

# School plan 2015-2017

## Blue Haven Public School 4623



# School background 2015-2017

## School vision statement

Our vision at Blue Haven Public School is to provide an inclusive learning environment where students dream, believe and succeed. We focus on the whole child to be critical thinkers who can collaborate, communicate and be creative, life-long learners. We empower students to be safe, respectful and responsible.

## School context

Blue Haven Public School is a modern school in a beautiful bushland setting with 560 students across 24 classes Kindergarten to Year 6, servicing the Estate of Blue Haven. This includes 87 Aboriginal & Torres Strait Islander (ATSI) students and 14 students with English as an Additional Language.

Our focus is to provide explicit teaching in Literacy and Numeracy, embedding 21st century learning techniques into our programs and catering for the individual learning needs of students. We focus on the social and emotional wellbeing of students utilising the 'You Can Do It' program.

The school implements a number of focus programs including FoR(K-6) and L3(K-2). In 2015 we began our involvement in Positive Behaviour for Learning(PBL).

A positive partnership with the P & C ensures that the school is well positioned to support quality programs for students.

We have a valued, consultative partnership with our Aboriginal Community and Muru Bulbi AECG. We are active members of the Wallarah Local Management Group.

## School planning process

In 2014 a variety of measures were employed to consult with the school community. Students, staff and parents were surveyed through an online survey using a judgement level statement and text box for comment. Students, staff and parents were also involved in forums to discuss the current school practices and procedures and areas for growth. Staff analysed and evaluated data from NAPLAN and other assessment tools. Through this process the strategic directions were established for Blue Haven Public School.

# School strategic directions 2015-2017

## STRATEGIC DIRECTION 1

Empower each student to be their best

### Purpose:

To enable every student to reach their potential, actively engage in learning and make the best of the opportunities available.

## STRATEGIC DIRECTION 2

Supportive, dynamic and inclusive school communities

### Purpose:

To enable the Blue Haven Learning Community to work in a purposeful manner to build strong relationships, establish effective methods of communication and embed a positive culture of shared success.

## STRATEGIC DIRECTION 3

Staff and student engagement in Quality Teaching and Learning

### Purpose:

To enable all staff to have the knowledge, skills and capacities to deliver personalised and differentiated learning for all students resulting in an increase in the number of students performing in the top two bands in Reading and Numeracy in Years 3 & 5 NAPLAN assessments.

# Strategic Direction 1: Empower each student to be their best

## Purpose

To enable every student to reach their potential, actively engage in learning and make the best of the opportunities available.

## Improvement Measures

PBL data shows an increase in the number of students in Tier 1.

TTFM survey indicates student, staff and parent growth in the area of satisfaction with school management of wellbeing.

## People

### Students

Students will be encouraged to have an active voice in the development of whole school priorities and projects through SRC, student forums and TTFM.

### Staff

Staff will be engaged in Professional Learning supported by mentoring, coaching and collaboration processes which leads to the implementation of PBL.

### Parents/Carers

Parents will be assisted to work collaboratively with the school to support students through information sessions and training.

### Leaders

Leaders will develop their capacity to support students, staff and the community in the area of student wellbeing through professional learning and by coaching and mentoring staff in the effective implementation of school wide systems.

## Processes

### Empowering students

Development of student's pride in their school through consistent systematic teaching of student rules and expectations through PBL lessons and developing student ownership of their own actions. Regular acknowledgement of achievements through awards, newsletter, termly reward activities.

### Student Leadership

Develop strong and confident leaders of tomorrow through the provision of targeted leadership programs, ongoing school based programs and opportunities to engage in the whole school community in Peer Support, Lead learners, DTT days, Choirs, Dance, Didge and Sport.

### Student engagement and wellbeing programs

Staff will be engaged with professional learning that develops their capacity to support student's social/emotional needs consistently.

PBL team formed and trained on PBL and TPL for staff on PBL lessons.

## Evaluation Plan

Closely monitor SENTRAL and SALM wellbeing data, attendance, community feedback staff feedback and student engagement.

## Practices and Products

### Practices

PBL practices are embedded across the school.

All school members, students, staff and parents reflect PBL "Everyone, Everywhere, Every time."

Students practise behaviours aligned to leadership capabilities.

### Products

PBL data shows an increase in the number of students in Tier 1.

TTFM survey indicates student, staff and parent growth in the area of satisfaction with school management of wellbeing.

# Strategic Direction 2: Supportive, dynamic and inclusive school communities

## Purpose

To enable the Blue Haven Learning Community to work in a purposeful manner to build strong relationships, establish effective methods of communication and embed a positive culture of shared success.

## Improvement Measures

Increase in percentage of parents/carers involved in school related functions and activities from data of class participation/parent attendance at school activities.

80% of parents indicate satisfaction with communication involving school procedures, organisation and events as identified in the TTFM survey.

## People

### Students

Students will be actively engaged with their own learning within the classroom and share their success with their families

### Staff

Staff will improve their capacity to build strong relationships and effective communication with parents and the community by understanding procedures of effective communication

### Parents/Carers

Parents will be supported through newsletters, parent info sessions, community learning sessions and clear protocols to establish a collaborative partnership with students, teachers and parents to support and celebrate student learning.

