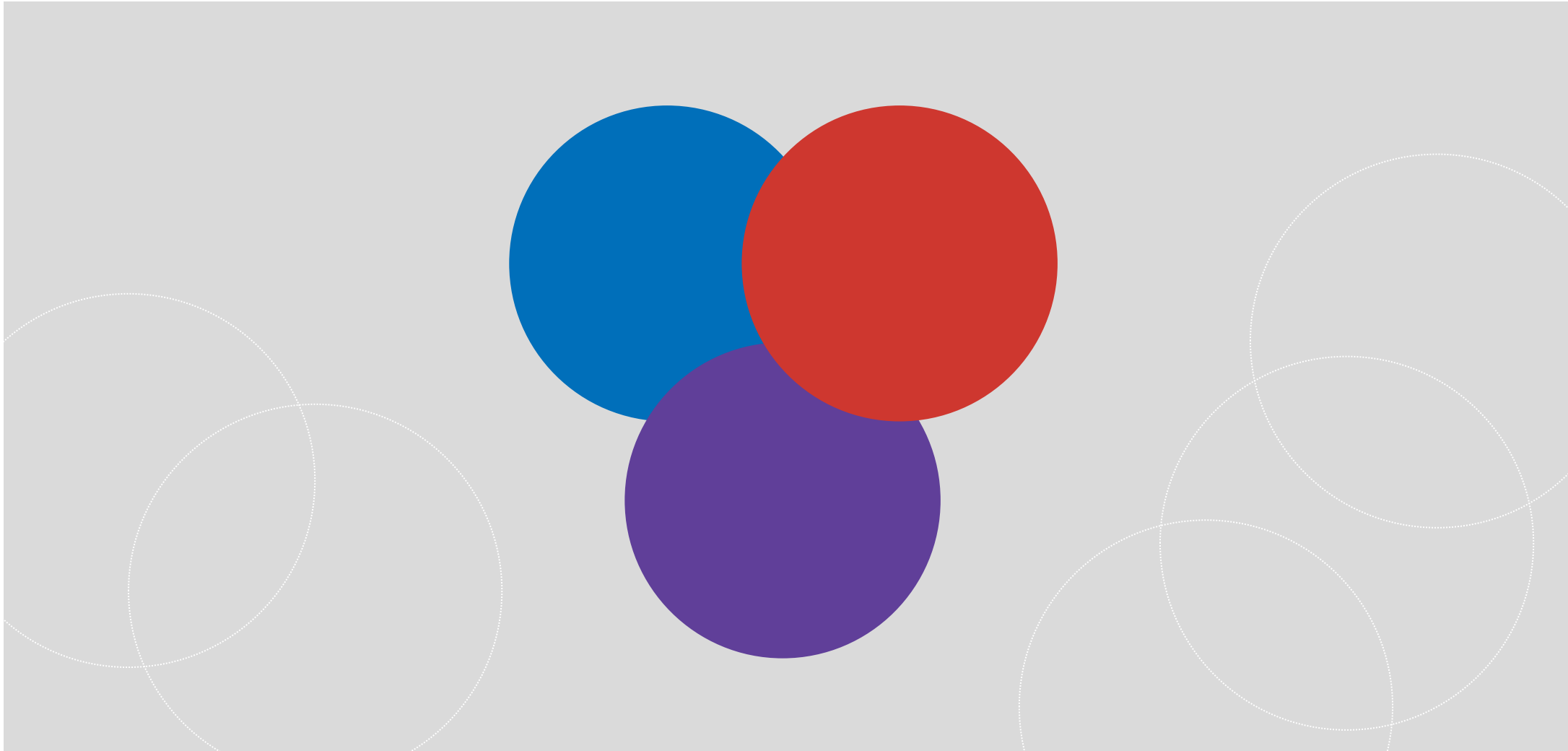


School plan 2015 – 2017

Bass Hill PS 1148





School vision statement

Bass Hill Public School is committed to encouraging excellence and creating confident, active, lifelong learners by engaging in meaningful learning opportunities in a safe, supportive, respectful and inclusive environment.

