# SCHOOL PLAN 2012 - 2014

## SCHOOL CONTEXT

Bexley North Public School is a PP3 school situated in the Inner West of Sydney. It has 16 mainstream classes and 2 Extension classes for students in Stage 2 and Stage 3 who are identified using the criteria based on the Gifted and Talented (GAT) Student Policy and Procedures. Currently there are 451 students enrolled in the school. The student body comprises 85% of students who are from a Language Background Other than English, and 2% Aboriginal. There are over 30 different cultural and linguistic groups represented in the student population, with Greek being the most common. At present there are 15 students on integration funding identified with having either an intellectual delay or other significant learning difficulty including Autism Spectrum Disorder. The school has a major intake at kindergarten and a significant intake at year 3 level from the local K-2 Bardwell Park Infants School. Students are enrolled in all years from within the school enrolment drawing area. The school has an active and supportive parent body that continually provides support to teaching and learning programs, as well as improving the school’s physical environment.

Bexley North PS is part of the Inner West Community of Schools which includes Ashbury PS and Croydon Park PS. This Community of Schools has completed a three year Numeration Project and will continue to work together in 2012-2014 to facilitate teacher knowledge and understanding of the Australian Curriculum which will be implemented in 2014.

## SCHOOL IDENTIFIED PRIORITY AREA/S

<table>
<thead>
<tr>
<th>LITERACY</th>
<th>NUMERACY</th>
<th>LEADERSHIP AND MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension Writing, including grammar and punctuation</td>
<td>Meta-language Problem-solving</td>
<td>Leadership development and management capacity</td>
</tr>
<tr>
<td>Explicit targets for student achievement in the higher bands in NAPLAN</td>
<td>Explicit targets for student achievement in the higher bands in NAPLAN</td>
<td>Curriculum Leadership</td>
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</tbody>
</table>

## INTENDED OUTCOME/S

- Increased levels of overall Literacy achievement with a focus on reading comprehension and writing for every student in line with state and regional targets
- Increased levels of overall Numeracy achievement with a focus on meta-language and problem-solving for every student in line with state and regional targets
- Increased school leadership capacity to lead evidence based and strategic planning

## PRINCIPAL’S SIGNATURE

## SED ENDORSEMENT

## DATE
<table>
<thead>
<tr>
<th>SCHOOL IDENTIFIED PRIORITY</th>
<th>LITERACY –</th>
</tr>
</thead>
</table>
| Increased levels of overall Literacy achievement with a focus on reading comprehension and writing for every student in line with state and regional targets | • Reading level of 80% students in Kindergarten to be at Level 9 or above by 2014  
• Reading level of 80% of students in Year 1 being Level 16 and above by 2014  
• Reading level of 80% of Year 2 students being Level 25 and above by 2014  
• Increase in percentage of ES1 and S1 students achieving expected growth or better in Literacy by 2 or more levels against Literacy Continuum each year to achieve target of 80% by 2014  
• Increase in the percentage of students achieving expected growth or better between Year 3 and 5 in NAPLAN Literacy by 5% each year from a baseline of 75.9% to achieve 90% in 2014  
• Increase in percentage of Year 3 students achieving top 2 bands in NAPLAN Writing from 72.1% in 2011 to 85% by 2014  
• Increase in percentage of Year 5 students achieving top 2 bands in NAPLAN Writing from 50.8% in 2011 to 65% by 2014 |

| NUMERACY- | • Increase in percentage of ES1 and S1 students achieving expected growth or better in Numeracy by 2 or more levels against Numeracy Continuum each year to achieve target of 80% by 2014  
• Increase in the percentage of students achieving expected growth or better between Years 3 and 5 in NAPLAN Numeracy by 5% each year from a baseline of 69% to achieve 85% by 2014 |

