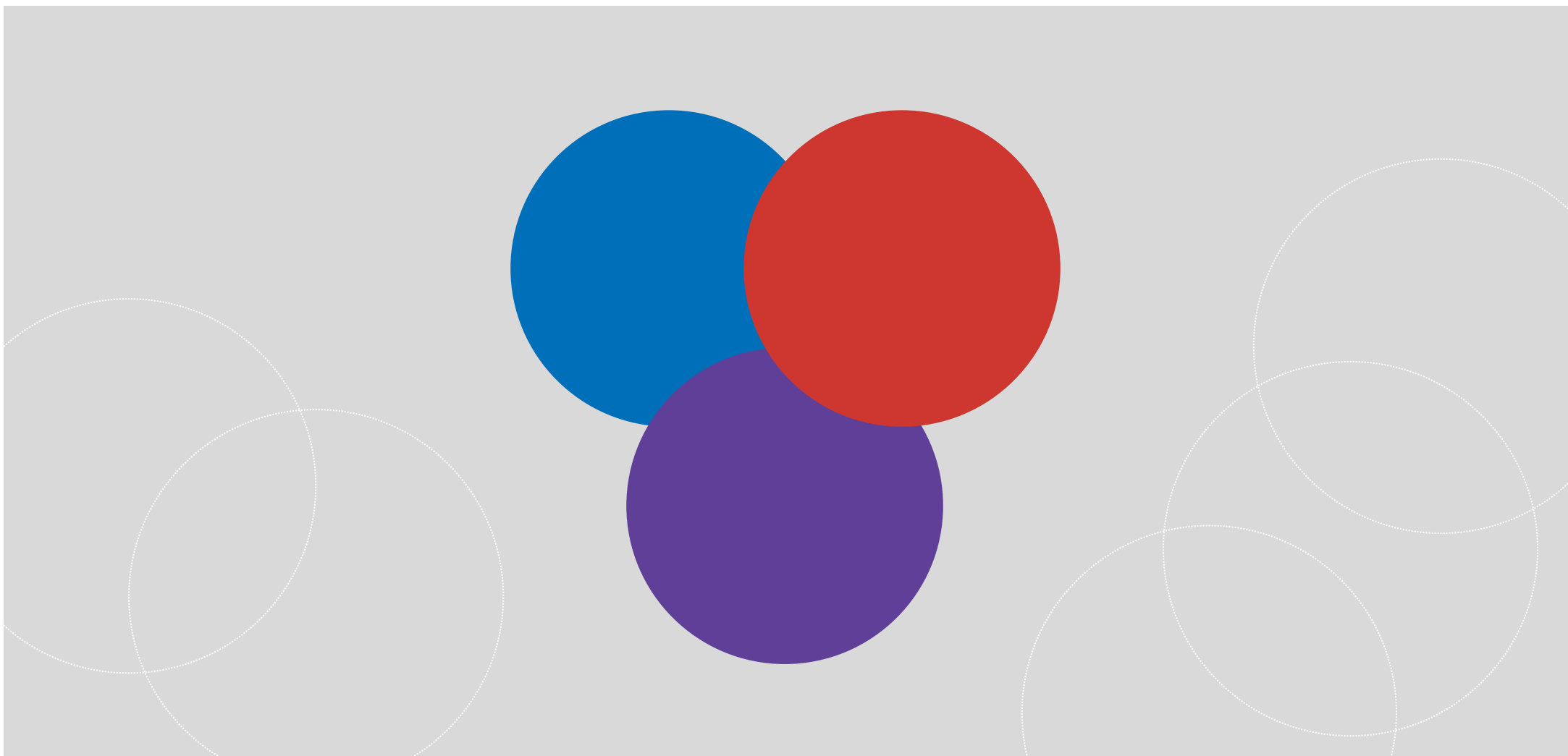


School plan 2015 – 2017

Bathurst West Public School - 3824





School vision statement

A commitment to quality education, inclusive learning and community engagement that embraces individuality and difference.

School context

Bathurst West Public School is a PP3 located in the Eastern end of the Western NSW. It is a modern well-resourced school with large grounds and playing fields. It is highly professional staff with a mix of experienced and new career teachers and a very supportive community.

Enrolment is zoned, with the student population being drawn from West Bathurst, Edgell Heights, Stewart, Windradyne, Llanarth, Riverview and Abercrombie. The school population is currently 430 students, 21% which is Aboriginal and 4% ethnic background. The school comprises 16 classes K-6, a 5/6 Opportunity Class and 4 Special Education classes (K-2 BD class, IO/Au class, Au class and a MC class).

Bathurst West is one of several large public schools in the Bathurst community and is a committed participant of the Bathurst Primary Schools' Alliance.

Programs that emphasis citizenship assist students from diverse backgrounds to access quality learning and a diverse Creative Arts program provides excellent opportunities for all students to perform and to achieve personal success.

A strong, dedicated P & C supports the school in achieving its goals through an open and consultative partnership.

