School plan 2015 – 2017

Bourke Street Public School 7408

Curriculum

Citizenship

Capacity

2015 Bourke Street Public School
### School vision statement

Bourke Street Public School is a secure school celebrating learning, sport and culture.

Every member of the school community is encouraged to embrace innovation, pursue excellence and share in a quality education informed by evolving pedagogical practice.

This is supported by a climate of responsibility that aims to meet the needs of everyone.

### School context

Bourke Street Public School is an inner city school established in 1880 and located in heritage classified buildings. We are a rapidly growing, dynamic school with a secure environment where students show respect, tolerance and understanding of individual differences and where the academic and cultural potential of each student is fostered in a climate of responsibility in the pursuit of excellence.

The school has a proud history of serving a diverse and multicultural local community. Within its historic walls is a spacious and very well equipped learning environment, which takes pride in providing quality education in a caring and supportive atmosphere.

Taking advantage of the large classrooms and a wide range of teaching resources, the teachers provide an exciting and challenging academic climate in which students can achieve success and take pride in their learning.

Bourke Street Public School The school has developed strong foundations in assisting students to acquire competencies in all Key Learning Areas, particularly in literacy. There is a strong emphasis on student welfare, the arts and equity. Our enrolments this year increased to 302 students. The majority of our students are in K-2.

The school has several community partnerships with a variety of organization, as well as, senior student from Sydney Girls’ & Sydney Boys’ High School who also come weekly to assist in the classrooms.

### School planning process

Bourke Street Public School has undergone a rigorous consultation process with the staff, parents, students and community to produce this school plan.

All key stakeholder groups were consulted throughout the process through on-line surveys, focus groups, discussions, and meetings. This included P&C representatives, staff, students and parents.

The school Leadership Team attended a variety of DEC High Performance Unit workshops to assist in the development of protocols necessary to effectively develop and implement the 3 Year Plan.

The school Leadership Team in-serviced staff on the process of developing the plan, and provided insight and feedback in relation to the educational needs of the school. Staff were required to collect data from a variety of sources, i.e. NAPLAN, Literacy and Numeracy Continuums, surveys, and Standardised Testing.

Due to the growth of the school population DEC will be building and refurbishing existing rooms to improve the teaching and learning environment. External educational professionals consulted with staff on the changing educational landscape to enhance innovative teaching and provide support to the whole school community to understand the driving educational principles that have influenced the design of these teaching spaces. The spaces have been designed in consultation with staff, parents and students, and the school plan will serve to support the teachers, students and community in achieving the delivery of high-quality teaching practice in a flexible teaching/learning space.
**Purpose:**
To ensure learning for students across K-6 is based on quality educational delivery, and consistent high standard and shared professional practices.

**STRATEGIC DIRECTION 1**
Consistent, high standard education across the school in all syllabus areas K-6

**Purpose:**
To embed teaching and learning practices that build capabilities for all students so they are involved in planning and monitoring their own learning development.

**STRATEGIC DIRECTION 2**
Student success as learners, leaders, and responsible and productive global citizens.

**Purpose:**
To develop a school culture in which the school Leadership Team collaborate with teaching staff to develop personal responsibility for ongoing learning, strive for innovation and improvement, and contribute to a whole school and community learning environment.

**STRATEGIC DIRECTION 3**
Development of leadership capacity across the staff, and the implementation of innovative and quality teaching practice and programs.
Strategic Direction 1: Consistent, high standard education across the school in all syllabus areas K-6