| LEADERSHIP and MANAGEMENT- | • 50% of stage meetings involve an element of professional development by Executive or aspiring leaders.  
• 100% of staff involved in Team Leadership for School Improvement Project |
<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>INDICATORS</th>
<th>TIMEFRAME</th>
<th>RESPONSIBILITY</th>
<th>FUNDING SOURCE/BUDGET</th>
</tr>
</thead>
</table>
| Analysis of NAPLAN, Best Start Data and Student report data | • Targets set for each grade/stage  
• ES1 and S1 student achievement monitored against Literacy Continuum and Numeracy Continuum  
• Years 3-6 student achievement in Literacy and Numeracy monitored through number or percentage of students gaining O, H or S grades in school reports  
• Literacy team prioritise areas of need identified through data analysis across the school | 12 13 14 | PRINCIPAL / STAFF | Global                |
| ES1 assessed using Best Start in beginning of Term 1 and reassessed at end of Term 4 in order to track growth | • Teachers group students according to identified needs  
• Teachers use Literacy and Numeracy Continuums to set goals for individual student achievement | √ √ √ | ES1 STAFF | Global Relief X 3 teachers |
| Whole school focus on Comprehension using the 6 Super Strategies | • Pedagogy in classrooms reflect the implementation of comprehension strategies  
• Comprehension levels for each students tracked against Literacy Continuum  
• ES1 And S1 Teachers attend Best Start: Quality Teaching in ES1 and S1 Classroom: Literacy Project: Comprehension in Reading K-2 | √ √ √ | APs + CRT | TPL Funds = $1200.00 |
| Whole school focus on Writing with emphasis on sentence structure, paragraphing, grammar and punctuation | • Whole school implementation of “A Sentence a Day” Program  
• Writing skills for each student in each grade tracked against Aspects of Writing in Literacy Continuum | √ | √ | √ |  
|  |  | APs + CRT  
|  |  | ALL STAFF  
|  

| ES1 And S1 Teachers to attend Best Start: Quality Teaching in ES1 and S1 Classroom: Problem Solving in Mathematics | • Early Numeracy Strategies program established K-2.  
• Data collected to track individual student growth in numeracy along Numeracy Continuum. | √ | √ | √ |  
|  |  | ES1/S1 STAFF  
|  |  | TPL Funds = $800.00  
|  

| Quality resources support Literacy and Numeracy Programs | • Curriculum committees identify and prioritise resources to be purchased within school budget | √ | √ | √ |  
|  |  | Literacy and Numeracy Committees  
|  |  | Global $2000.00 per year per committee  
|  

| Building a cohesive leadership team to ensure sustainable school improvement | • Stage meeting minutes collected and evaluated to reflect increase in professional development time within meetings  
• Points system used through TARS and EARS to monitor staff leadership and involvement in school initiatives and programs  
• Executive identify whole school priority areas and associated targets | √ | √ | √ |  
|  |  | EXECUTIVE  
|  |  | ALL STAFF  
|  |  | EXECUTIVE  
|
Providing quality professional learning to support New Scheme Teachers and aspiring leaders

- Aspiring leaders identified and involved in leadership roles through TLSI Program.
- New scheme teachers monitored and supported by supervisors and Principal through Accreditation of New Scheme Teachers at Professional Competence Program.
- New Scheme teachers demonstrate improved pedagogy and behaviour management skills.

Review existing Student Welfare Programs and apply changes to meet the welfare needs of all students:
- Levelled Discipline System evaluated by all staff.
- Positive Behaviour for Learning (PBL) Program implemented K-6.
- Behaviour Expectations Matrix developed by all staff and presented to school community for implementation.

- Reduction in existing detention rate by 50% from 2012 to 2014
- Reduction in suspension rate by 50% from 2012 to 2014
- Behaviour Expectations Matrix implemented K-6

English K-10 Draft Australian Syllabus and Mathematics K-10 Draft Australian Syllabus reviewed as part of Inner West Community of Schools project

- Increased understanding and knowledge of English and Maths syllabus content of Australian Curriculum.
- English and Mathematics Draft curriculum trialled and evaluated.
- Lesson Study Approach supports implementation of Australian Curriculum
- Australian Curriculum successfully implemented by all staff in 2014