School context

Bass Hill Public School is a dynamic school delivering primary education from Pre-school to Year 6. Our school is located in the inner south west of metropolitan Sydney. Established in 1923 we continue our proud history of public education as part of the New South Wales Department of Education, designing learning to meet the needs of our 400 students.

We have a team of highly committed teachers, support and ancillary staff ensuring the specific needs of our children are met in safe and responsive learning environment. Our cultural diversity is our greatest asset enriching the social and educational experiences of our children, teachers and parents. Our population has students from non-English speaking (87%) and English speaking backgrounds who come together with a strong sense of identity and partnership.

We work for our students to have opportunity, purpose and success in their learning. Our teachers commit to their professional growth to build a school with a culture that continuously improves on what it does for all.

Meaningful relationships based on trust and mutual respect are along with the wellbeing of all people connecting with our school is a critical part of how we do what we do!

The school is committed to open communication and evidence informed practice.

School planning process

The school plan has been developed in consultation with all members of the school community. Many key documents related to DEC reforms were read and reflected upon during the planning process.

Consultation meetings to develop the school vision, three strategic directions and 5P planning process included;

- Whole school evaluation and analysis of school data using internal and external measures; parents, students and staff surveyed online, through focus groups, interviews and surveys sent home.
- Staff development days and parent meetings to go through the Melbourne declaration and identify the schools purpose and vision statement
- Meetings with students, community and staff to establish core values
- Staff meetings and evening sessions to determine strategic directions and 5 P's
- Meetings with Principal Leadership Officers to discuss and refine ideas
- Executive days and sessions to formulate and put in writing the strategic directions and 5P's
- Consultation and feedback meetings to reflect and discuss draft plan
- Fine tuning of plan with executive to produce final plan to upload to the school website.



Bass Hill Public School

STRATEGIC DIRECTION 1

Student Learning and Engagement

Students will be
successful, confident
active learners in an ever
changing world

STRATEGIC DIRECTION 2

Staff Learning and Leadership

Staff will be dynamic and
collaborative, promoting a
culture of learning and
professional practice

STRATEGIC DIRECTION 3

School Learning and Wellbeing

A school with high
expectations and
collaborative partnerships
that are inclusive, informed
and supportive

Purpose

To equip our students with the essential skills, knowledge and understandings that ensure they have opportunities, purpose and success in an ever changing world. We want our students to engage in experiences that create a curiosity and a passion for learning that will last them a lifetime.

Purpose

All staff share responsibility for student learning and develop a culture of continuous improvement.

Purpose

To build meaningful partnerships based on trust and mutual respect that work together to set high expectations and improve student learning. We want our students to leave our school with the social, emotional and academic skills that allows them to thrive in the life they choose to live.

Strategic Direction 1: Student Learning: Students will be successful, confident active learners in an ever changing world

Purpose

Why do we need this particular strategic direction and why is it important?

To equip our students with the essential skills, knowledge and understandings that ensure they have opportunities, purpose and success in an ever changing world. We want our students to engage in experiences that create a curiosity and a passion for learning that will last them a lifetime.

Improvement Measures

- ❖ 70% of students achieve equal to or greater than stage appropriate growth when measured against literacy and numeracy continuum
- ❖ 70% students demonstrate improved efficacy and engagement with technology
- ❖ Quality common assessment practices are in place across the school

People

How do we develop the capabilities of our people to bring about transformation?

Students:

Through formative assessment and problem based learning students will have a clear understanding of how to take responsibility for and improve their own learning.

Staff:

All staff understand how to develop engaging and differentiated teaching and learning programs and innovative assessment practices

Parents/Carers:

Parents will have high expectations of success and will increase their understanding of current pedagogy and how to support student learning at home and at school.

Leaders:

Leaders will drive and monitor the implementation of formative assessment practices, quality teaching and ICT across the school

Processes

How do we do it and how will we know?

