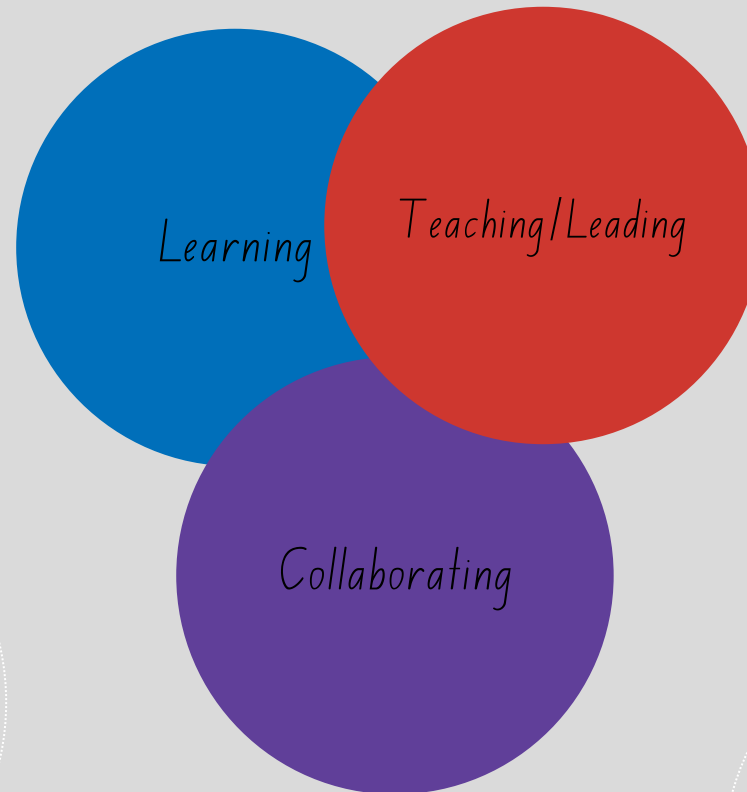


School plan 2015 – 2017

Bardwell Park Infants School 5148





School vision statement

At Bardwell Park Infants School we believe that all our students will fulfil our school motto "Grow in Knowledge". Our students will grow in their creative, collaborative and technological skills to reach their full potential in an encouraging and inclusive school and community climate.

School context

Bardwell Park Infants School is a small well established P5 Infants School located near Sydney Airport. The school is set in an attractive and well maintained environment. The school caters for students from Kindergarten to Year 2. There is a strong focus on effective literacy and numeracy programs.

There are currently 51 families with a total enrolment of 60 students. There is one class each of Kindergarten, Year 1 and Year 2. Students come from a wide range of cultural backgrounds with 62% coming from language backgrounds other than English. 16 different languages are represented. The main languages are Greek (12%), Italian (10%) and Arabic (10%). There are no identified Aboriginal students within the school community.

The Family Occupation and Educational Index (FOEI) is one measure used to allocate resources to schools. One a scale of 1-300 the school has a rating of 30 which indicates low levels of disadvantage in the community.

The staff are highly experienced and dedicated to the pursuit of high quality teaching and learning experiences to prepare students for the diverse challenges of the 21st century.

There has always been a positive relationship with the culturally diverse local community. Parents and carers are involved in all key aspects of school life and are kept informed about the policies and practices implemented by the school.

Since 2008 the school has been a part of the Infants P5 Community of Schools to maintain professional learning dedicated to the needs of K-2 students.

School planning process

The three strategic directions for 2015-2017 have been determined in a number of ways:

All teachers are currently participating in discussing and reflecting on key documents to guide our future policies and practices: School Excellence Framework, Australian Professional Standards for Teachers, Performance and Development Framework and the individual Performance and Development Plan;

Examination and analysis of all student performance data through school based assessment, regular PLAN data collection and also tracking NAPLAN results of former Year 2 students;

Consultation with staff and the parent community has been through discussion forums and surveys (pencil case) to determine what is working well and what can be improved to inform future directions;

There has been staff and community input to discuss, provide feedback and finalise the school plan.



For the years 2015-2017 Bardwell Park Infants School has identified three strategic directions and the purpose for each one.

- Learning.
 - ~ Develop the capabilities of students and build on performance improvement especially in the areas of literacy and numeracy (School Excellence Framework p2)
- Teaching/Leading
 - ~ Teachers deliver quality curriculum programs to meet the needs of individual students based on internal and external student performance data (SEF p5)
 - ~The leadership skills of teachers will be enhanced by providing opportunities to lead and access relevant professional learning to increase individual skills
- Collaborating
 - ~Continued positive relationships between the school and local community, other schools and external agencies will enhance the core business of teaching and learning within the school context to improve educational opportunities for all students especially in an early learning setting



Purpose:

Students need to become successful learners, confident and creative individuals and active and informed citizens. (Melbourne Declaration on Educational Goals for Young Australians)

To improve student learning students need to engage in quality personalised learning experiences particularly in the areas of literacy and numeracy to successfully reach their potential.

