School plan 2015 – 2017

High Performance Culture

Expert Teaching Team

Personalised Learning
**School background 2015 - 2017**

### SCHOOL VISION STATEMENT

Bathurst Public School has a culture of **excellence**, which strives to equip all students to be meaningful contributors to a socially cohesive society.

We provide access to quality **personalised learning** that ensures **high expectations** are set for all.

At Bathurst Public School, we aim for students to be:
- successful learners who are proficient in the essential skills, and who think critically and creatively, problem solve and make informed decisions about their learning
- honest, resilient, show empathy and respect for others, and manage their own wellbeing and actions
- creative, innovative and resourceful citizens

### SCHOOL CONTEXT

Bathurst Public School has an enrolment of 509 students, including 9% Aboriginal students and 9% ESL. The school has 19 mainstream classes, 5 support classes, integration programs operating K-6, and a staff of 58: including itinerant teachers, the Home School Liaison Officer and specialist teachers.

We currently have an enthusiastic and growing executive, with a range of performance and energetic teachers with a range of experiences. With recent professional learning in the implementation of new syllabi, sharing of knowledge and expertise in the planning and development of high quality programs is valued. New systems within the school are being established to support collaboration and the analysis of student performance data.

Our data indicates a growing number of students requiring additional support, with:
- 24% of students coming to school without prior pre-schooling
- 29% of Kindergarten students below L3 levels after 40 weeks of instruction
- 28 students referred to the school funded Speech Pathologist for speech intervention and language development
- 140 students referred to the Learning and Support team in 2014, requiring personalised learning plans; and NAPLAN data indicating a need to focus on Writing.

English has been identified as a focus area for development across the school, with Stage 2 and 3 teachers being trained in R2L in 2014, and all Early Stage 1 and Stage 1 teachers being trained, or currently being trained, in the implementation of the L3 program.

Specialist teaching staff, from within the school and the community, provide an extensive Performing Arts program which provides students with a range of performance opportunities; from the Sydney Opera House to local Eisteddfods.

The school provides many sporting opportunities for students, with a variety of sports being offered and entered into sporting competitions, such as the PSSA state knockouts. Each year, students are selected to represent the district and region in a wide range of sports.

### SCHOOL PLANNING PROCESS

1. Planning team established to lead the visioning, evaluation analysis and planning process, where staff and community are lead through a process of input and consultation to build commitment to Bathurst Public School’s 2015-2017 School Plan.

2. School Context Statement

3. Staff consulted on Context Statement

4. Adjustments made to Context Statement in response to staff feedback

5. With the philosophy "begin with the end in mind", as a whole staff, discussions took place on what the overall purpose of our school was. Using the Melbourne Declaration on Educational Goals – goal 1, staff collaboratively formulated three statements that encapsulated the global purpose of the school.

6. Planning team synthesised staff input in to a draft vision plan that was displayed in a general area for staff feedback.

### Student exit outcomes

7. Using Goal 2 of the Melbourne Declaration, in small groups, teachers identified what they believed the top three student exit outcomes should be. Each group drafted an Exit Outcome statement, with the Affinity Diagram Process used to determine the overall ‘best expressed’ statement.

8. Planning team synthesised staff input developed a draft statement for further consultation.

### Community Consultation

9. At a P&C meeting, parents and members of the community were presented with the School Vision Statement exit outcomes statements, for consultation.

10. Parents were given the opportunity for input by face to face informal meetings before and after school, and through telephone and email contact by the School employed Liaison Officer.

11. Planning team synthesised parent and community feedback and refined statements.
To be responsive to the changing expectations for teachers and students in the 21st Century, teachers need to be highly committed to continuous improvement in their own teaching.

Building staff communication and collaboration skills will develop the ability to self-reflect and understand a cycle of improvement that will empower teachers to continually reflect and plan for improvement.

An expert teaching team is essential in encouraging a school wide shared responsibility for student learning and success, working together to provide quality learning opportunities where high expectations are set for all.