The school is in the first year of involvement with the Early Action for Success funding program which concentrates resources in the early years of schooling.

School planning process

The initial consultation with Staff, Students and Community members was carried out via 2 questions: -

- 1) What do you consider to be the strengths of Bathurst West Public School?
- 2) What would you change about the school to make it better?

Each stakeholder was asked to record their responses. Parent /community member's responses were collated and displayed.

Staff responses were minimal, so a whole school staff meeting was held.

Discussion based around the board areas of: -

Professional Learning
Student Engagement

Implementing the Curriculum (English, Mathematics, Science, History), 21st Century learners (ICT, Critical creative thinking, GATS, others),

Partnerships for learning (PBL, LST, Attendance, Welfare, AECG).

Staff discussed and recorded –

Current – Where are we now...,

Future – Where next ...,

End product - Where do we want to be in 3 years...

The school executive refined this information down to the three strategic directions.

School Vision statement was developed through consultative processes between stakeholders. Each person was asked to record a statement of approximately 10 words which reflects what they feel our school represents. Respondents then paired to achieve a consensus statement. This was repeated with groups of four, eight and so on until the refined statement was achieved.



STRATEGIC DIRECTION 1

Quality teaching

Purpose:

Improved teacher professional development and student learning by implementing strategies that cater for their individual learning needs.

Innovative educational experiences engage all students in meaningful, deep learning.

The entire community maintains an expectation of success and individual excellence.

STRATEGIC DIRECTION 2

Implementing the Curriculum

Purpose:

Ensuring each teacher is well equipped to successfully implement the curriculum over the next three years.

Each student is in a class where the curriculum is implemented in an exciting, meaningful and purposeful manner to ensure each reaches their full potential. Resources are managed to maximise the learning opportunities for each child.

The community engages in the school experience.

STRATEGIC DIRECTION 3

Positive Partnerships with all stakeholders for improved learning

Purpose:

Improve positive partnerships and communication with all stakeholders to enhance student learning, by creating a cohesive and productive interaction between all members of the school community.

Positive Behaviour for Learning is the basis for interaction within the school community.

All stakeholders have an enhanced understanding and acceptance of our culturally diverse community.

Strategic Direction 1: Quality teaching

Purpose

Improved teacher professional development and student learning by implementing strategies that cater for their individual learning needs.

Innovative educational experiences engage all students in meaningful, deep learning.

The entire community maintains an expectation of success and individual excellence.

Improvement Measures

All students involved in quality ICT programs which can be measured by improved ICT skills based on online ICT testing.

80% of students will have achieved grade appropriate progress on the literacy and numeracy continuum measured by PLAN data.

All staff utilise available data to inform teaching as is evidence by teaching programs & supervisor observations.

All teachers develop, implement and evaluate Professional Development Plans through an annual cycle.

People

Students: develop high level ICT, literacy, numeracy, creative thinking capabilities, focusing on the skills and knowledge required to be successful in today's society.

Staff: participate in professional development to build on knowledge of creative 21st Century learners. Develop their professional capabilities in effective teaching and learning across the curriculum for all students.

Parents/Carers: will become partners in their child's education to enable them to support their learning. Parents engage in school development processes

Community Partners: are informed and aware of student and teacher learning at Bathurst West Public School.

Leaders: will participate in professional development to build on knowledge of creative 21st Century learners. Develop their professional capabilities in effective teaching and learning across the curriculum for all students. They will also lead and facilitate teacher parent and student learning.

Processes

- Early Action for Success Program implement across K-2 with Principal extending to 3-6
- Implement quality ICT programs through:
 - The provision of ICT infrastructure and hardware.
 - Teacher training and development on effective integration of ICT in all curriculum areas.

Implement and evaluate Professional Development Plans (PDPs) for teachers.

Evaluation Plan

- Data collection of student achievement along the continuum
- Tell Them From Me survey
- NAPLAN data
- Program evaluations and discussions
- Teacher PDPs

Products and Practices

All students involved in quality ICT programs which can be measured by improved ICT skills based on online ICT testing.

All students engaged in quality programs that cater for the individual's needs which can be measured by student data improvement from base line assessment.

Product:
Student engagement across all areas of school life.

Product:
Teachers delivering quality teaching and learning programs across the curriculum.

Practice:
All staff trained and capable of involving students in ICT programs across the curriculum based on quality teaching practice

Practice:
Teachers and leaders engaged in developing and sharing quality programs through PDPs.

Practice:
All staff engaged in tracking student achievement through the continuum. Planning of teaching and learning programs is based on teacher reflection on the progress of each student along the continuum.

Strategic Direction 2: Implementing the Curriculum

Purpose

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

Ensuring each teacher is well equipped to successfully implement the curriculum over the next three years.

Each student is in a class where the curriculum is implemented in an exciting, meaningfully and purposeful manner to ensure each reaches their full potential. Resources are managed to maximise the learning opportunities for each child.

The community engages positively in the school experience at Bathurst West Public School.