Differentiation

Matching teaching practice to learning needs. Strategies include

- Implementation of school wide formative assessment practices and use of data to drive teaching
- Literacy and Numeracy initiatives – L3, Building Blocks
- Tiered Interventions / EAfS team
- PLASPS – Aboriginal Education
- Use of BOSTES syllabus documents, PLAN, general capabilities framework, continuums to track and plan

Project Based Learning

To cater for all learning needs and ensure critical and creative thinking.

Strategies will include;

- Project based learning
- ICT opportunities

Evaluation Plan

Internal:

Monitoring, observing and collegial discussions as well as program reviews – through stage, exec and PL meetings and sessions

External:

NAPLAN and PLAN data

Products and Practices

What is achieved and how do we measure?

Products:

70 % of students achieve grade/stage based expectations the literacy and numeracy continuum (PLAN data)

70% students demonstrate improved efficacy and engagement with technology

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

All staff use a variety of technology to engage students in learning experiences that are significant and interest based

Teachers understand and utilise assessment for, as and of learning in determining teaching directions and effectiveness

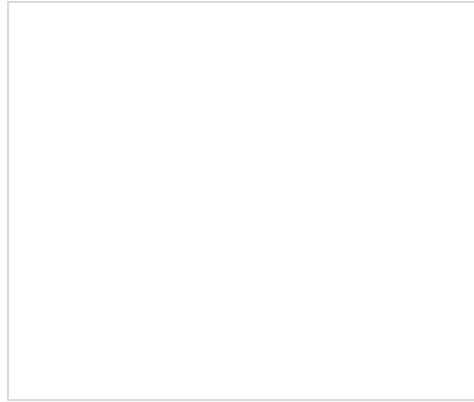
Students have individual learning goals and can articulate what they are learning, why it is important and where to next with their learning.

Teachers take responsibility for changes in practice required to achieve improved school performance and are using data to monitor effectiveness of their own efforts

PBL is embedded across the school with a tuning protocol in place to ensure continual evaluation, feedback and improvement of projects

Strategic Direction 2: Staff and Leader Learning: Staff will be dynamic and collaborative, promoting a culture of learning and professional practice

Purpose	People	Processes	Products and Practices
<p>Why do we need this particular strategic direction and why is it important?</p> <p>All staff share responsibility for student learning and develop a culture of continuous improvement.</p>	<p>How do we develop the capabilities of our people to bring about transformation?</p> <p>Staff: Staff understand the importance of continually improving practice and engage with a culture of sharing and PL. They actively engage in networks beyond the school.</p> <p>Parents/Carers: Parents are supported to understand the importance of professional learning.</p> <p>Community Partners Other schools and community members support the introduction of educational innovations that improve whole school practice</p> <p>Leaders: Leaders drive the development of a learning culture and support continuous improvement and collaboration</p>	<p>How do we do it and how will we know?</p> <p><u>Professional Learning Communities</u> Provision of high quality professional learning underpinned by systems leadership to ensure individuals and teams are provided experiences not only within the school but also across networks. This will occur in many ways;</p> <ul style="list-style-type: none"> • Teacher observation, reflection and feedback • Planned visits • Exec development • Aspiring leaders / coaching program / ECT initiatives <p><u>Quality Teaching to Support Students</u> Research is put into practice in a supportive way. Strategies include;</p> <ul style="list-style-type: none"> • Performance and development framework • Accreditation and Maintenance <p>Evaluation Plan <u>Internal:</u> Performance and Development framework Surveys School excellence framework as a self-assessment tool Reflection Journals</p>	<p>What is achieved and how do we measure?</p> <p>Products 100% of staff are involved in PL communities that are driven by teacher identified need and link to PLP goals</p> <p>100% of staff are evaluating their practice and providing evidence of impact as measured against their performance and development goals. These goals link to the school plan, DEC reforms and individual career aspirations</p> <p>What are our newly embedded practices and how are they integrated and in sync with our purpose?</p> <p>Practice: Teachers are consistently drawing on and using current, research based pedagogies and continually reflecting on and improving their practice</p> <p>All staff actively engaged in professional learning driven by teacher identified need, have learning at the centre and are shared with staff to improve student</p> <p>All teachers engage with systems for collaboration, classroom observation, the modelling of effective practice, reflection and feedback to drive improvement in teaching practice and student outcomes</p>
Improvement Measures			
<ul style="list-style-type: none"> ❖ 100% of staff are involved in PL communities that are driven by teacher identified need and link to PLP goals ❖ 100% of staff are evaluating their practice and providing evidence of impact as measured against their performance and development goals. These goals link to the school plan, DEC reforms and individual career aspirations 			



