School plan 2015 – 2017

Belrose Public School 3748
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<th>School background 2015 - 2017</th>
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### School vision statement

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<th>We want:</th>
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<td>• Students to have highly developed literacy and numeracy skills</td>
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<td>• Students to be motivated to reach their full potential and capable of working collaboratively and in teams</td>
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<td>• Students who are able to interact and communicate with peers in a confident way and are accepting of differences</td>
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<td>• Students to be responsible and respectful members of society who are capable of dealing with conflict</td>
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### School context

Belrose Public School is situated on the Northern Beaches of Sydney in a low density suburban area. The majority of families fall within the top two bands of the FOI.

Our school is dedicated to quality education for all. We aim to nurture each child's learning and development in a secure, caring environment. Teachers and parents work together to encourage each child to strive for their personal best, to develop as independent and self-directed learners, to show respect and courtesy to each other and to care for the environment. Emphasis is placed on quality teaching.

The school provides education in extension programs as well as special education programs for children who require additional assistance with learning. A rich variety of extra-curricular programs is offered, including Year 6 student leadership program, band, choir, dance, public speaking and debating, specialist programs in Japanese and keyboard, and sport and fitness.

### School planning process

Consultation with staff, School Council and P&C Association

Use of surveys (Survey Monkey) to gain opinions of students, staff and community.

Development of school plan with staff and consultation with School Council.

Development of milestones with staff – three groups of staff to implement each strategy.
Purpose:
To provide students with a learning environment that has high expectations and create engaged and successful students who have highly developed literacy and numeracy skills. Students can communicate with peers with confidence and are motivated to reach their full potential. They will be able to think creatively and critically. They will be able to adapt to rapid changes in a changing society.

Purpose:
To equip staff to have high expectations, enabling them to collaboratively develop and implement quality teaching and learning experiences for all children through explicit teaching practices and relevant programs. We will provide opportunities for all staff to further develop their professional expertise, capacity and leadership skills participate in decision making processes within the school and contribute to the WOCs learning community.

Purpose:
To promote harmonious relationships in a diverse society, embedding a system of values that develop social conscience. We will develop the skills of resilience and independence for students to be respectful, responsible, tolerant and adaptable in a changing world.

STRATEGIC DIRECTION 1
Quality Learners: Highly motivated, collaborative learners

STRATEGIC DIRECTION 2
Quality teachers: Collaborative, innovative teachers who inspire and lead learning

STRATEGIC DIRECTION 3
Responsible, respectful civilians
### Strategic Direction 1: Quality Learning: Highly motivated, collaborative learners

#### Purpose
To provide students with a learning environment that has high expectations and create engaged and successful students who have highly developed literacy and numeracy skills. Students can communicate with peers with confidence and are motivated to reach their full potential. They will be able to think creatively and critically. They will be able to adapt to rapid changes in a changing society.

#### Improvement Measures
- Allocation of Resource Allocation Model (RAM) to LST
- Staff have knowledge and understanding of Collection of National Disabilities data
- Increase percentage of student achievement in top two bands of Literacy and Numeracy

#### People
How do we develop the capacities of our people to bring about transformation?

**Students:**
- set learning goals and participate in self and peers assessments through use of rubrics
- actively engage with all aspects of the curriculum through personalised learning
- Tony Ryan's thinkers keys
- engage in open ended problem solving and self-generated projects

**Staff**
- engage in professional learning that supports student engagement at all levels with differentiated learning
- have deep knowledge of pedagogy
- design teaching and learning experiences and assessment that encompasses deep thinking, collaboration and creativity

**Parents/Carers**
- increase parent understanding of differentiated assessment

**Leaders**
- Further develop capacity to lead reviews of school practices and programs

#### Processes
How do we know it and how will we know?

- Students provided with opportunities to develop critical thinking capacities through meaningful and innovative learning activities
- Teachers provide explicit feedback on student learning and provide opportunities for self-assessment practices to promote student engagement
- Teachers provide a wide range of ongoing assessment opportunities for students
- Teachers develop programs reflecting differentiation

