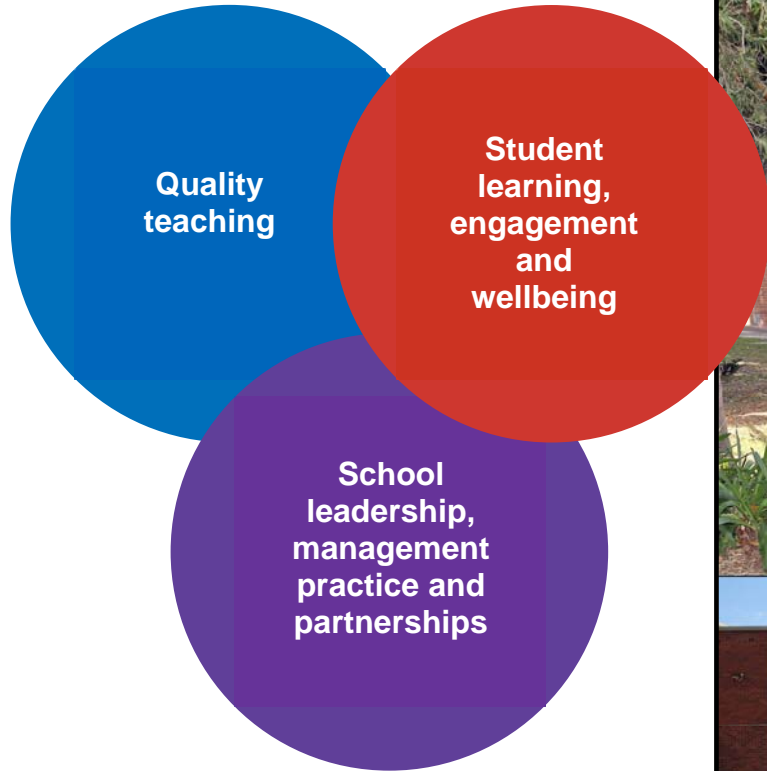


School plan 2018 – 2020

Berkeley West Public School- 4180





School vision statement

Our school provides quality educational experiences and opportunities for students and teachers in an environment of respect, responsibility and safety that will engage and motivate all students to learn, equipping them with the skills and knowledge for future success and wellbeing.

School context

Berkeley West Public School (BWPS) has a current student enrolment of 221 students, comprising 102 boys and 119 girls from Kindergarten to Year 6. Enrolment trends have fluctuated over recent years. 20% of students are Aboriginal and 15% of students come from backgrounds where a Language Background Other Than English (LBOTE) is evident at home.

The teaching staff currently comprises a principal, seven classroom teachers and two teaching assistant principals. BWPS is involved in the Early Action for Success initiative and has engaged a Deputy Principal Instructional Leader (4 days per week) to build capacity in delivering evidence-based literacy and numeracy pedagogy K-3.

Our school currently receives resource allocation funding to support Aboriginal students, students where English is an additional language and those students requiring low-level adjustments for disability. The overall socio-economic status of the school community is also a factor in determining the resources allocated to our school. Resource allocation funds provide our school with an enhanced opportunity to address priorities in the school plan to support student educational needs. Our school's average Family Occupation and Education Index (FOEI) is currently 146 (2017). FOEI is a school socio-economic index that is based on parents' highest level of school education, non-school qualification and occupation status. The index includes all students enrolled in all NSW government schools and FOEI ranges from 0 to approximately 300, with an average of 100. Higher FOEI scores indicate higher levels of need (i.e., lower socio-economic status).

Our school is part of the Families NSW Schools as Community Centres (SaCC) project. The project employs a facilitator, who in partnership with Principals from the schools involved, coordinates a number of local initiatives in each school intended to support parents and their young children in the local community.

Berkeley West Public School is an active participant in its local Berkeley Community of Schools (COS). The school works in close partnership with its nearby local public schools to organise activities that enhance outcomes for students including enrichment days and quality transition to high school program.

