School plan 2015 – 2017

Bexley Public School

School Code: 7406

Students achieving success as learners.
An inclusive and effective learning environment.
Teachers and leaders having maximum impact.
### School vision statement

Bexley Public School is a school where staff, students and our community work together to provide quality learning in a caring environment.

- Our students will be independent and confident in setting high expectations for themselves.
- Our students will strive for excellence in the pursuit of academic success.
- Our students will display strong morals and values based on respect, integrity and the inclusion of others.
- Our students will develop resilience and understand their responsibilities and connections with the society we live in.
- Our students will be happy and engaged learners who develop an active and healthy lifestyle.
- Our students will be proud to call Bexley Public School their school.

### School context

Bexley Public School has an enrolment of 316 students (2015). The school is located in the southern suburbs of Sydney. Students come from a diverse range of cultural backgrounds. 84% of students come from 30 different language backgrounds other than English.

A dynamic and committed team of experienced classroom and specialist teachers, school learning support officers and school administration staff work together to provide quality education at Bexley Public School.

The school is currently part of the Early Action For Success initiative (EaFS). This project aims to maximise student achievement in literacy and numeracy, particularly in students from Kindergarten to Year 2.

Our school provides ‘Quality Learning in a Caring Environment’. It reflects our whole school community striving together to achieve improved learning outcomes for our students in a school environment which is responsive to the individual needs of students and their families.

The school currently has a focus on increasing student achievement through positive engagement in learning and highlighting effective pedagogy for student success.

### School planning process

All members of the Bexley Public School learning community were involved in the development of this School Plan. This was achieved through:

- Staff student and community forums to contribute to and develop the new School Vision.
- Staff, students and community members responded to surveys identifying aspects of education they felt should be a focus for our school.
- Bexley Public School Vision Statement was developed to directly reflect the input of all stakeholders.
- Strategic Directions within the plan reflect the views expressed by our staff, students and community through the process.
- The School Vision Statement and School Plan have been re-presented to staff, students and the community for additional input and clarification before being finalised.
- Through rigorous evaluation, reporting and re-planning processes, the achievement of the directions outlined above will be maximised. This process will again incorporate input from all stakeholders.
School strategic directions 2015 - 2017

**Purpose:**
Bexley Public School aims to provide teaching and learning programs that explicitly teach our students to be literate, numerate and productive students.

As a result of the learning experiences provided at Bexley PS, our students will be able to utilise feedback as part of assessment of learning to set and achieve their own goals. These goals will incorporate high expectations of themselves in pursuit of achieving their personal potential.

Through this process, our students will strive for excellence in the pursuit of academic success.

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**Purpose:**
Positive, respectful relationships across the school community underpin a productive learning environment and support student’s development of strong identities as learners.

Building school systems and processes that establish an effective educational community will increase community engagement, collaboration and connection.

For the school to achieve its strategic directions, we need to be committed to establishing practices and processes that develop a culture of high expectations.

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**Purpose:**
Through this strategic direction we will promote a culture of excellence demonstrated through a deep knowledge and understanding of current teaching practices and strategies based on evidence. This will allow us to ensure teachers and school leaders have the maximum impact on student learning at Bexley Public School.

Through a focussed school effort in supporting teacher growth, we will develop the best possible teachers to maximise student achievement.

By effectively building knowledge and commitment, we will succeed in effective implementation of school systems, priorities and learning programs across the school.
Strategic Direction 1: Students achieving success as learners.

**Purpose**
Bexley Public School aims to provide teaching and learning programs that explicitly teach our students to develop literacy and numeracy skills which allow them to experience success.

As a result of feedback for, about and of learning experiences provided at Bexley PS, our students will be able to set and achieve their own goals. These goals will incorporate high expectations of themselves in pursuit of achieving their personal potential.

Through this process, our students will strive for excellence in the pursuit of academic success.

**People**

**Students:**
Students will understand how to utilise feedback and assessment to reflect on and improve their learning outcomes. They will set goals that reflect high expectations and an understanding of learning intentions.

**Staff:**
Staff will develop expert knowledge to utilise assessment in establishing differentiated learning experiences with explicit intentions. Staff will demonstrate a commitment to setting high expectations and understanding the role of feedback in improving learning outcomes.

