

Bligh Park Public School School Plan 2015 - 2017



Quality Teaching and Leading
Student Engagement
Global Partnership

School vision statement

Our school fosters and values knowledge and the development of skills to be life long learners: creative, innovative and collaborative problem solvers who contribute positively in our increasingly connected world. We will demonstrate and uphold the core beliefs and values of the school, resulting in tolerant, respectful and resilient global citizens who value learning for life.

School context

Bligh Park Public School is a NSW Department of Education and Communities Primary School situated on the outskirts of Windsor in the Western Sydney Region, Macquarie Park. In 2015 the school was selected to be involved in the Early Action for Success strategy. The aim of our involvement in this program is to improve student performance through a targeted approach in K-2. The school also continued to be involved in the Empowering Local Schools National Partnership. At Bligh Park Public School we believe in the value of working cooperatively with our community to provide strong foundations for our students' education and life long learning. We have 375 students, including 39 Aboriginal students who interact within a Safe, Respectful and Responsible learning environment consisting of fourteen mainstream classes and three support classes. The students and staff embed a culture of 'Persistence, Pride and Excellence' in all school activities and settings. This is evident in the school's involvement in Dance, Sport, Band, Gifted and Talented programs, Debating and Public Speaking opportunities within the larger community. Involving our Bligh Park School Community is an integral part of our day to day routines at the school. We pride ourselves on providing opportunities for parents and learning communities, through actively participating in all aspects of their child's learning. Together as a community we work towards all students', 'Learning for Life'.

School planning process

The Leadership team in collaboration with Bligh Park Staff, the Student Representative Council and the Parent and Citizens committee developed the school vision statement in Term 4, 2014. This then became the basis of our school plan for 2015 – 2017.

The School Plan has been developed In consultation with staff, the Student Representative Council, the school community and the Principal's School Leadership Team. This has been achieved through P&C meetings, focus groups and school surveys. This involvement guided and developed the school's three strategic directions, documenting the priorities, strategies, goals and performance measures that will support the school in achieving its vision statement.

The three strategic directions will allow staff, students and the community to foster a culture that develops;
Quality Teaching and Leading – creating and sustaining a learning environment where quality teaching and learning takes place.

Student Engagement – engaging students in academic achievement, fostering a sense of belonging and self worth, resulting in learning for life.

Global Partnership – strengthening family and community engagement to assist students to become respectful and resilient global citizens.

These strategic directions show how Bligh Park Public School will develop a pedagogical framework consolidating quality teaching opportunities systematically implemented across the whole school, supported by instructional leadership, resulting in the improvement of student achievement.

STRATEGIC DIRECTION 1

Quality Teaching and Leading

Create and sustain a learning environment where quality teaching and learning takes place.

Cultivate a culture of innovation and seek to enhance best practice for school wide improvement.

Develop deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications.

Develop and embed a positive culture of challenge and support to enable quality teaching and leading opportunities.

STRATEGIC DIRECTION 2

Student Engagement

Engage students in academic achievement fostering a sense of belonging and self-worth, resulting in learning for life.

Varied and engaging teaching and learning approaches, including the use of innovative learning technologies that respond to the needs and learning styles of individual students.

Provide learning and teaching programs that engage and motivate all students through innovative and integrated multimodal approaches.

Provide students with opportunities to negotiate and be active participants in their learning relevant to their current and future needs.

STRATEGIC DIRECTION 3

Global Partnership

Strengthen family and community engagement to assist students to become respectful and resilient global citizens.

Work alongside community agencies to maximise engagement and student resilience especially when transitioning into new settings.

Build positive working relationships through improved communication with parents and other learning communities to support our learners effectively.

Embed positive student behaviour processes promoting and recognising SAFE, RESPECTFUL and RESPONSIBLE learners, ready to positively contribute to our global society.

Strategic Direction 1: Quality Teaching and Leading

Purpose

Create and sustain a learning environment where quality teaching and learning takes place.

Cultivate a culture of innovation to seek and enhance best practice for school wide improvement.

Develop deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications.

Develop and embed a positive culture of challenge and support to enable quality teaching and leading opportunities.

Improvement Measures

- **Positive growth based on 2014 NAPLAN data.**
- **Increased staff proficiency in the delivery of literacy and numeracy instruction with a greater capacity to meet learner diversity.**

People

Staff:

Teachers and Leaders are actively involved in the design, content, practice and evaluation of their learning to improve student achievement.

Staff engaged in professional development that is relevant, researched based and future focused, building their capabilities as learners and teachers.

Instructional Leader and expert teachers provide professional development that encourages teachers to find new solutions to persistent issues, by challenging their assumptions about their practice.

Leaders provide a supportive and collaborative environment to assist teacher professional learning on identifying the needs of students using the teaching and learning cycle.

Leaders:

Leaders and leading teachers collaboratively develop a framework to build staff capacity to deliver quality teaching and improved learning outcomes.

Leaders research and participate in professional development opportunities to provide a supportive environment for teachers through classroom observation.

Parents/Carers:

Staff establish a collaborative learning alliance with community members, which leads to a greater understanding of syllabus expectations and teaching and learning programs.

Processes

Provide systems that support teachers to reflect on, question and consciously improve their practice.

Explore research that challenges teachers' thinking, encouraging them to adopt theories of practice and promote the use of a range of effective pedagogical practices.

Professional development is matched to the experiences, strengths, current knowledge, career stage and goals of the teacher.

Build on teacher knowledge and capacity to administer quality assessment tasks that will be implemented with all students, analysing the data to inform tracking of students, teaching sequences and further professional development.