An expert teaching team works collaboratively to take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other’s practices.

Personalised learning allows all students access to the curriculum, with each child reaching their full potential. Collaborative data analysis initiates the planning process and is used to differentiate learning pathways where all students succeed.
Strategic direction 1: High Performance Culture

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| To be responsive to the changing expectations for teachers and students in the 21st Century, teachers need to be highly committed to continuous improvement in their own teaching. Building staff communication and collaboration skills will develop the ability to self-reflect and understand a cycle of improvement that will empower teachers to continually reflect and plan for improvement. | Students – Students understand that teachers have high expectations of student learning. Staff – Build staff communication and collaboration skills. Develop ability to self-reflect and understand a cycle of improvement. Leaders – Develop mentoring and coaching skills to facilitate teacher self-improvement. Parents/Carers – Confident that teachers have high expectations of all students and that their child is attending a school with a culture of high performance. | Performance and Development Framework
Develop and implement a systematic approach to ensuring staff achieve their set goals on Performance and Development Plans, by reflecting and refining systematically throughout the year. Staff collect evidence of achievement of learning goals aligned to the National Professional Teaching Standards. Thinking, Communicating, Collaborating
Train all new staff in using the HBDI. Professional Learning on the use of HBDI to self-reflect, communicate, resolve conflict, solve problems, plan teaching, and develop relationships. Instructional Rounds are used to focus on Stage based areas of need and the developing of teaching practices improvement. Coaching and Mentoring
Leaders trained to provide mentoring and coaching. Leaders meet with teachers on a termly basis to collaboratively develop and reflect on Performance and Development Plans. Using a cycle of improvement, teachers use data to identify a common problem of practice across a stage, plan actions, review progress and refine strategies. |
| IMPROVEMENT MEASURES | |
| 100% of teachers are accredited at the appropriate level. 100% of staff have a Performance and Development Plan which has evidence of refinements. Six teachers working towards Highly Accomplished Level of accreditation. 100% of Performance and Development plans are reviewed and refined twice a year. Parent satisfaction rating at 95%. Student satisfaction rating at 95%. NSIT - Evidence shows achievement at Outstanding level in the Domain of: - A culture that promotes learning. | Product
All teachers accredited at the appropriate level with Australian Institute of Teachers. All teachers have a Performance and Development Plan. Practice
Teachers systematically reflect and refine their Performance and Development Plan throughout the year in collaboration and consultation with their supervisor. Coaching plans are collaboratively developed and evidence of improvement in relation to learning goals collected. Teachers use a cycle of improvement to continually improve their performance and student learning. Staff use the HBDI model to support: self-reflection, communication, conflict resolution, problem solving, teacher planning, relationship development and teaching. Staff use the knowledge of HBDI and personal strengths to develop collaborative teams. |
### Strategic direction 2: Expert teaching team

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| An expert teaching team is essential in encouraging a school wide shared responsibility for student learning and success, working together to provide quality learning opportunities where high expectations are set for all. An expert teaching team works collaboratively to take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other’s practices. | **Students:** Know and use a variety of strategies to improve.  
**Teachers:** Know and use a variety of strategies to improve learning for each student.  
**Leaders:** Coach and mentor staff to develop expertise in the curriculum areas of English, Maths ICT and Thinking Skills.  
**Parents/Carers:** Know how their child is progressing and what strategies work best for their child. | **Instructional Rounds**  
Using professional dialogue, data collection, observation of student learning and reflection, to explore and develop teaching strategies that improve targeted student learning outcomes.  
**Visible Learning - Teachers and students knowing what works**  
Professional Learning for teachers in Visible Learning, to support their assessment of the effectiveness of alternate teaching and learning strategies. Teachers provide a range of learning strategies which cater for, and challenge, the diverse range of students within their class.  
Professional learning on effective teacher and student feedback.  
Develop high levels of pedagogical knowledge and skill, including expert knowledge of evidence based teaching strategies. | **Products**  
Quality Teaching Programs which include a range of strategies to engage a diverse range of students.  
Student work samples that reflect student progress using a range of strategies.  
Classrooms where students are working independently and collaboratively using a range of strategies. **Practices**  
Collection and analysis of work samples pre and post Instructional Rounds and stage planning days based on the Theory of Action.  
Collegial sharing of strategies, resources and colleague classroom observations.  
Feedback on student progress provided to students and parents throughout the learning process. |

