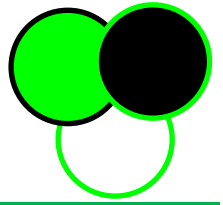


School Plan 2015 – 2017



School Summary



School background 2015 - 2017

SCHOOL VISION STATEMENT

We exist to make a difference in the lives of our students. We strive to provide the highest standard of education within a supportive environment that is inclusive of all.

We strive to be a high performing school that supports the achievement of all students and promotes a positive school culture.

We aim to:

- Have strong leadership that raises expectations
- Implement effective teaching with an emphasis on professional collaboration
- Measure student progress and outcomes
- Develop a positive school culture
- Engage parents and the community

The word clouds below reflect the qualities that staff, students and parents value in a high performing school.

SCHOOL CONTEXT

Barnsley Public School is a co-educational primary school situated in the western suburbs of Newcastle. The school consists of approximately 270 students and enjoys positive parental support and engagement\

The school is committed to continual school improvement and is focussed on ensuring that all students believe that they can be high achievers and strive to do their best.

The school has undertaken significant school improvement initiatives in recent years with a focus on setting high expectations and improving student outcomes.

Barnsley Public School is committed to working closely with its community of schools to implement a consistent pedagogical approach to improve student results and create a culture of excellence.

We value Social and Emotional Learning and the impact that this has on student welfare.

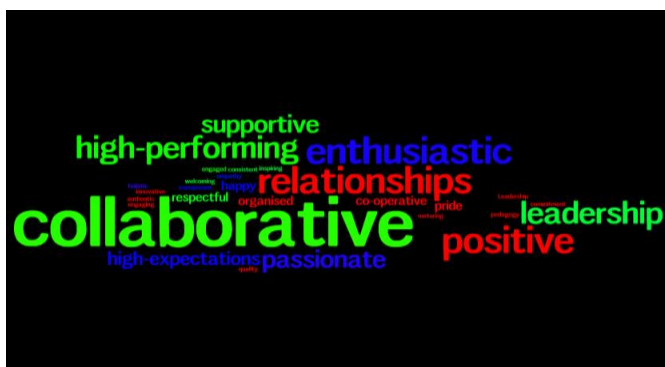
SCHOOL PLANNING PROCESS

In 2014, a comprehensive process was undertaken to review current practices and collect evidence. This process highlighted the priorities of key stakeholders (including the local AECG, P&C, staff, students, parents and the local community) and assisted in the development of three main Strategic Directions for the school. Consultation included a community review of the 2012-14 school plan, staff/student/parent surveys and a community forum. This consultation process was engaging and supported the development of a plan that reflected the aspirations of our community.

These Strategic Directions are reflective of the current needs of Barnsley Public School and the Sugarloaf Community of Schools. They form the basis to support School Improvement over the 2015-17 Triennium.

The school plan clearly defines the priorities for Barnsley Public School into the future. As a community, we will monitor the implementation of these directions and support one another to ensure that our students achieve amazing results in a caring and supportive community atmosphere.

Staff



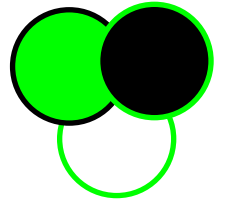
Students



Parents

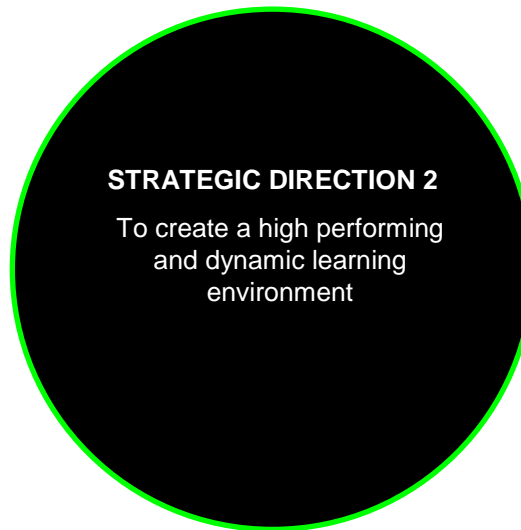


School strategic directions 2015 - 2017



Purpose of Strategic Direction 1

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, effective communication, empowered leadership and organisational practices.



Purpose of Strategic Direction 2

To provide a high standard of education through the implementation of a signature pedagogy (Explicit Direct Instruction)

To support education through adequate resourcing/budgeting, ICT infrastructure, quality learning and teaching programs and the development of Professional Learning Communities.