School planning process

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used at Berkeley West PS have included:

- Conducting an online parent survey to ascertain the school community's perceptions about educational and management practice at BWPS. Areas sought responses in relation to school culture, leadership, learning, teaching, school management and school planning;
- Conducting staff meetings and discussions with school staff seeking individual and collective perceptions of performance against elements of the School Excellence Framework (v2) as well as evaluation of current educational programs undertaken across our school;
- Conducting an in depth analysis of student performance data from internal and external sources. These sources include SMART NAPLAN data and data obtained from learning continuums (PLAN) and data walls maintained and tracked at the school for student literacy and numeracy development. Summative standardized student assessment data is also collated;
- Parent feedback on perceived strengths and weaknesses around education at BWPS and any "Big Ideas" they have around education at BWPS heading forward were collected;
- Forum/meeting for parents of Aboriginal students to have input into evaluating programs pertaining to Aboriginal Education and ideas for future directions in Aboriginal Education;
- Positive Behaviour for Learning (PBL) coach conducting a Benchmarks of Quality (BoQ) survey with school staff and School-wide Evaluation Tool (SET) to ascertain perceptions on the implementation and impact of PBL initiatives/practices across the school;
- Analysis of SCOUT data provided by DoE including school performance, attendance, enrolment and community profiles reports); and
- Formal and informal discussions between staff members and teams, with feedback given on an ongoing basis regarding curriculum and educational and management practice.

Results have been collated and analysed to identify both school strengths and areas for development. These findings have been discussed and shared with the school community and have informed Berkeley West Public School's strategic directions and priorities for the 2018-20 school plan.



Purpose:

Student learning is underpinned by high quality, evidence-based teaching, where teachers individually and collaboratively evaluate the effectiveness of their teaching practice and engage in professional development opportunities to continually improve.



Purpose:

Students need to be engaged in personalised, rich learning experiences in a safe and productive learning environment to develop vital skills to flourish now and become responsive and productive citizens in the future.



Purpose:

Strong strategic leadership, optimal resource allocation, collaborative partnerships, systematic self-evaluation and management practices are fundamental to facilitating improved outcomes for students.

Strategic Direction 1: Quality teaching

Purpose

Student learning is underpinned by high quality, evidence-based teaching, where teachers individually and collaboratively evaluate the effectiveness of their teaching practice and engage in professional development opportunities to continually improve.

Improvement Measures

TBA

People

Students

Build skills to co-construct and utilise learning intentions/success criteria to self and peer assess and provide feedback to peers.

Staff

Build capacity to confidently utilise the Literacy and Numeracy progressions to assess student learning and plan effective classroom instruction that differentiates for all students.

Build skills and confidence to share ideas, expertise and model best practice in a collegial and supportive culture.

Parents/Carers

Develop an understanding of, and value, the evidenced-based teaching strategies used to support personalised learning.

Leaders

Adopt a coordinated approach to providing access to quality professional learning and development that promotes collaboration, the development of effective classroom practice and the regular use of data to inform teaching.

Processes

Effective Classroom Practice

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with highest priority given to evidence-based teaching strategies.

Data Skills and Use

Student assessment data is regularly used school-wide, to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future classroom planning.

Professional Learning and Development

Professional learning is aligned with the school plan, with explicit systems for collaboration and feedback in place to sustain quality teaching practice.

Products and Practices

Product

Increase the percentage of students demonstrating expected growth in literacy and numeracy e.g. at least 80% of students are demonstrating expected growth per term across DOE literacy and numeracy progressions relevant to expected timeframes.

Practice

Every teacher uses evidenced based teaching methods, systematically planned differentiated lessons and formative feedback to optimise learning progress for all students across the full range of abilities.

Product

100% of teaching/learning programs are data driven where assessment strategies, learning intentions, success criteria and differentiated learning goals are explicitly evident.

Practice

Teachers analyse and interpret internal and external data to evaluate student understanding, inform planning, identify interventions and inform learning goals for students.

Practice

Teachers develop and use a variety of assessments, including summative and formative strategies, in determining teaching directions as well as assessing and monitoring student progress.

Product

100% of staff have engaged in professional development aligned to accomplishing their professional goals, support the achievement of the school's strategic directions or to share with, and build the capacity, of others.

Practice

Embedded and explicit systems are used in the school to facilitate professional dialogue, classroom observation, modelling of effective practice and the provision of timely feedback between teachers.

Practice

Teachers with identified expertise share and discuss learning from targeted professional development with staff both within and across schools to embed effective practice.

Strategic Direction 2: Student learning, engagement and wellbeing

Purpose

Students need to be engaged in personalised, rich learning experiences in a safe and productive learning environment to develop vital skills to flourish now and become responsive and productive citizens in the future.

Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy and numeracy as measured by NAPLAN (i.e. 2015-17 average for matched students:

- 36.5% reading;
- 43.2% writing;
- 36.2% spelling;
- 47.6% grammar & punctuation;
- 40.7% numeracy)

Increase the percentage of all students (and a proportion of Aboriginal students) in the top two NAPLAN bands for reading and numeracy.

- (i.e. 2015-17 average:
- 40.3% for Yr 3 reading;
 - 22.7 % for Yr 5 reading;
 - 37.3% for Yr 3 numeracy; and
 - 10.7% for Yr 5 numeracy)

Decrease the annual rate of teacher referrals for negative student behaviour across both classroom and playground settings in the school

People

Students

Build capacity of all students to be resilient and take greater responsibility for self-assessment of their own learning goals and behaviour.