#### IMPROVEMENT MEASURE/S

- **Syllabus Outcomes** – 80% of students achieving at or above grade expectations in English and Mathematics.
- **NAPLAN** – To improve School and State comparison in the percentage of students achieving at proficiency, by at least 5% in all areas.
- **Benchmark Data Levels** – 80% of students are achieving at or above grade appropriate levels in reading.
- **Continuum Data** – 80% of students to be achieving at grade appropriate Cluster or above, in all aspects of Literacy and Numeracy.
- **NSIT** – Evidence shows achievement at Outstanding level in the Domains of:  
  - Expert teaching team  
  - Effective pedagogical practices
**Strategic direction 3: Personalised Learning**

**PURPOSE**

Personalised learning allows all students access to the curriculum, with each child reaching their full potential. Collaborative data analysis initiates the planning process and is used to differentiate learning pathways where all students succeed.

**PEOPLE**

**Students:** Know their learning capabilities and know where they need to go next.

**Teachers:** Collaboratively analyse data, set high expectations and design learning pathways that cater for all students.

**Leaders:** Lead assessment design, data analysis, a systematic approach to consistent teacher judgement, and accurate and informative reporting.

**Parents/Carers:** Are regularly informed of their child’s progress and collaboratively develop Learning and Support Plans with school staff.

**PROCESSES**

**Data Collection and Analysis**

Plot all students along the Literacy and Numeracy continuums using PLAN.

Develop a school-wide system to map student achievement of English and Mathematics Outcomes and Content.

Students plotted on the ACARA, ICT and Critical and Creative Thinking Skills Continuums.

Collaborative development and regular review of Learning and Support Plans with parents/carers and supervisors, and allied agencies.

**Assessment**

Develop stage assessment tasks that establish learning goals for each term and assesses individual student progress in English and Maths.

Collaboratively develop specific criteria for assessment tasks that are: transparent, communicated to students, consistent across classes in each Stage, facilitative of consistent teacher judgement.

Collaboratively mark work samples, and jointly analyse assessment results in Stage groups.

**Planning**

Develop Assessment and Curriculum plan which personalises learning.

**PRODUCT AND PRACTICES**

**Products:**

Stage specific Assessment and Curriculum Plans, that prescribe:

- performance targets specific to the stage
- curriculum expectations which include embedded creative and critical thinking skills, and ICT

Consistent assessment of student progress and learning, aligned with syllabus standards.

Learning and Support Plans for all students with identified needs.

**Practices:**

Assessment and Curriculum plan systematically reviewed and refined.

Collegial discussions embedded in regular practice.

Student progress and achievement explicitly communicated to all stakeholders.

Semester meetings with parents to collaboratively establish, review and adjust Learning and Support Plans.

Learning and Support Plans inform teacher programming.

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**IMPROVEMENT MEASURE/S**

**NAPLAN** – 80% of students to achieve greater than or equal to expected growth from Year 3 to Year 5, and from Year 5 to Year 7 - in Literacy and Numeracy.

**Benchmark Data** – 80% of students are achieving at or above grade appropriate levels in reading.

**Continuum Data** – 80% of students to be achieving at grade appropriate Cluster or above, in all aspects of Literacy and Numeracy.

All students will be plotted on the ACARA General Capabilities Continuum, in : ICT, Critical and Creative Thinking Skills, and the Personal and Social Capabilities aspects.

**NSIT** – Evidence shows achievement at high level in the Domains of:

- Analysis and discussion of data
- Systematic curriculum delivery
- Differentiated teaching & learning