Purpose of Strategic Direction 3

To increase community support for our students through a school wide focus on student equity and welfare.
To promote Barnsley as a community school that engages all relevant stakeholders in the support of our students.

AECG – Aboriginal Education Consultative Group
CTJ – Consistent Teacher Judgement
LMBR – Learning Management & Business Reform
PAT – Progressive Achievement Tests
SAM – School Administration Manager

BPS – Barnsley Public School
EDI – Explicit Direct Instruction
LOP – Leader of Pedagogy
PD – Professional Development
SEL – Social & Emotional Learning

BI – Business Intelligence
ESES – Every Student Every School
NSWAC – NSW Australian Curriculum
PLC – Professional Learning Community
SP – School Plan

COS – Community of Schools
FOEI – Family Occupation and Education Index
P&C – Parents and Citizens
SALM – Student Administration & Learning Management
YCDI – You Can Do It

Strategic direction 1: To provide systems leadership through a shared vision

PURPOSE

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, effective communication, empowered leadership and organisational practices.

IMPROVEMENT MEASURES

1. Reduction of time spent in the administrative, financial, communication and organisational workflows of the school when LMBR, BI and SALM are introduced.
2. Increased number of executive and aspiring executive staff who lead their teams efficiently and effectively.
3. All staff sharing roles and responsibilities equitably.
4. Track progress on Quality Systems Matrix.

PEOPLE

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

Students: Implementation of a structured leadership program for all Stage 3 students.

Staff: Develop staff workforce capabilities through the implementation of quality school wide systems and organisational structures that promote effective distributive leadership.

Staff: Implement equitable systems for the distribution of roles and responsibilities amongst staff.

Parents: Promote effective relationships between the school.

Community Partners: Promote positive learning alliances within our community of schools.

Community Partners: Build strong relationships with partner schools (Perth & local) to enhance the delivery of innovative practices.

Leaders: Develop a shared understanding of personal and collective efficacy, ensuring teaching and non-teaching staff have alignment to the school vision and plan.

Leaders & SAM: Strengthen the understanding and effective implementation of LMBR, SALM and BI.

PROCESSES

How do we do it and how will we know?

1. Administration

Streamlining of administrative, financial, communication and organisational workflows at the school through the introduction of LMBR, SALM and BI.

2. School Learning Alliances

Build proactive learning alliances with the Sugarloaf COS, Perth COS and Fleming schools to support a dynamic learning environment at BPS.

3. Executive Leadership Design/Pathways

Continued PD for Executive staff to support strong affirmative leadership. Implement Aspiring Leaders Program to strengthen depth of leadership.

4. Teacher Quality

LOP works with executive to refine and improve coaching/mentoring and support the effective implementation of EDI.

5. Organisation and Systems Innovation

Provide staff professional learning on Systems Leadership. Introduce Professional Learning Communities in order to strengthen staff capabilities.

Evaluation Plan

Survey staff to review organisational practices throughout the implementation of new systems. Executive staff to monitor the implementation of the Strategic Plan and seek feedback from the community.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Product: Improved time efficiency and management of administrative and financial tasks through the effective implementation and use of key applications.

Product: Increased involvement and collaboration between our COS.

Product: Increased number of executive and aspiring executive model a structured leadership approach with their teams.

Product: All staff are familiar and aligned with the SP including all organisational and administration procedures.

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

Practice: A committed culture of learning and high expectations is motivated by the exchange of knowledge throughout the school and across the COS.

Practice: Proactive Leadership centred on high expectations supports positive educational practices that align with the school vision and SP.

Practice: Quality educational and organisational innovations are introduced and embedded to improve system wide frameworks and workflows that enhance whole school efficiency.

Strategic direction 2: Create a high performing and dynamic learning environment

PURPOSE

To provide a high standard of education through the implementation of a signature pedagogy (Explicit Direct Instruction).

To support education through adequate resourcing/budgeting, ICT infrastructure, quality teaching and learning programs and the development of Professional Learning Communities.

IMPROVEMENT MEASURES

1. All staff set high expectations for all students.
2. Increased percentage of students reaching school benchmarks.
3. Reduced percentage of students requiring intervention.
4. Increased percentage of students achieving top two stanines/bands in annual standardised tests. Reduced percentage in bottom two stanines/bands.

PEOPLE

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

Students: Instil a culture of high expectations in all students.

Staff: Promote PLC's and a collaborative approach to learning and teaching.

Staff: Targeted school wide PD to promote and support a systematic approach to curriculum and pedagogy.