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<td><strong>Why do we need this particular strategic direction and why is it important?</strong></td>
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<tr>
<td>To ensure learning for students across K-6 is based on quality educational delivery, and consistent high standards and shared professional practices. Bourke Street Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child.</td>
<td><strong>Students:</strong> Students will develop an understanding of achievement and growth in relation to their learning. Students will monitor own learning in relation to personal goals and self-assess in relation to provided achievement criteria.</td>
<td><strong>Students performing significantly above or below Grade expectations identified through results and teacher nominations and placed on regularly monitored IEPs</strong></td>
<td><strong>Students K-6 will be presented with challenging learning tasks at their level of learning to promote high academic standards and life-long learners. This will be evident in teachers’ programs, observations and student work samples.</strong></td>
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<td><strong>Staff:</strong> Staff will work collaboratively to develop a shared understanding of achievement standards and growth expectations. Staff will learn to use and understand classroom data to provide effectively feedback to monitor student achievement and growth.</td>
<td><strong>Parents/Carers:</strong> Parents will develop an understanding of achievement standards and growth expectations for all students. Parents will engage in community discussions relating to Assessment and Reporting.</td>
<td><strong>Twice termly tracking of student progress along literacy and numeracy continuums. Early identification and intervention of/or underachieving and overachieving students</strong></td>
<td><strong>85% of students working at and above Grade expectations reflected in NAPLAN, PAT tests, Standardised tests and PLAN</strong></td>
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<td><strong>Community Partners:</strong> Understanding of the value of their involvement with the school. An induction meeting by the school outlining clear expectations of their level of involvement.</td>
<td><strong>Leaders:</strong> Leaders will become highly familiar with data management and analysis in order to monitor and track learning progress for students across learning areas and grades. Leaders will facilitate discussion relating to consistent teacher judgement and student achievement between staff members and throughout the parent body.</td>
<td><strong>Teachers regularly engaging in classroom observations and program analysis. Continued collaborative planning practice.</strong></td>
<td><strong>75% of students experiencing expected or better growth in learning reflected in NAPLAN, PAT tests, Standardised tests and PLAN.</strong></td>
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<td><strong>Development of Consistent Teacher Judgement practices relating to Assessment and Reporting, effective communication to students and parents reflected in student and parent feedback.</strong></td>
<td><strong>Evaluation Plan</strong></td>
<td><strong>Comparative analyses to similar schools assessing the impact of strategic direction.</strong></td>
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<td><strong>How do we do it and how will we know?</strong></td>
<td><strong>Stage Leaders to monitor growth and achievement in PLAN data against projected rates, and progress of students against IEPs. Yearly parent surveys relating to understanding of school reports and assessments.</strong></td>
<td><strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong></td>
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<td><strong>Practice:</strong> Effective and regular data monitoring processes.</td>
<td><strong>Practice:</strong> Ongoing and regular discussion relating to consistent teacher judgement between Executive, Staff, Parents and Students.</td>
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**Improvement Measures**

- Students K-6 will be presented with challenging learning tasks at their level of learning to promote high academic standards and life-long learners. This will be evident in teachers’ programs, observations and student work samples.
- 85% of students working at and above Grade expectations reflected in NAPLAN, PAT tests, Standardised tests and PLAN.
- 75% of students experiencing expected or better growth in learning reflected in NAPLAN, PAT tests, Standardised tests and PLAN.
- Consistent approaches to planning, programming and practice reflected through classroom observations, teacher programs + IEPs.

**Evaluation Plan**

Stage Leaders to monitor growth and achievement in PLAN data against projected rates, and progress of students against IEPs. Yearly parent surveys relating to understanding of school reports and assessments.
### Strategic Direction 2: Student success as learners, leaders, and responsible and productive global citizens.

#### Purpose

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

To establish an approach that builds the capabilities of all students to be involved in planning and monitoring their own learning development.

#### People

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

**Students:** Internalise and demonstrate school expectations in the classroom, the playground, and at school events. Work in collaboration with staff to engage in student-led learning experiences.

**Staff:** Development of units of work across KLAs which incorporate Social Skills, self- and peer-assessment and an understanding of the importance of local and global community. Collegial support for best practice Behaviour Management.

**Parents/Carers:** Understanding of the use of student self- and peer-assessment as a valuable learning tool. Understanding of the value of their involvement with the school, and a clear outline of the school’s expectations of their involvement.

**Community Partners:** Understanding of the value of their involvement with the school, and a clear outline of the school’s expectations of their involvement.

**Leaders:** Upskilling in best practice self- and peer-assessment practices. Development of policy relating to community involvement and expectations.

#### Processes

**How do we do it and how will we know?**

- Support for all staff in identifying and engaging with leadership opportunities for students.
- Formalised Social Skills program to support implementation of Student Welfare policy. Individualised Social Skills programs developed and monitored for identified students at risk of proceeding through levelling system/suspension.
- Ongoing professional learning and opportunities to visit successful classrooms in relation to effective student self- and peer-assessment strategies.
- All staff to evaluate existing community links and seek multiple opportunities to authentically incorporate community links into units of work.