**Evaluation plan**
- Monitor student achievement through NAPLAN
- Review programs and practices to ensure differentiation

#### Products and Practices
What is achieved and how do we know?

**Products**
- Allocation of Resource Allocation Model (RAM) to LST
- Increase percentage of student achievement in top two bands of Literacy and Numeracy
- Students display critical thinking capacity through participation and achievement of problem based learning and self-assessment
- Staff demonstrate differentiated programming and assessment tasks incorporating learning accommodations

**Practices**
- Students regularly reflect on their learning
- Staff provide meaningful feedback to guide future learning and teaching
Strategic Direction 2: Quality teachers: Collaborative, innovative teachers who inspire and lead learning

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<td>Improvement Measures</td>
<td>All staff have an in-depth knowledge of the Quality Teaching Framework&lt;br&gt;Staff have knowledge and understanding of Collection of National Disabilities data&lt;br&gt;Staff have innovate learning programs that display authentic differentiation and sound assessment strategies&lt;br&gt;All staff meet National Teaching Standards at Proficient level</td>
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<td>People</td>
<td>How do we develop the capacities of our people to bring about transformation? &lt;br&gt;Staff:&lt;br&gt;• implement innovative programs and teaching activities that utilise the Quality Teaching Framework&lt;br&gt;• analyse data to guide teaching and learning&lt;br&gt;• develop assessment strategies that assess for, of and as learning&lt;br&gt;• use syllabus outcomes as the key reference points for making decisions about student learning&lt;br&gt;• use appropriate and varied assessment strategies at every stage of the learning cycle&lt;br&gt;• meet the National Teaching Standards&lt;br&gt;• utilise PLAN, BESTSTART and literacy and numeracy continuums to track progress</td>
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<td>Processes</td>
<td>How do we know it and how will we know? &lt;br&gt;• Staff develop programs that show differentiation – individual learning plans (ILP) through to GATS&lt;br&gt;• Staff develop and share assessment strategies that have provided meaningful feedback in teaching&lt;br&gt;• Staff analyse assessment data and moderate tasks for teacher consistency&lt;br&gt;• Staff develop appropriate scope and sequences of new curriculums for each stage&lt;br&gt;• Staff participate in peer coaching and mentoring to utilise staff expertise&lt;br&gt;• Staff given opportunities to develop leadership roles throughout school and WCOs&lt;br&gt;• Transition to school and high school plans in place to cater for students with learning needs</td>
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<td>Products and Practices</td>
<td>What is achieved and how do we know? &lt;br&gt;Products&lt;br&gt;• staff have an in-depth knowledge of the Quality Teaching Framework&lt;br&gt;• Staff have knowledge and understanding of Collection of National Disabilities data&lt;br&gt;• Staff have innovate learning programs that display authentic differentiation and sound assessment strategies&lt;br&gt;• all teachers meet National Teaching Standards at proficient level&lt;br&gt;• a number of staff working towards Highly Accomplished and Lead Teacher levels&lt;br&gt;• Staff have an in-depth knowledge of all new curriculums&lt;br&gt;Practices&lt;br&gt;What are our newly embedded practices and how are they in sync with our purpose?&lt;br&gt;• staff provided with professional learning opportunities to develop skills and knowledge&lt;br&gt;• staff collaboratively develop programs and assessment strategies&lt;br&gt;• staff develop profession learning plans and assessment and sound assessment strategies&lt;br&gt;• staff mentor each other’s performance to build a supportive and collaborative culture</td>
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### Strategic Direction 3: Responsible, respectful citizens

**Purpose**
To promote harmonious relationships in a diverse society, embedding a system of values that develop social conscience. We will develop the skills of resilience and independence for students to be respectful, responsible, tolerant and adaptable in a changing world.