Improvement Measures

- ❖ Plan data is evaluated each term. This informs teaching direction and Professional Development Plans. All students progress at grade appropriate level. High level intervention students identified and receive appropriate intervention.
- ❖ Staff surveys reflect positive staff engagement in Professional Development Plans (PDPs)
- ❖ All current Curriculum is implemented as reflected in all teaching programs.

People

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

Students: Engage in their education by monitoring their own progress and making relevant choices about their learning. They work collaboratively with their peers and also reflect on their learning.

Staff: Are engaged in ongoing professional development focussing on the content and processes evident in the current syllabus

Parents/Carers: Understand what and how their children learn. They are engaged in classroom activities and there is clear communication.

Community Partners: Partnerships exist between community and school that maximise student learning.

Leaders: Leaders have a clear common vision and understanding of the curriculum and the processes that maximise student access to the curriculum

Processes

How do we do it and how will we know?

- Classes are formed that maximise the learning opportunities for each child.
- Staff collaboratively develop teaching and learning programs and lessons that reflect the content and intent of the syllabus.
- Staff have time to observe, reflect on and refine teaching practice.
- Staff engage in Professional Development based on the teaching learning cycle.
- Parents and the community have access to development activities that explain and develop understanding of current teaching and learning activities.

Evaluation Plan

Teachers enter student data on Plan and reflect on their student progress. Stage leaders collaboratively reflect on student progress.

Executive, Stage and whole school meetings evaluate student progress and develop plans to assist students who are not engaging in their learning.

Staff reflect on student parent survey results.

Products and Practices

What is achieved and how do we measure?

- ❖ Plan data is evaluated each term. This informs teaching direction and Professional Development Plans. All students progress at grade appropriate level. High level intervention students identified and receive appropriate intervention.
- ❖ Tell Them From me survey results reflect improved student engagement. (Baseline data yet to be established. targets to be added when available)
- ❖ Staff surveys reflect positive staff engagement in PDPs.

Product:

- IEPs are developed and implemented for students.
- Students move along learning continuum appropriately when measured against baseline data.
- Classroom programs fully reflect syllabus.
- Students engage in the learning cycle and reflect on their learning to plan future learning.

Practice:

- All leaders and teaching staff engaged fully in the PDP process.
- Students receive individualised programming where appropriate. All students engage in reflection on learning.

Strategic Direction 3 Positive Partnerships for Learning

Purpose

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

Improve positive partnerships and communication with all stakeholders to enhance student learning, by creating a cohesive and productive interaction between all members of the school community.

Positive Behaviour for Learning is the basis for respectful interaction within the school community.

All stakeholders have an enhanced understanding and acceptance of our culturally diverse community.

Improvement Measures

- ❖ Student engagement and learning are improved as measured by progress on the continuum and improved testing results.
- ❖ School tone is high as measured by surveys (TTFM and school based data gathering such as reducing negative incidents and suspensions)
- ❖ Tell Them From me survey results reflect improved student engagement. (Baseline data yet to be established targets to be added when available)
- ❖ All students requiring PLPs have meaningful interventions at the appropriate level.

People

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

Students: Engage in the PBL learning process, Junior AECG, Boys' program, SRC, and student leadership program.

Staff: Engage in PBL, AECG, SRC, LST, Parent/Community Forums, Personalised Learning Plan meetings, Individual Education Plan meetings. Parent, teacher, (student) planning meetings, Parents and Citizens' Meetings and Transition programs. Staff access training and development to maximise their leadership and participation.

Parents/Carers/Community Partners: Engage in partnership programs and meetings. Consultation processes are open and transparent.

Leaders: Participate in and lead implementation of community partnership programs. Leaders will participate in development programs initiated through the Bathurst Alliance.

Processes

How do we do it and how will we know?

- The school community will continue on the PBL journey. Classroom practice will be the focus over the following two years. Data will continue to govern the direction of the PBL process.
- Positive communication between all stakeholders will be the basis of improved participation in community partnership programs.
- All members of the school community participate in real decision making processes.
- Program forums are established to provide communication and feedback.
- Leaders meet each term to evaluate feedback and determine ongoing direction.

Evaluation Plan

PBL evaluations show continued uptake of learning across all members of the community. Community surveys show improved engagement of all stakeholders. Each program team evaluates and reports to the school community on achievements and directions

Products and Practices

What is achieved and how do we measure?

- ❖ Student engagement and learning are improved as measured by progress on the continuum and improved testing results.
- ❖ School tone is high as measured by surveys (TTFM and school based data gathering such as reducing negative incidents and suspensions)
- ❖ All students requiring PLPs have meaningful interventions at the appropriate level.
- The school programs are open and consultative.
- Transition is effective and child centred
- The entire school community works together to achieve the mutually agreed outcomes.
- Students are active participants in the learning cycle
- Parents are engaged in the planning of their child's program
- Communication lines are defined and in use for each area; school engages with digital communication modes more effectively.