#### Products and Practices

**What is achieved and how do we measure?**

- Student self-regulation in relation to classwork, behaviour and community citizenship. This will be measured by a reduction in the use of ‘time out’, ‘think slip’ and suspension measures.

**Product:**

- Variety of leadership opportunities available to students, including peer support, buddies and SRC; with 95% of students engaged in these opportunities.

**Product:**

- Students internalise and demonstrate school expectations, reflected in a reduction in the use of playground and in-class think slips and suspensions.

**Product:**

- Student self-assessment and peer-assessment used by all teachers across grades, reflected in teacher programs and class observations.

**Product:**

- 100% of students involved with community and/or charity organisations at least once in a school year.

**Evaluation Plan**

Leaders to seek increased involvement in leadership opportunities for students, monitor use of think slips and ensure appropriate follow up and support for students is undertaken by all staff. In addition per-term monitoring of programs and observations for the inclusion of self- and peer-assessment opportunities.

**Practice:**

- Staff to seek and engage with opportunities to connect with the wider community.

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**Improvement Measures**

- Student self-regulation in relation to classwork, behaviour and community citizenship.
- Variety of leadership opportunities available to students, including peer support, buddies and SRC; and 95% of students engaged in these opportunities.
- Students internalise and demonstrate school expectations, reflected in a reduction in the use of playground and in-class think slips and suspensions.
- Student self-assessment and peer-assessment used by all teachers across grades, reflected in teacher programs and class observations.
- Increased involvement with community and charity organisations.
Strategic Direction 3: Development of leadership capacity across the staff, and the implementation of innovative and quality teaching practice and programs.

**Purpose**

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

To develop a school culture in which school leaders collaborate with teaching staff to account for ongoing learning and development, strive for innovation and improvement, and contribute to a whole school and community learning ethos and environment.

**People**

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

**Students:** Students will participate in programs that extend capabilities and will communicate feedback relating to effectiveness to teachers.

**Staff:** Continued scaffolding of professional learning in line with Performance Development Plans (PDP) to develop accountability and improvement alongside data-informed best practice in line with current research. Ongoing opportunities to share feedback, self-evaluation, observation of practice and peer support.

**Parents/Carers:** Develop an understanding through formal and informal communication of research informed practice. Become involved in the classroom and school to gain a better understanding of current best practice.

**Leaders:** Develop best practice mentoring pathways for all staff. Access and distribute current research to staff in line with PDP’s.

**Processes**

How do we do it and how will we know?

- Implement, evaluate and modify self-identified research projects as core expected professional learning practice.
- Leadership Team to support all staff in developing PDPs and engaging with leadership opportunities, including curriculum teams and event management.
- Engage with local schools to collaborate in teacher professional learning, development and sharing of resources and opportunities to extend practice.

**Products and Practices**

What is achieved and how do we measure?

- A staff culture of ongoing commitment to innovative best practice and self-improved practice aligned with the Quality Teaching Framework.
- Self-directed learning projects based on current research and data-driven implementation as core professional learning, including reflective practice.
- Embedded leadership model where all staff are held responsible for their own learning and continued improvement of practice, and for sharing best practice with peers. Mentoring pathways for beginning teachers and aspiring leaders.
- Participation in Community of Schools situations which align with school Strategic Directions.

**Evaluation Plan**

Ongoing evaluation of mentoring programs to ensure teachers’ needs are met within school context. Regular (yearly) assessment of external and internal professional learning experiences in relation to improved classroom practice.

**Improvement Measures**

- A staff culture of ongoing commitment to innovative best practice and self-improved practice aligned with the Quality Teaching Framework.
- Self-directed learning projects based on current research and data-driven implementation as core professional learning, including reflective practice.
- Embedded leadership model where all staff are held responsible for their own learning and continued improvement of practice, and for sharing best practice with peers. Mentoring pathways for beginning teachers and aspiring leaders.
- Participation in Community of Schools situations which align with school Strategic Directions.