Provide parent workshops to encourage parent participation in classroom learning programs and increase their skills and knowledge.

Evaluation Plan

- **Formal and informal classroom observations and structured feedback sessions timetabled and evident.**
- **Regular collegial professional sharing sessions timetabled and evident.**

Products and Practices

Product:

Positive growth based on 2014 NAPLAN data.

Increased staff proficiency in the delivery of literacy and numeracy instruction with a greater capacity to meet learner diversity.

Practice:

Systematic framework supporting teacher understanding of the Professional Standards for teachers and its implications regarding quality teaching and leading.

Staff actively achieving professional learning goals.

Staff professional learning, results in increased student achievement.

Planned, valid and rich assessment of student learning outcomes drive the teaching and learning cycle.

Increased community participation in school activities and programs within the classroom.

Strategic Direction 2: Student Engagement

Purpose

Engage students in academic achievement fostering a sense of belonging and self-worth, resulting in learning for life.

Varied and engaging teaching and learning approaches, including the use of innovative learning technologies that respond to the needs and learning styles of individual students.

Provide learning and teaching programs that engage and motivate all students through innovative and integrated multimodal approaches.

Provide students with opportunities to negotiate and be active participants in their learning relevant to their current and future needs.

Improvement Measures

- **Increase students achieving at or above literacy and numeracy minimum standards.**
- **Positive growth based on 2014 PLAN data K-2.**

People

Students:

Students actively engage in meaningful, challenging and future focused learning experiences.

Students experience success through structured support, the valuing of effort and recognition of their work.

Staff:

Staff develop a deep understanding that student engagement and learning are interconnected.

Staff build and develop positive relationships through knowing and valuing each student.

Staff collaboratively develop opportunities for students to apply classroom learning to real life experiences.

Leaders:

Leaders develop a shared understanding of teaching and learning approaches responding to the needs and learning styles of students.

Community Partners:

Staff liaise with community groups and outside agencies regarding programs that will support student needs.

Processes

Staff collaboratively discuss the types of engagement and embed a variety of instructional strategies to engage students.

School programs address the needs of identified student groups providing for a range of learning styles within teaching sequences, both in teacher input and student learning experiences.

Students engage in rich tasks that link learning to a variety of aspects of real life.

Staff encourage students' capabilities and interests associated with technology.

Staff identify and implement frameworks to support Aboriginal students with their learning.

Develop and sustain key Literacy and Numeracy programs.

Collaboratively develop and identify programs with community groups that address student needs academically, culturally and socially.

Evaluation Plan

- **Regular monitoring of NAPLAN, PLAN and internal school based program assessments undertaken, to analyse student achievement in Literacy and Numeracy.**

Products and Practices

Product:

Increase students achieving at or above Literacy and Numeracy minimum standards.

Positive growth based on 2014 PLAN data K-2.

Performance for equity groups comparable to the performance of all students.

Practice:

Students actively and consistently engage in learning opportunities that are meaningful and developmental, resulting in positive behaviours in their learning environment.

Student independence, interdependence and self motivation evident in all learning environments.

Connections between the classroom program and the local and wider community identified by students.

Aboriginal perspectives evident in teaching and learning programs.

Strategic Direction 3: *Global Partnership*

Purpose

Strengthen family and community engagement to assist students to become respectful and resilient global citizens.

Work alongside community agencies to maximise engagement and student resilience especially when transitioning into new settings.

Build positive working relationships through improved communication with parents and other learning communities to support our learners effectively.

Embed positive student behaviour processes promoting and recognising SAFE, RESPECTFUL and RESPONSIBLE learners, ready to positively contribute to our global society.

Improvement Measures

- **Decrease in whole school behaviour incidents.**
- **Increased parent and community involvement in student learning.**

People

Students:

Students engage in intervention programs to improve and embed emotional resilience, social intelligence, confidence and proactive leadership behaviours.

Staff:

Staff collaborate with school learning communities, preschools and network groups to establish effective transition programs.

Staff engage in Positive Behaviour for Learning framework to support positive behaviour within the school community.

Parents/Carers:

Staff and the school community identify Aboriginal student needs.

Community Partners:

Develop capacity of community partners to support the school and contribute to opportunities and positive outcomes of all equity groups.

Staff and school community work together to establish a sustainable environment at the school.

Staff and Community members develop relationships with the wider community, high schools and preschools.

Processes

Continue effective communication between pre-school, primary and high schools, and parents.

Students confidently attend transition programs to school and to high school.

Effective positive communication across the school wide community on student learning and wellbeing.

Create opportunities to engage parents to participate in their child's learning and achievements.

Engage the Aboriginal community in the Connected Communities strategy.

Review the school environment management plan, which is meaningful to the whole school community.

Evaluation Plan

- **Analysis of suspension; behavioural and attendance internal data sets to track student behaviours.**
- **Regular monitoring of parent attendance at P&C events/fundraising, and community learning sessions.**

Products and Practices

Product:

Decrease in whole school behaviour incidents.

Increased parent and community involvement in student learning.

Practice:

Supportive and safe transition programs resulting in academic and social success.

School wide processes supporting appropriate student behaviours to create a positive school environment.

Extra curricula programs and practices implemented increase student opportunities, knowledge and contributions as a result of parent and community participation and support.

Positive connections with parents, businesses, social and cultural groups within the community providing positive role models for students.

Aboriginal student's educational and life opportunities positively influenced through the involvement of their community.

Integration of environmental education and sustainability across the curriculum.