opportunities to support and equip all students with the qualities and skills that enable them to become responsible and respectful members of the community.

STRATEGIC DIRECTION 2

Staff leading Quality Teaching practices

Purpose:

Our school prioritises a culture where teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. Teachers regularly use school-wide student assessment data to identify student achievements and progress in order to inform future school directions. Through the sharing and collaboration of programs and teacher expertise, training and professional learning, we promote inclusive and positive relationships within the school and learning environments. Our teachers demonstrate curriculum innovation, quality teaching and leadership capability that inspire learning and cater to students' needs. The consistent use of feedback and reflection leads to student success as a direct result of these processes.

STRATEGIC DIRECTION 3

Positive respectful relationships and high expectations

Purpose:

Bondi Public School provides a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. Positive and respectful relationships are fostered between all students, parents, community members, and school staff. We are further developing strong, strategic and effective management in the school leadership team which fosters exemplary practice within the school community and will further a school wide culture of shared responsibility and high expectations.

Strategic Direction 1: Delivering a comprehensive, balanced curriculum

Purpose

Our school is committed to enhancing student outcomes, particularly in Literacy and Numeracy. Students will participate in programs that are differentiated and engaging to ensure they are successful and develop as lifelong learners. We will provide meaningful learning opportunities to support and equip all students with the qualities and skills that enable them to become responsible and respectful members of the community.

Improvement Measures

Increased growth in spelling, writing and number (K–6) will be recorded and monitored by Planning Literacy and Numeracy software (PLAN/2) registration with all students moving along the learning progressions.

Increase the number of students achieving expected growth in National Assessment Program – Literacy and Numeracy (NAPLAN)

People

Students

Through the teaching of explicit skills and strategies in literacy and numeracy, students will recognise their strengths, identify areas for improvement through ongoing reflection and set goals for future learning.

Staff

Strategic professional learning for all staff to prepare and deliver quality teaching practices. Staff will have a deep understanding of PLAN/2 and have the skills to use data that will inform teaching and learning.

Parents/Carers

The school establishes a collaborative community by facilitating opportunities for parents and teachers to work together. Through a variety of workshops parents are provided with the knowledge and confidence to support their child's learning.

Community Partners

The school continues to build academic partnerships with other educational settings. The school will continue to maintain an active presence in the Community of Schools in the Eastern Suburbs (CoSiES) network.

Leaders

Build the capacity of all leaders and aspiring leaders to develop and lead initiatives in literacy and numeracy resulting in improved student outcomes.

Processes

Implement systems and practices that lead to regular consistent teacher judgement sessions and analysis of data to improve student outcomes.

Targeted tiered interventions implemented across the school in literacy and numeracy

Evaluation Plan

The effectiveness of the improvement plan will be regularly assessed through:

- Regular analysis of school based student assessment data
- Analysis of NAPLAN data
- Analysis of annual data trends as measured through PAT testing (maths and literacy)
- Monitoring of student progression along the Learning Progressions every five weeks
- Teaching and learning program supervision

Practices and Products

Practices

High quality and continual professional learning for all staff – the results of which are evident in teaching pedagogy, practice and programs.

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

All students will have access to tiered interventions in literacy and numeracy

Products

Students are able to communicate their understanding in literacy and numeracy using appropriate meta-language.

Students will demonstrate increased value-added growth in literacy and numeracy with baseline data drawn from NAPLAN, PLAN/2 and internal measures.

A Learning and Support Teacher (LaST) team will be developed to focus on providing tiered interventions to identified students and their teachers