Purpose:

To enhance teacher capabilities and professional learning to deliver quality teaching programs based on data that reflect current research and practice with an emphasis on early learning.

Teachers also need to be committed to the development of their own management and leadership skills to build individual capacity.

Purpose:

To continue to build strong and quality relationships between staff members, with parents/carers within the school community, with other schools, such as the major feeder school and the P5 community of schools and the wider community, including preschools and the local council. These relationships will facilitate increased collaboration and innovation of shared quality educational practices.

Strategic Direction 1: Learning

Purpose

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

Students need to become successful learners, confident and creative individuals and active and informed citizens (Goal 2 of the Melbourne Declaration on Educational Goals for Young Australians).

To improve student learning students need to engage in quality personalised learning experiences particularly in the areas of literacy and numeracy to successfully reach their potential.

Improvement Measures

- ❖ Continued student growth on school based assessments and benchmarks in literacy and numeracy
- ❖ 80% of students achieve intended PLAN literacy and numeracy continuum cluster
- ❖ 80% of Stage 1 students will achieve at least a Sound standard in English and Mathematics reporting strands

People

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

Students:

Students will actively engage in their own learning and demonstrate their improvement particularly in aspects of literacy and numeracy

Staff:

Staff will enhance their professional practice and pedagogy in literacy and numeracy through continued professional learning and sharing of and implementation of the new syllabuses.

Parents/Carers:

Parents will support student learning through both active engagement with the school and support of student learning at home, together with fund raising for resources

Community Partners:

Strengthen existing partnerships and create new opportunities to collaborate across a variety of schools

Leaders:

Teachers are given opportunities to lead professional learning in a range of curriculum and management areas

Processes

How do we do it and how will we know?

- Whole school approach to literacy and numeracy teaching based on new syllabuses including further staff professional learning where appropriate
- Collect and analyse school based literacy and numeracy data to inform teaching cycle:
 - ~PLAN data updated regularly
 - ~Regular running records to maintain reading level data
 - ~TEN data collected
 - ~SENA given at regular intervals

Evaluation Plan

- Regular examination of school based and PLAN data to validate teaching and learning practices in literacy and numeracy
- Regular assessment cycle and tracking of student achievement data
- Examine Year 3 NAPLAN data of former Year 2 students to pinpoint areas of strength and improvement

Products and Practices

What is achieved and how do we measure?

Product:

In English:

- 80% of students will achieve intended PLAN literacy continuum clusters
- 80% of students will achieve intended reading levels for each stage
- 80% of students in Stage 1 will achieve Sound or above in all English strands
- 80% of former students currently in Year 3 will reach bands 5 and 6 in all literacy strands

Product:

In Mathematics:

- 80% of students will achieve intended PLAN numeracy continuum clusters
- 80% of students will achieve intended SENA level for each stage
- 80% of students in Stage 1 will achieve Sound or above in number
- 80% of former students currently in Year 3 will reach bands 5 and 6 in all numeracy strands

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

Practice:

- High quality teaching and learning practices across all classes with a focus on student improvement through the implementation of the new English and Mathematics syllabuses

Practice:

- Evidence based quality teaching and learning practices across the school demonstrated through differentiated literacy and numeracy programs

Strategic Direction 2: Teaching/Leading

Purpose

To enhance teacher capabilities and professional learning to deliver quality teaching programs based on data that reflect current research and practice with an emphasis on early learning.

Teachers also need to be committed to the development of their own management and leadership skills to build individual capacity.

Improvement Measures

- ❖ Increased levels of student achievement on PLAN literacy and numeracy continuums
- ❖ Deeper understanding of new policies and processes underpinning current educational thought, including the School Excellence Framework and Australian Professional Standards for Teachers
- ❖ Targeted professional learning to enhance areas of literacy and numeracy
- ❖ Individual teachers leading the school in a teaching/learning or management area

People

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

Students:

- Students are engaged learners in all classrooms. Quality teaching is evident and learning is enhanced through the differentiation of the curriculum

Staff:

- Staff enhance their teaching through reflective quality teaching practices and are a part of a culture of sustained learning and improvement
- Teachers are given opportunities to manage and lead curriculum and other school priority areas to develop leadership skills and capabilities

Parents/Carers:

- Parents support their child's learning through active engagement at home and support teacher practices

Community Partners:

- Through joint professional learning with other schools teachers will have more opportunities to collaborate and share practices with a wider teaching community

Leaders:

- All teachers will be given opportunities to lead an area of curriculum or school management to extend their own skills and capabilities

Processes

How do we do it and how will we know?

