

# School plan 2018-2020

## Batemans Bay Public School 1149



# School background 2018–2020

## School vision statement

All students are known, valued, educated and cared for through curious and powerful learning experiences.

## School context

Batemans Bay Public School has a student population of approximately 600. The school includes a Preschool and 4 Support Classes. Batemans Bay Public School has approximately 170 Aboriginal students (29%) and is an attractive well-resourced school. We have been on our present site since September 2002. The school is a proud member of the Eurobodalla Learning Community (ELC) and the Batemans Bay Community of Schools, providing continuity in education from Preschool to Year 12. The staff of 34 includes a Principal, Deputy Principal, 3 Instructional Leaders, 5 Assistant Principals, 26 classroom teachers and 3 full-time administration staff.

Our area boasts a strong and active Aboriginal Education Consultative Group (AECG) and they form a partnership with our community of schools to deliver positive educational outcomes for all students. Batemans Bay Public School is in the second phase of the Early Action for Success (EAfS) initiative. The school has two Instructional Leaders working with teachers and students in K–2 to improve student outcomes in Literacy and Numeracy. This initiative will continue until the end of 2020 and forms an integral part of our school plan. Batemans Bay Public School is also in its second year of having an Instructional Leader for Aboriginal students in Years 3–6, to support the Premier's priorities. The school promotes active citizenship within the community and gives all students opportunities to participate in school and community events.

## School planning process

The School planning process at Batemans Bay Public School began in 2016 with students, staff and parents being surveyed and asked to comment on all aspects of the school. This process has continued in 2017 and involved the local Aboriginal Consultative Education Group (AECG) as a partner in 'Closing the Gap' initiatives. From the evidence collected and in line with Public Schools NSW Strategic Directions, School Excellence and Wellbeing Frameworks a shared vision was developed, as well as 3 strategic directions i.e. Leading, Learning and Wellbeing.

Leadership teams have been established to implement key strategies as well as to monitor the effectiveness and achievements against regular milestones.

Evaluation processes are embedded in the plan and will be linked to the School Improvement Cycles utilising the School Excellence Framework.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Leading

**Purpose:**

Creating a learning culture that builds on the leadership capacity of all staff through focused professional learning, where every staff member is engaged in ongoing, relevant and evidenced based learning.



**STRATEGIC  
DIRECTION 2**  
Learning

**Purpose:**

Every student in our care is actively engaged in meaningful, challenging and explicit learning experiences to achieve success as a learner.



**STRATEGIC  
DIRECTION 3**  
Wellbeing

**Purpose:**

To strengthen the social and emotional wellbeing of the school community by providing a safe, nurturing, positive learning environment where all students and staff connect, succeed and thrive.

# Strategic Direction 1: Leading

## Purpose

Creating a learning culture that builds on the leadership capacity of all staff through focused professional learning, where every staff member is engaged in ongoing, relevant and evidenced based learning.

## Improvement Measures

100% of class based teachers can state their current teaching practice strengths and their areas for development using the Curiosity for Powerful learning Theories of Action rubrics as well as regular feedback on their teaching practice from their peers.

100% of staff voice that their learning is relevant to their needs, an integral, planned and supported school focus.

## People

### Leaders

Support ongoing teacher professional learning and develop a culture of collaborative practice through the provision of quality regular, planned and differentiated learning opportunities for staff.

### Staff

Fully engage in systematic opportunities for collaborative practice and learning that is then demonstrated through a shift in personal and whole school classroom teaching and leadership.

### Community Partners

Work collaboratively with a community of schools and professional networks to develop teacher capacity and support student achievement

## Processes

### High Expectations

Develop and implement structures that promote opportunities for regular collaborative practice and result in consistent high expectations and quality teaching and learning across the school.

### Evidenced Based Practice

Systematically imbed evidence based research strategies, around the Curiosity and Powerful Learning framework's—Theories of Action that includes consistent professional learning from executive through to classroom teachers.

## Evaluation Plan

–Instructional Rounds and weekly triad feedback/observations.

–Survey feedback from Instructional leaders and Assistant Principals.

–Teacher feedback surveys

## Practices and Products

### Practices

#### Staff Efficacy

All staff are engaged in teaching and leadership practices and professional learning networks that are purposeful, inclusive and differentiated to their professional learning needs.

#### Evidenced Informed Practice

Teachers make informed and consistent judgements about student progress based on deep knowledge and understanding of the literacy & numeracy syllabus and progressions.

### Products

#### Feedback

Classroom and whole school systems reflect regular, planned and evidenced based feedback to students on their growth in Literacy and Numeracy.