**Community Partners:**
Community partners will have a deep understanding of school learning priorities to contribute to educational experiences.

**Parents:**
Parents will understand and actively participate in achieving the school vision for student success.

**Leaders:**
Leaders will develop their leadership skills and capacity as mentors to support their colleagues in achieving improved learning outcomes for staff and students.

**Processes**

**Assessment for Planning**
Assessment data to monitor achievements and gaps in student learning is used extensively to inform planning for differentiated learning experiences.

Teachers and Students use reflection on assessment and reporting processes as feedback to plan differentiated experiences with clearly defined learning intentions.

**Literacy and Numeracy Experts**
Professional learning activities focussed on building teacher’s understanding of Syllabus documents as well as current and effective evidence based teaching methods in literacy and numeracy.

**High Expectations**
Staff will evaluate current practice against the ‘School Excellence Framework’. High Expectations will be defined through staff participation in ‘Establishing a Culture of High Expectations’ professional learning. Including students and parents in this project will ensure a shared vision exists.

**Evaluation plan:**
The school executive will convene every 5 weeks to complete progress monitoring against the milestones. This will determine if the plan is: On Track, Implementation Delayed or Off Track.

The staff will meet termly to assess progress of strategic direction products and practices.

**Products and Practices**

**Products:**
All students achieving their negotiated learning goals, which are based on all syllabus documents, the literacy and numeracy continuum and general capabilities framework.

Differentiated learning tasks, using formative assessment strategies, learning intentions and success criteria are used by 100% of teachers K-6.

**Practices:**
The 10 Strategies outlined in ‘Establishing a Culture of High Expectations’ will be evident in all classrooms.

Students are able to articulate and understand the ‘learning intentions’ for all lessons in which they participate.

Feedback will be evident in all classrooms throughout the school as evidenced by staff and student surveys, focus groups and formal observation.

Teaching and Learning Programs will reflect differentiated learning experiences.

Parents will be active participants in their child’s learning.

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**Improvement Measures this really needs to be considered first**

All students achieving their negotiated learning goals, which are based on all syllabus documents, the literacy and numeracy continuum and general capabilities framework.

Differentiated learning tasks, using formative assessment strategies, learning intentions and success criteria are used by 100% of teachers K-6.

80% of all students K-6 will be achieving minimum standards as reflected through PLAN data.
Strategic Direction 2: An inclusive and effective learning environment.

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<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tbody>
<tr>
<td>Positive, respectful relationships across the school community underpin a productive learning environment and support student’s development of strong identities as learners.</td>
<td><strong>Students:</strong> Students will develop the skills of cooperation and collaboration while becoming safe, respectful learners. They will engage in school systems that recognise and reward student achievements and respond to student needs. <strong>Staff:</strong> Staff will have shared school-wide responsibility in implementing school systems and processes. Commitment to developing a shared understanding of high expectations and communicating these expectations within school systems.</td>
<td>Success will be recognised across the school in accordance with the school's guidelines. <strong>Student Wellbeing and Engagement</strong> Staff consistently communicates high expectations regarding implementing school systems, Positive Behaviour for Learning (PBL) and intervention programs. Student behaviour will be consistent with the expectations outlined in the PBL School Matrix. <strong>Supporting all Learners</strong> The school and families work together to evaluate and develop school guidelines and strategies to ensure responsive and inclusive management processes to support student learning.</td>
<td><strong>Products:</strong> PBL data will reflect an increase in positive student behaviour in all learning areas identified in our school matrix. Student, Staff and Parent responses to the ‘Tell Them From Me Survey’ will demonstrate an increase from 2015 Baseline data in the specific areas of ‘Positive Sense of Belonging, ‘Positive Relationships’, ‘Valuing School Outcomes’ and ‘Positive Behaviour at School.’ Student learning is supported through effective school systems which are responsive to school community feedback.</td>
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<td>Building school systems and processes that establish an effective educational community will increase community engagement, collaboration and connection. For the school to achieve its strategic directions, we need to be committed to establishing practices and processes that develop a culture of high expectations.</td>
<td><strong>Parents:</strong> Parents support and reinforce the values promoted through the consistent implementation of school systems and guidelines.</td>
<td><strong>Reflective Practice</strong> Staff, students and the community will participate in systematic self-assessment through the use of ‘School Excellence Framework’, ‘Tell Them From Me’ and the ‘Student Wellbeing Framework’.</td>
<td><strong>Practices:</strong> Staff, students and the community will clearly understand, contribute to and follow the systems and process of the school. The school has in place a comprehensive and inclusive framework to support the social, emotional, physical and cognitive well being of students. Individual learning is supported by the effective use of school, system and community expertise and resources through contextual planning and decision making. Administrative practices provide explicit information about the school’s functioning to promote ongoing improvement.</td>
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<td>Improvement Measures</td>
<td><strong>Community partners:</strong> Through community engagement, we will provide opportunities for increased understanding within the community of the roles and responsibilities of our students. <strong>Leaders:</strong> School leaders will provide vision and leadership in presenting and supporting the implementation of school systems to staff, students and the community.</td>
<td><strong>Evaluation Plan:</strong> The school executive will convene every 5 weeks to complete progress monitoring. This will determine if the plan is: On Track, Implementation Delayed or Off Track. The staff will meet termly to assess progress of strategic direction products and practices.</td>
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Strategic Direction 3: Teachers and leaders having maximum impact.