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<th><strong>Processes</strong></th>
<th><strong>Products and Practices</strong></th>
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<td>How do we develop the capacities of our people to bring about transformation?</td>
<td>How do we know it and how will we know? &lt;ul&gt;&lt;li&gt;staff consistently apply reward protocols recognising student achievement&lt;/li&gt;&lt;li&gt;staff and students display values of respect and responsibility&lt;/li&gt;&lt;li&gt;students are given opportunities to develop leadership skills&lt;/li&gt;&lt;li&gt;students will be involved in a diverse range of activities to raise awareness of diversity&lt;/li&gt;&lt;li&gt;leaders will value the opportunities staff provide for students and community&lt;/li&gt;&lt;/ul&gt;</td>
<td>What is achieved and how do we know? &lt;ul&gt;&lt;li&gt;decreased number of students receiving negative behaviour notifications&lt;/li&gt;&lt;li&gt;increased number of students receiving rewards for expected behaviour&lt;/li&gt;&lt;li&gt;continued recognition of students displaying school values&lt;/li&gt;&lt;li&gt;safe, respectful and responsible students, staff and the wider community&lt;/li&gt;&lt;li&gt;increased tolerance of diversity and respect for individual differences throughout the community&lt;/li&gt;&lt;li&gt;student leadership assists in the development of confident and independent thinkers&lt;/li&gt;&lt;/ul&gt;</td>
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<td>Students: &lt;ul&gt;&lt;li&gt;learn through PBL lessons how to be safe, respectful and responsible students in a variety of settings in school and the wider community&lt;/li&gt;&lt;li&gt;will exhibit leadership skills&lt;/li&gt;&lt;li&gt;are exposed to a variety of different social experiences and circumstances&lt;/li&gt;&lt;/ul&gt;</td>
<td></td>
<td>Products &lt;ul&gt;&lt;li&gt;values are reinforced in non-classroom and classroom settings&lt;/li&gt;&lt;li&gt;resilience development is a part of all classroom experiences&lt;/li&gt;&lt;li&gt;harmonious relationships exist throughout the school community&lt;/li&gt;&lt;/ul&gt;</td>
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<td>Staff: &lt;ul&gt;&lt;li&gt;will engage in professional learning for PBL&lt;/li&gt;&lt;li&gt;will develop appropriate school policy to support student well-being&lt;/li&gt;&lt;li&gt;will model appropriate behaviours to students and the wider community&lt;/li&gt;&lt;li&gt;will guide, support and model positive leadership attributes for students&lt;/li&gt;&lt;/ul&gt;</td>
<td></td>
<td>Practices &lt;ul&gt;&lt;li&gt;decreased number of students receiving negative behaviour notifications&lt;/li&gt;&lt;li&gt;increased number of students receiving rewards for expected behaviour&lt;/li&gt;&lt;li&gt;continued recognition of students displaying school values&lt;/li&gt;&lt;li&gt;safe, respectful and responsible students, staff and the wider community&lt;/li&gt;&lt;li&gt;increased tolerance of diversity and respect for individual differences throughout the community&lt;/li&gt;&lt;li&gt;student leadership assists in the development of confident and independent thinkers&lt;/li&gt;&lt;/ul&gt;</td>
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<td>Parents/Carers &lt;ul&gt;&lt;li&gt;will model appropriate behaviours in school situations&lt;/li&gt;&lt;li&gt;will support school programs and initiatives&lt;/li&gt;&lt;/ul&gt;</td>
<td></td>
<td>Evaluation Plan Analysis of data using student well-being software</td>
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<td>Community partners: &lt;ul&gt;&lt;li&gt;will continue to recognise student achievement&lt;/li&gt;&lt;/ul&gt;</td>
<td></td>
<td>Improvement Measures &lt;ul&gt;&lt;li&gt;decreased number of students receiving negative behaviour notifications&lt;/li&gt;&lt;li&gt;increased number of students receiving rewards for expected behaviour&lt;/li&gt;&lt;li&gt;continued recognition of students displaying school values&lt;/li&gt;&lt;/ul&gt;</td>
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<td>Leaders: &lt;ul&gt;&lt;li&gt;will provide fairness and equity&lt;/li&gt;&lt;li&gt;will provide professional learning and networking with other schools&lt;/li&gt;&lt;/ul&gt;</td>
<td></td>
<td>Decreased number of students receiving negative behaviour notifications</td>
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**Evaluation Plan**
Analysis of data using student well-being software