#### Teacher Efficacy

Structures are in place and opportunities are timetabled to collaboratively plan, reflect, improve and deliver evidence-based pedagogy.

#### Evidenced Informed Practice

Structures are in place and opportunities are timetabled to collaboratively plan, reflect upon, improve and deliver evidence informed pedagogy.

# Strategic Direction 2: Learning

## Purpose

Every student in our care is actively engaged in meaningful, challenging and explicit learning experiences to achieve success as a learner.

## Improvement Measures

100% of students state that their classroom teacher makes learning visible through effective feedback, clear learning intentions, success criteria and differentiated explicit instruction.

Above state level Literacy and Numeracy growth is evident for all students

## People

### Leaders

Develop highly skilled educators that connect with students, parents and the broader community to identify and address student learning needs.

### Staff

Deliver evidenced based explicit instruction that is strengthened by ongoing commitment to improved practice.

### Students

Develop the skills and capacity to reflect, create and problem solve to achieve learning goals.

### Parents/Carers

Develop the confidence and ability to contribute to the school community through the building of collaborative and inclusive partnerships.

### Community Partners

Community of Schools and professional networks, will collaboratively work together to strengthen increased knowledge of curriculum and pedagogy.

## Processes

### Collaborative Practice

Develop robust and sustainable systems that supports regular collaborative practice for teachers and opportunities to receive quality feedback upon their teaching practice.

### Growth Focused Culture

Structures are put in place to ensure teachers regularly collect, plan from and reflect upon feedback and evidence of student learning to support high quality differentiation and student growth.

## Evaluation Plan

- NAPLAN data analyse

- Tell Them From Me or Kids Matter Student Surveys

- Student interviews and surveys

- Feedback from structured teacher observations and Instructional Rounds.

- Review of report comment content.

## Practices and Products

### Practices

#### Collaborative Practice

Teacher's participate in weekly collaborative practice sessions as well as weekly opportunities to give or receive feedback on teaching practice..

#### Evidence Informed Practice

Teacher learning communities develop evidenced based areas of inquiry and use data to reflect upon and measure improved practice and student outcomes.

### Products

#### Differentiation

100% of student reports show evidence growth focused data and comments stemming from quality assessment and differentiated teaching practice.

#### Growth Focused Culture

NAPLAN growth data and internal measures demonstrate strong growth for all students in Literacy and Numeracy.

# Strategic Direction 3: Wellbeing

## Purpose

To strengthen the social and emotional wellbeing of the school community by providing a safe, nurturing, positive learning environment where all students and staff connect, succeed and thrive.

## Improvement Measures

Student suspension rates have decreased by 30% from 2017 baseline 2018/2019/2020.

85% of students displaying positive playground and classroom behaviours (0–1 Major behaviour referrals in a calendar year).

100% of students requiring differentiated behavioural and learning supports have a documented intervention in place by 2020 with ongoing systems in place for continuation.

## People

### Leaders

Systems and consistent practices are established and supported by school leaders to ensure the wellbeing of all students and staff is a priority.

### Staff

Through ongoing professional learning staff will establish and maintain a consistent and proactive approach to the wellbeing of themselves, staff and students.

### Students

Contribute to their own wellbeing and the wellbeing of others. Students will learn to regulate their emotions and behaviours.

### Parents/Carers

Strong communication networks between parents/carers and the school as contributors to their child’s wellbeing.

### Community Partners

Work collaboratively with community of schools and the network to maintain multi–agency intervention and support to strengthen student engagement and wellbeing.

## Processes

### Strategic Intervention

Whole school systems and structures are in place for the consistent recording of major and minor behaviours to support strategic intervention resourcing and allocation of service.

### Differentiation

Strong systems and structures are embedded to ensure individual learning plans, differentiated teaching, strategic resourcing and clear communication around supports are in place for all students who are below 'sound' cohort level.

## Evaluation Plan

- PBL triangulated data harvest from Sentral
- Major and Minor behaviour tracking data
- Intervention exit data and surveys
- Suspension data
- NCCD data entry levels

## Practices and Products

### Practices

#### Strong Systems

Consistent teaching and systems (including PBL) are used to support students to connect, achieve and thrive.

#### Strategic Resourcing

Targeted interventions and personalised learning experiences are offered to students who require support with engaging in school.

### Products

#### Clear Communication

Consistent understanding of the school major and minor behaviours in the playground and classroom as well as school expectations is evident across all stakeholders.

#### Differentiated Learning

Teaching and learning programs exhibit clearly document differentiation to support learning and engagement needs of students requiring additional support.