- Pedagogy in classrooms includes intellectual quality, problem solving with a supportive classroom environment which has a large degree of significance for students]
- Teachers develop a deeper understanding of the School Excellence Framework and relate it to the classroom and school context
- The Performance and Development Plan will allow for the use of regular discussion and feedback of professional goals and professional learning for each teacher
- The new Science and History syllabuses will be gradually introduced, trialled and implemented

Evaluation Plan

- Regular updating of PLAN data to record achievement and assist in the planning of further literacy and numeracy goals
- New Science units of work to be introduced and monitored

Products and Practices

What is achieved and how do we measure?

- Individual and school based professional learning will be reflected in quality teaching practices and student performance in the classroom
- Deeper engagement with the Performance and Development Framework and the Performance and Development Plan will include the formulation of individual leadership goals

Product:

- All class teachers will continue to implement strategies from the TEN numeracy program to support differentiated learning in number
- School based assessments and PLAN data continue to be used to enhance quality teaching in classrooms

Product:

- School based professional learning will initially be concentrating on deeper understanding of current key documents driving our educational practice

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

Practice:

- All teachers participate in exploring and reflecting on key documents to enhance teaching and learning practices

Practice:

- Teachers will reflect and report on their learning and leadership goals

Strategic Direction 3: Collaborating

Purpose

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

To continue to build strong and quality relationships between staff members, with parents/carers within the school community, with other schools, such as the major feeder school and the P5 community of schools and the wider community, including preschools and the local council. These relationships will facilitate increased collaboration and innovation of shared quality educational practices.

Improvement Measures

- ❖ 100% of Year 2 students are engaged in leadership roles during the course of the year
- ❖ Examination of individual performance and development plans will demonstrate professional learning goals
- ❖ There is an increase in participation of parents and carers over a variety of school activities

People

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

Students:

- Students will gain deeper engagement and improved outcomes in their learning.
- Students will also learn leadership skills by playing an active role in school and community events

Staff:

- Staff will plan, participate and lead professional learning experiences both at school level and within the P5 community of schools
- Teachers will support and guide work experience students and pre-service teachers
- Future development of staff capabilities to implement PBL to create a consistent approach and reinforcement of expectations

Parents/Carers:

- Parents and carers will actively support and collaborate with teachers about their child's learning
- Parents and carers will also actively participate in the governance of the school

Community Partners:

- Participation in the community of schools will continue to provide relevant professional learning specific to the early years
- Ties will be strengthened with the local feeder primary school to facilitate a seamless transition into a new school setting

Processes

How do we do it and how will we know?

- Year 2 students continue to take leadership roles both within the school setting and in the wider community
- All teachers will participate in the development and implementation of the PBL program
- Effective transition: Pre-school to Kinder and Year 2 to Year 3 programs to facilitate the move to a new setting for both parents and students

Evaluation Plan

- Regular tracking and reporting of progress against the recorded milestones
- Surveys of parents and targeted discussions at P&C meetings

Products and Practices

What is achieved and how do we measure?

- All Year 2 students will be given leadership opportunities at school level and may participate in wider community activities
- All teachers will engage in relevant professional learning opportunities to enhance their knowledge, skills and understandings
- More parents and carers will be actively engaged in school experiences

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

Practice:

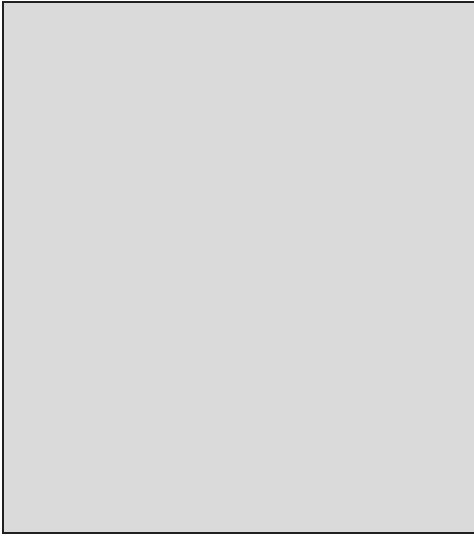
- Shared leadership amongst all Year 2 students

Practice:

- Regular professional learning both on school and across other educational settings

Practice:

- Parents and carers are surveyed as to their needs in relation to the education of their children



- The school will continue to provide support to the local preschool to both the parents in relation to transition to school matters, and to the students to provide relevant school experiences
- Assistance will continue to be provided to parents in Rockdale Council through the *Starting School* information evening

Leaders:

- Teachers will lead and support the strengthening of relationships within the school and broader community