Strategic Direction 2: Staff leading Quality Teaching practices

Purpose	People	Processes	Practices and Products
<p>Our school prioritises a culture where teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. Teachers regularly use school-wide student assessment data to identify student achievements and progress in order to inform future school directions. Through the sharing and collaboration of programs and teacher expertise, training and professional learning, we promote inclusive and positive relationships within the school and learning environments. Our teachers demonstrate curriculum innovation, quality teaching and leadership capability that inspire learning and cater to students' needs. The consistent use of feedback and reflection leads to student success as a direct result of these processes.</p>	<p>Students</p> <p>Students will play an active role in their own learning and develop skills as informed and independent learners to engage with curriculum learning activities. They will use feedback from teachers to inform their future learning and learning behaviours.</p> <p>Staff</p> <p>Focused professional learning for teachers in assessment, for, of and as learning and making the learning visible to students. Provision of quality examples, mentoring, strategies and resources to support implementation and achievement of targets.</p>	<p>Develop teacher capacity to meet their individual needs through a structured Performance and Development Plan (PDP) process.</p> <p>Quality Teaching, Successful Students (QTSS) mentor to build staff capacity using Formative Assessment strategies with a focus on literacy and numeracy.</p> <p>Effective school wide systems are established for documenting, referencing and providing evidence for meeting the Australian Teaching Standards.</p>	<p>Practices</p> <p>All staff members will engage with the relevant aspects of the Australian Institute for Teaching and School Leadership (AITSL) Teacher Toolkit to develop key understandings and best practice in improving their performance and development.</p> <p>All staff are engaged in regular feedback and reflection and are highly committed to the continuous improvement of their own teaching. Teachers engaged in professional dialogue on consistent assessment and reporting practices.</p>
<p>Improvement Measures</p>	<p>Parents/Carers</p> <p>Understand the learning needs of their child and collaborate with the school to support student learning.</p>	<p>Evaluation Plan</p> <p>The effectiveness of the improvement plan will be regularly assessed through</p> <p>Consistent school-wide approach for:</p> <ul style="list-style-type: none"> • supervision/programming • professional learning • professional learning goals linked to the national standards and the school plan • assessing and reporting 	<p>Teachers regularly review learning and provide feedback to each student, ensuring all students have a clear understanding of how to improve their learning.</p>
<p>All staff meeting professional goals through professional learning and feedback with negotiated observations and feedback to improve professional knowledge and practice</p>	<p>Community Partners</p> <p>School community input is investigated, sought and promoted to support quality teaching practices and provide additional resources.</p>	<p>Reflecting on leadership, teaching and learning through:</p> <ul style="list-style-type: none"> • Tell Them From Me Survey (TTFM) • professional learning (PL) surveys • accreditation • regular gathering of data for analysis, reflection and reporting on the impact of planned activities identified in milestones. 	<p>Products</p> <p>Teachers engage with the PDP Framework to develop personal learning plans and set personal and professional development goals which will impact on student outcome achievement.</p>
<p>Tell Them from Me survey indicates that teachers are supported to trial evidence-based, future-focused practices.</p>	<p>Leaders</p> <p>Leaders develop effective systems and structures to support staff to differentiate learning tasks. They reflect on and model high quality pedagogical practice; set high standards for student learning; monitor student achievement data; and proactively implement change based on student achievement.</p>		<p>A whole school consistent approach to supervision, observation, programming and planning.</p> <p>Teachers develop their capacity to collect information and data identified as relevant to assessing the performance of themselves, their teaching, the effectiveness of their programs and the impact on student learning.</p>

Strategic Direction 3: Positive respectful relationships and high expectations

Purpose

Bondi Public School provides a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. Positive and respectful relationships are fostered between all students, parents, community members, and school staff. We are further developing strong, strategic and effective management in the school leadership team which fosters exemplary practice within the school community and will further a school wide culture of shared responsibility and high expectations.

Improvement Measures

A whole school approach to maintaining student and staff wellbeing strategies within the school.

All students to display and reflect positively on their behaviour

People

Students

Build capacity in students to adopt a positive mindset, gain an understanding of how to demonstrate respect, promote resilience and how to be safe and responsible.

Staff

Develop skills in modelling respectful relationships and making connections with students and parents. Staff to develop knowledge and understanding of the Positive Behaviour for Learning (PBL) framework and are conscious of their students and their own wellbeing and mental health

Parents/Carers

Develop skills in modelling respectful relationships, valuing the contributions of others and acting responsibly and safely. Parents to develop understanding of PBL Framework.

Community Partners

Strategically select quality programs that promote mental health and positive wellbeing.

Leaders

Ability to lead by example and develop the capabilities of staff in making positive, respectful connections. Ensure staff feel valued, appreciated and well supported.

Processes

Develop a consistent approach to student behaviour through implementing PBL

The learning needs and views of the community are evaluated through regular community consultation and addressed through appropriate workshops.

Improve communication structures between home and the school, in areas such as school programs, school news and events and whole school direction.

Evaluation Plan

The effectiveness of the improvement plan will be regularly assessed through:

- Positive respectful relationships and high expectations – students, staff, parents, community & leaders
- Implementation of the new PBL discipline policy
- Anti-bullying policy
- Kids Matter implementation and in-school evaluation
- Staff Wellbeing as selected in the TTFM surveys

Practices and Products

Practices

Ongoing negotiated involvement with the school by community partners. A commitment to a shared vision across the school and the community.

The school community is committed to Positive Behaviour for Learning (PBL) as a consistent approach.

Regular forums are conducted to unpack topics that parents request in the area of curriculum and student wellbeing.

A range of communication procedures that effectively inform all stakeholders is considered and implemented.

Products

High level of communication is maintained with the entire school community

Increasingly positive data will be drawn from the Tell Them From Me Survey – four dimensions of classroom and school practices from, staff, students and parents. School data will also show a reduction in the number of negative behaviour incidents across the school.

PBL is embedded across the school. Students, staff and community have a consistent approach to understanding positive behaviour.