Staff

Build skills to personalise efficient and effective teaching, learning and assessment practices that meet the needs of all students.

Parents/Carers

Build capacity to best support their child's learning, behaviour and wellbeing at school and home.

Leaders

Adopt a coordinated and systematic approach to curriculum planning, teaching, assessment and student wellbeing that is responsive to the needs of all students/groups.

Processes

Curriculum

Develop an integrated approach to quality teaching, curriculum planning, delivery and assessment that promotes high quality teaching and learning in meeting the needs of all students.

Assessment

Implement consistent school-wide practices for assessment that are used to monitor, plan and report on student learning across the curriculum.

Formative assessment is integrated into teaching practice in every classroom confirming that students learn what is taught.

Wellbeing

Enhance and strengthen a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Products and Practices

Product

School scope and sequence documents and teaching and learning programs for all KLAs, ensure that curriculum provision continues to challenge and engage students and maximise learning.

Product

Teaching and learning programs are dynamic and are adjusted to support high expectations and challenge all students to improve learning.

Practice

Teachers, leaders and parents collaborate to develop differentiated teaching, learning and assessment practices that ensure all students are engaged and challenged.

Product

Reliable summative and formative assessments are used to capture information about student learning that can be analysed to monitor and report on progress and achievement.

Practice

Formative assessment is used flexibly, regularly and practised expertly by teachers to inform next steps in teaching.

Practice

The school uses systematic reliable assessment information to evaluate student learning over time and has processes in place to support teachers' consistent, evidence-based judgement.

Product

Improved school wide wellbeing practices result in measurable improvements in student engagement and behaviour data.

Practice

Positive, respectful, relationships are evident school wide where there is a collective responsibility for student learning and wellbeing, which is shared by parents, for students to connect, succeed, thrive and learn.

Strategic Direction 3: School leadership, management practices and partnerships

Purpose

Strong strategic leadership, optimal resource allocation, collaborative partnerships, systematic self-evaluation and management practices are fundamental to facilitating improved outcomes for students.

Improvement Measures

Increase the percentage of students reporting a sense of belonging, expectations for success and advocacy at the school each year as measured by "Tell Them From Me" data

Increase the percentage of positive parent perceptions in regard to school education and management practices. (i.e. 2015-17 average:
- 97% regarding school culture;
- 86% regarding leadership;
- 95% regarding learning;
- 89% regarding school management-
- 81% regarding school planning; and 89% regarding teaching)

Increase the number of teachers working towards being accredited at the Highly Accomplished professional standards

Build the skills and capacity of teachers to integrate new technology into future focused flexible learning spaces that engage and challenge all students

People

Students

Provide formative feedback to their teachers and the school in general regarding teaching, learning, wellbeing and engagement practices that the school can respond to.

Staff

Build leadership and technology skills at all levels through authentic opportunities to lead the implementation of school projects and manage the associated resources required to attain desired products and practices.

Parents/Carers

Provide formative and summative feedback to the school regarding educational and management practices that the school can respond to.

Develop an understanding of, and value, the models of learning and strategic directions that underpin the school's educational philosophy.

Leaders

Develop skills in building relational trust and leadership skills in others through a growth coaching approach and mindset that is consultative and collaborative.

Processes

Educational Leadership

The school leadership team and expert teachers model instructional leadership and high quality management practices that support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

School Resources

Strategic and equitable planning, resourcing and evaluation of school processes/projects ensures improved student outcomes and high quality service delivery to the school community.

Products and Practices

Product

Professional learning emphasises developing effective, distributive instructional leadership, management skills and leadership attributes at all career stages to facilitate whole school improvement.

Practice

All staff have had the opportunity, and have the capacity to, demonstrate purposeful instructional leadership and management skills.

Product

Feedback indicates that the school is recognised as excellent and responsive by its community.

Practice

The school regularly seeks feedback on school performance from students, staff and the broader community and responds to this feedback.

Product

Technology is fully integrated and evident in both teaching and learning programs and efficient administrative systems.

Practice

Leaders, by building capacity of teachers and non-teaching staff, enable technology and physical learning spaces to be used flexibly and creatively to optimise student learning and service delivery.

Product

Feedback and ongoing evaluation from staff indicates that process milestones are on track in achieving intended improvement measures for that process.

Practice

The leadership team, including project leaders, consult with teachers to deploy staff to maximise use of expertise and use data to evaluate the effectiveness of processes in order to achieve organisational best practice.