<u>External:</u> School excellence framework assessment by outside personnel	School leadership team demonstrate instructional leadership promoting continual improvement and evaluative thinking
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Strategic Direction 3: School Learning and Wellbeing : A school with high expectations and collaborative partnerships that are inclusive, informed and supportive

Purpose

Why do we need this particular strategic direction and why is it important?

To build meaningful partnerships based on trust and mutual respect that work together to set high expectations and improve student learning. We want our students to leave our school with the social, emotional and academic skills that allows them to thrive in the life they choose to live.

Improvement Measures

- ❖ Demonstration of development of social and emotional skills in students across the school by an 80% reduction in playground incidents.
- ❖ Higher levels of student engagement in class by an 80% reduction in student in class behavioural incidents
- ❖ 100 % Increase in community participation within the school and increased opportunities for parents to participate in their children's learning
- ❖ 100% increase in relationships with external agencies
- ❖ Less than 8% of students have less than 85% attendance rates

People

How do we develop the capabilities of our people to bring about transformation?

Students:

Students are self-aware, build positive relationships and actively contribute to the school, community and society they live in

Staff:

Staff are self-aware, build positive relationships and expectations. They develop thorough understanding of the relationship between social, emotional and academic achievement.

Parents/Carers:

Parents develop an understanding of emotional intelligence and learning so they become active and engaged participants in their child's learning

Leaders:

Leaders are self-aware and lead and model emotional intelligence and community engagement

Processes

How do we do it and how will we know?

Well-Being

Comprehensive and inclusive framework to support cognitive, emotional, social and physical well-being of students. Strategies include;

- Implementation of Positive Behaviour for Learning
- Implementation of EQ and SEL – social emotional learning programs
- Coaching and mentoring of executive and staff by behaviour specialist.
- Song room, White Ribbon
- Attendance

Community partnerships

Ensure initiatives promote and encourage parent and community participation and involvement in school activities and programs
Parental engagement through SEL programs
Develop productive relationships with external agencies such as universities, industry and community organisations to improve opportunities for students

Evaluation Plan

Internal

PBL surveys, community surveys and data collection

External

Products and Practices

What is achieved and how do we measure?

Products:

Demonstration of development of social and emotional skills in students across the school by an 80% reduction in playground incidents.

Higher levels of student engagement in class by an 80% reduction in student in class behavioural incidents
100 % Increase in community participation within the school and increase and increase opportunities for parents to participate
100% increase in relationships with external agencies

What are our newly embedded practices and how are they integrated and in sync with our purpose?

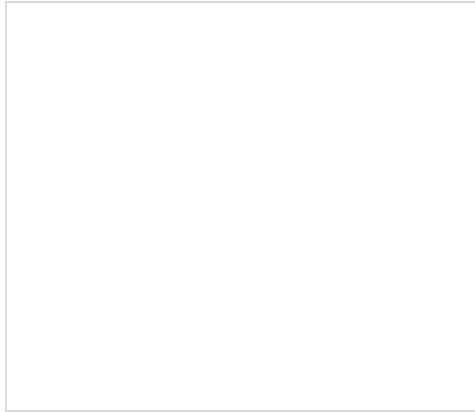
Practices:

A common language around social and emotional learning is used by staff, students and parents and is embedded within the school culture

PBL SET reflects consistency in practice across the school.

Positive and respectful relationships across the school community underpin a productive learning environment and support students' development of strong identities as learners.

SEL curriculum is embedded across school



Elements of the school excellence framework – use as a self-assessment tool as well as external assessment PBL SET and other PBL assessment tools

P-6

Active participation of parents in student learning

Students are provided with opportunities to participate in and benefit from a wide range of community based programs