### Purpose
We will promote excellence, so that teachers and school leaders have the maximum impact on student learning at Bexley Public School.

Through a focussed school effort in supporting teacher growth, we will develop the best possible teachers to maximise student achievement.

By effectively building knowledge and commitment, we will succeed in effective implementation of school systems, priorities and learning programs across the school.

### Improvement Measures

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<tr>
<td>Students: Students will be responsive to teachers and actively engage in learning. They will develop skills that allow them to adapt to changes in the organisation of their learning.</td>
<td>Quality teaching practice Teacher pedagogy will reflect strengthened skills in response to the development of a deep and explicit knowledge of the NSW Australian Curriculum, Australian Teaching Standards and the Quality Teaching Framework.</td>
<td>Individualised Professional Learning Plans for 100% of staff directly reflecting targeted standards identified in Australian Institute for Teaching and School Leadership (AITSL) Self Assessment Tool (SAT).</td>
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<td>Staff: Will have a program of personalised professional development with strong foundations in the National Teaching Standards and implementation of the new curriculum. As active learners staff will understand and utilise current pedagogy effectively in a quality learning environment.</td>
<td>Informed and Connected Develop expert knowledge of PLAN and the Literacy and Numeracy Continuum will allow staff to provide diagnostic student data, ILP’s, quality parent feedback and intervention programs.</td>
<td>100% of staff display progression on the AITSL Self Assessment Tool with peer review.</td>
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<td>Parents: Will be supportive of teacher and school led learning initiatives respecting professional knowledge and educational decisions. A trust will exist that programs and decisions are in the best interest of their children.</td>
<td>Leading Learning Staff individual plans within the ‘Performance Development Framework’ will focus on ‘Intellectual Quality’ and reflect areas for development formally identified as well as providing scope for leadership learning</td>
<td>Formal observation of educational experiences for students will reflect an increase in the effective implementation of QT Elements in classroom practice from baseline data obtained in 2015.</td>
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<td>Community partners: School and community initiatives will be strengthened to recognise and celebrate teacher excellence.</td>
<td>Evaluation Plan: The school executive will convene every 5 weeks to complete progress monitoring. This will determine if the plan is: On Track, Implementation Delayed or Off Track.</td>
<td>100% of student achievement in Literacy and Numeracy will be accurately recorded and reported reflecting consistency in teacher judgment in accordance with school and NSW DEC Policy.</td>
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<td>Leaders: Will develop skills to mentor best practice through dynamic teaching and pedagogical leadership.</td>
<td>The staff will meet termly to assess progress of strategic direction products and practices.</td>
<td>Practices: School leaders provide necessary resources for staff to develop individualised professional learning plans explicitly targeted at developing teacher capacity against the National Teaching Standards.</td>
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100% of student achievement in Literacy and Numeracy will be accurately recorded and reported reflecting consistency in teacher judgment in accordance with school and NSW DEC Policy.