### Community Partners

Community partners will strengthen learning alliances within and beyond our school to support school programs including indigenous, transition, sporting and other innovative initiatives..

### Leaders

Leaders will establish procedures and protocols for sharing information and working collaboratively with the school community.

## Processes

### Building Common Values

Establish a community reference group to develop priorities for improving community inclusiveness and common values. Develop parent protocols for communication with the school.

### Communication and Consultative Decision Making

Community reference group develops a BHPS set of communication procedures and expectations using a variety of communication modes across all stakeholders within the school. Staff trained in school expectations for communication.

### Participation and Community Learning

Build supportive systems to enhance community participation in school events and parent learning forums by increased promotion of school activities through the school app, website, school sign, newsletter and advertisements.

## Evaluation Plan

TTFM survey, data collected on Assembly attendance, P and C meetings, AECG meetings, Parent/teacher interactions

## Practices and Products

### Practices

A proactive leadership culture that supports the whole school community in supporting and celebrating student learning and school achievement

Communication will be informative, reciprocated and respectful between students, staff and parents/carers and follow the parent protocols for communication with the school.

A systematic approach to disseminating school information in a productive, timely and informative manner.

### Products

Increase in percentage of parents/carers involved in school related functions and activities from data of class participation/parent attendance at school activities.

80% of parents indicate satisfaction with communication involving school procedures, organisation and events as identified in the TTFM survey.

# Strategic Direction 3: Staff and student engagement in Quality Teaching and Learning

## Purpose

To enable all staff to have the knowledge, skills and capacities to deliver personalised and differentiated learning for all students resulting in an increase in the number of students performing in the top two bands in Reading and Numeracy in Years 3 & 5 NAPLAN assessments.

## Improvement Measures

100% of Aboriginal students are working on identified goals in their PDP's.

80% of students are at expected or above stage level in Literacy and Numeracy continuum on PLAN data.

All teaching programs show evidence of curriculum syllabus implementation.

All staff implement 8 Ways of Learning in class programs and there is evidence of strategies across teaching pedagogy.

To increase the proportion of students in the top two NAPLAN bands (Reading and Mathematics) by 6% from 21% to 27%

## People

### Students

Students in K-6 will engage with Focus on Reading metacognitive strategies to improve comprehension.

### Staff

Staff understand that engaging with professional learning will develop their skills and knowledge.

### Staff

Staff understand the need to collaboratively plan and differentiate programming in literacy and numeracy using the quality teaching elements, 21st Century Learning.

### Parents/Carers

Parents will be provided with opportunities to develop their knowledge and understanding of school programs and student learning through parent forums, workshops, newsletters.

### Community Partners

Continue to work in partnership with the Muru Bilbi AECG to implement programs to increase achievements and engagement of ATSI students.

### Community Partners

Shared professional learning across the Wallarah Area Learning Community (WALC) in writing and linkages programs.

### Leaders

Executive teachers coach and mentor staff members in BHPS programming and

## Processes

Engaged and Accomplished community of learners

Building staff capacity through targeted TPL and ongoing professional learning in evidence based Literacy and numeracy strategies. Scope and Sequences for Mathematics and Science implemented K-6. History and Geography team members to develop an implementation plan for History and Geography. Collaborative development of quality teaching and learning programs that reflect individual learning needs. Induction programs for new staff and strong support for beginning teachers from supervisors and mentors.

Differentiated Learning and Support

Teachers engage in Professional Learning to develop capacity to support the development and implementation of personalised learning plans, individual learning plans for identified students that will be used in data collection processes for NCCD.

Consistent Assessment

Use of quantitative data and qualitative student assessment data plotted on the continuum to inform and improve school curriculum and assessment practices.

Early Action for Success

Implement instructional Leadership K-6 through 2 DP Instructional Leaders (K-3) and one

Bump It Up

## Evaluation Plan

## Practices and Products

### Practices

Quality teaching and learning practices are embedded across the school and differentiated to meet the needs of all students to improve student achievement and engagement.

Effective assessment, purposeful tracking and student analysis systems in place ensure consistent teacher judgement and dynamic effective programming.

Ongoing targeted professional learning teams across stages and curriculum areas that are focused on best practice, data analysis, Teaching Standards to achieve quality teaching practices, engaged teachers and students.

### Products

100% Aboriginal students are working on identified goals in their PLP's.

80% of students are at expected or above stage level in literacy and numeracy and numeracy continuum in PLAN data.

All teaching programs show evidence of curriculum syllabus implementation.

All staff implement 8 ways of learning in class programs and there is evidence of strategies throughout pedagogy.

# Strategic Direction 3: Staff and student engagement in Quality Teaching and Learning

## Improvement Measures

### People

expectations.

### Processes

Staff members meet with supervisors to develop and review goals and appropriate evidence in line with the Professional Standards for Teachers.

Collect evidence from a range of sources including Practice Analysis, NAPLAN, PDP's and Teaching and Learning Programs.

Pre and post-test all students against NAPLAN, PLAN, PAT tests and 5 weekly data and diagnostic assessments.

### Practices and Products