Staff: Five weekly analysis of data and targeted intervention to support students to reach benchmarks.

Parents: Engage parents in all aspects of the education process through PD on curriculum, pedagogy, assessment and reporting and ESES.

Community partners: Work collaboratively with partner schools to promote and support EDI.

Leader of Pedagogy: LOP to support pedagogy through coaching and mentoring staff in the implementation and improvement of EDI.

Leaders: Stage leaders lead, coach and support stages in the implementation of the curriculum, intervention and the use of data.

PROCESSES

How do we do it and how will we know?

1. Learning Community

Build staff capacity to implement the NSWAC through PD and school wide consistent approach to programming, assessment and reporting.

2. Evidence Based approach to Decision Making

Use of quantitative and qualitative assessment data to inform and improve practices and programs.

3. Differentiated Learning and Support

Implement a teacher driven tiered intervention program to support student attainment of benchmarks.

4. Educational Innovation and Curriculum Resourcing

Continue to provide PD in evidence based approaches to support curriculum and pedagogy. Use data to provide resources where they are required.

5. Culture of Collaboration

Consistent exchange of data across the school to improve teacher collaboration, student achievement and community engagement.

6. Assessment and Reporting

Utilise Formative and Summative Assessment techniques to accurately monitor student achievement. Provide PD to support CTJ and consistent reporting throughout the school.

Evaluation Plan:

Ongoing monitoring and tracking of data and comparison to benchmarks through school based and standardised assessments.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Product: A culture of High Expectations and belief that all students can be high achievers.

Product: Sustained Improvement within cohorts on Standardised Testing (NAPLAN and PAT).

Product: Increased percentages of students reaching benchmarks.

Product: Quality Pedagogy and CTJ with curriculum design, assessment, PD and Strategic Planning.

Product: High quality curriculum documents reflect consistency and EDI.

Product: Engaged students.

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

Practice: Consistent high expectations of all students.

Practice: All staff engaged in coaching and collegial observation.

Practice: Active PLC's evident throughout the school.

Practice: Staff use data to effectively inform learning and teaching.

Practice: Students are at the centre of any decision making processes.

Practice: Fun and enjoyment of learning are valued.

Strategic direction 3: To enhance community engagement and participation

PURPOSE

To increase community support for our students through a school wide focus on student equity and welfare.

To promote Barnsley as a community school that engages all relevant stakeholders in the support of our students.

IMPROVEMENT MEASURES

1. Community awareness of Barnsley Public School and the positive role it has in the community.
2. Local support for BPS increases.
3. Increased parent participation at school events and via P&C and AECG.
4. Welfare Policy and Procedures reflect a positive school culture.

PEOPLE

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

Students: Engage all students in YCDI and promote student leadership throughout the school.

Staff: Embed SEL as a cultural priority throughout the community.

Staff: Develop staff capacity to build stronger community relations with parents.

Staff: To improve communication processes internally and externally.

Parents: Establish a collaborative learning community with students, parents and staff to support welfare programs.

Parents: Promote strong partnerships and a positive school culture.

Community partners: Promote Barnsley as a community school in the local and broader area.

Leaders: Model visible leadership and promote positive relationships between staff, students and the community.

PROCESSES

How do we do it and how will we know?

1. Social and Emotional Learning

Promote YCDI and Kids Matter throughout the school in order to enhance student wellbeing. Educate parents and the broader community as to how they can support their children with YCDI Keys to success (Organisation, Persistence, Getting Along, Confidence and Resilience).

2. Community Engagement

Establish a communications group including staff and community members to enhance public relations and co-ordinate feedback from the community.

3. 21st century Communication and Consultative Decision Making

Utilise technology via mediums such as Skoolbag, Facebook, School website and Sentral to promote active, frequent and streamlined communication with the broader community.

4. Welfare

Staff consistently implement BPS Welfare Policy and Procedures.

5. Well Being

Promote a positive school culture through fostering supportive networks for staff, students and community members.

Evaluation plan:

Use internal review processes to monitor community engagement on a regular basis. Review longitudinal data on Social Emotional Wellbeing Surveys to monitor staff and student opinions.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products: Improved parent participation and collaboration.

Product: A supportive school community evidenced by increased numbers of community members attending P&C and community events.

Product: Improved student leadership capabilities and student voice throughout the school.

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

Practice: Positive and respectful communication between students, staff and the community that reflects favourably on BPS.

Practice: A positive culture with all community members focussed on student centred decision making.