## School background 2015 - 2017

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| Developing a community that inspires, challenges and cares. | Bexley North Public School is a PP2 school situated in the Inner West of Sydney. It has 20 mainstream classes which includes two enrichment classes for students in Stage 2 and Stage 3. Currently there are 505 students enrolled in the school. The student body comprises 70% 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 predominant. | Sequence:  
- Reporting to staff, raising awareness of the new school plan and expectations  
- Presentation to executive, leading to brainstorming session with directions supported by school surveys, quantitative and qualitative data  
- School community invited to presentation, outlining processes and product and their part in participating and contributing to the new school plan  
- Student Prime Minister and Deputy Prime Minister have plan explained to them and invited to make contributions  
- Staff participate in specific activities to focus on the directions, to contribute to plan  
- School Parliamentarians contribute to plan after meeting with principal and PM/DPM  
- Presentations of draft plan to staff, students and community  
- Amendments to draft  
Final consultation, leading to publication of new school plan by May 2015 |
School strategic directions 2015 - 2017

**Purpose:**
Teachers are among the most powerful influences in learning; we need to create a culture of reflective and inspiring practice that is directive, influential, caring and actively engaged in the process of teaching and learning.

**Purpose:**
Learning and innovation skills increasingly are being recognised as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st Century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare all students for the future. Staff and community learning is a feature.

**Purpose:**
Leadership underpins all aspects of the direction of school improvement at BNPS. There will be a focus on the expansion of the leadership to include:
- All teaching and non-teaching staff;
- All students as leaders of their learning and
- Leadership within the school community
### Strategic Direction 1: Reflective and Inspiring Teaching Practice

**Purpose**

Why do we need this particular strategic direction and why is it important?

Teachers are among the most powerful influences in learning; we need to create a culture of reflective and inspiring practice that is directive, influential, caring and actively engaged in the process of teaching and learning.

### Improvement Measures

**Measure of success is when all members of the BNPS community can articulate why we do what we do – the purpose.**

- Student progression along the Literacy and Numeracy continuum and achievement as reflected in NAPLAN and reading benchmarks.
- The National Standards for Teachers will be used to define a shared understanding of what effective learning looks like at BNPS.
- Increased positive responses in student, staff, community responses around student engagement / performance.

### Purpose

Why do we need this particular strategic direction and why is it important?

Teachers are among the most powerful influences in learning; we need to create a culture of reflective and inspiring practice that is directive, influential, caring and actively engaged in the process of teaching and learning.

### People

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

**Students:**
- Develop an understanding of the purpose of their learning and they know what success looks like.

**Students:** Provide and accept feedback for learning.

**Staff:**
- Empowering staff to understand the need for change in mindset and how best to achieve substantial improvement in student outcomes.
- Give teachers support to engage in evaluating their impact on student learning and then use this evidence to enhance their teaching through effective feedback.

**Parents**
- Emphasise research that parental expectations and encouragement are powerful factors in growth in student learning and involve parents as partners in the teaching/learning cycle.
- Familiarise and collaborating with parents with learning intentions and success criteria as classroom teaching/learning expectations; developing a common language.

**Leaders**
- A shared commitment to improvement.
- Collect data and interpret evidence about the quality and nature of learning in BNPS.

### Processes

How do we do it and how will we know?

- **Teaching for Impact**
  - Build capacity to collaboratively plan and differentiate programming and pedagogy in all Key Learning Areas (KLAs), with a focus on Literacy and Numeracy.
  - Design differentiated professional learning programs to up-skill teachers in providing direction and redirection, thus maximising the power of meaningful feedback.
  - Develop staff capability to provide feedback that allows students to understand how to improve and enhance their learning.
  - **Assessing is for Learning**
  - Embed formative assessment strategies into the teaching and learning cycle through explicit, structured professional learning programs.
  - Organisation of time to facilitate sharing of expertise, through observation and feedback.
  - Evaluation Plan:
    - Data from NAPLAN and on PLAN, explicitly showing where students start on the learning continuum and where they are going.
    - Tracking of the milestones for this strategic direction. Executive and team leader feedback and evaluations.
    - Evidence of collaborative planning involving backward mapping.
    - Data on lesson observations and meaningful feedback to staff; changing practice in assessment practices to match current pedagogy.
    - Shared understanding of expectations and common language of DEC & BOSTES documents.
    - Qualitative data from introduction of Performance and Development framework.

### Products and Practices

What is achieved and how do we measure?

**Product:**
- Improved student engagement across all KLAs and growth in performance in Literacy and Numeracy.

**Product:**
- Demonstrable growth in planned, co-ordinated and targeted actions to support improvement of classroom practice and assessment of student performance.

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

**Practice:**
- Quality teaching practices are embedded in all teaching and learning programs and staff is engaged in the use of formal and informal feedback to develop deeper insights into the effectiveness of their practice.

**Practice:**
- Teaching and Learning across BNPS will be differentiated to meet the needs of all students. This will be promoted by the effective use of LaST data, backward mapping in programming conceptual integrated units, classroom practice and accurate reporting to parents.

**Practice:**
- Teachers provide reflective feedback to students in ways that support improvement of student performance.
### Strategic Direction 2: Successful Lifelong Learners

**Transforming the culture of education and organizations with a richer conception of human creativity and intelligence.**

**Sir Ken Robinson**

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**Purpose**

**Why do we need this particular strategic direction and why is it important?**

Learning and innovation skills increasingly are being recognised as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare all learners for the future.

**Strategic Direction 2: Successful Lifelong Learners**

**Successful Lifelong Learners**

- **Purpose**
  - **Why do we need this particular strategic direction and why is it important?**
  - **Learning and innovation skills increasingly are being recognised as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare all learners for the future.**

**Improve Measures**

- **Annual review of technology across school, including 100% of teaching staff using technology as a learning tool**
- **100% of teaching staff using new syllabi for English, Mathematics, Science and Technology and History**
- **100% of teaching staff using explicitly taught strategies to connect students to their learning and to link their learning to the global community**

**People**

- **How do we develop the capabilities of our people to bring about transformation?**
  - **Students:** All students will be explicitly taught 21st Century (C21st) capabilities in order to become critical and creative thinking, productive global citizens.
  - **Students:** All students will be engaged in programs that will improve emotional resilience, social intelligence and proactive behaviours.
  - **Staff:** Staff will cater for individual learning needs to empower students to be creative and critical thinkers; be learning risk takers and problem solvers and to develop outstanding ICT capabilities.
  - **Parents/Carers:** Actively encourage parental participation in school professional learning to build community educational capabilities. This will include community learning sessions on C21st learning and the new BOSTES syllabus documents.
  - **Parents/Carers:** Engage parents with their children’s learning through the updated blogs and wikis. The new, innovative programs will continue to build expectations of parents.
  - **Community Partners:** Collaboratively plan professional learning opportunities with Community of Schools personnel and engage community experts to inspire programs.
  - **Leaders:** Collect data and interpret evidence of student engagement and achievement through a variety of evaluation tools.

**Processes**

- **How do we do it and how will we know?**
  - **Learning to Learn**
    - Develop innovative practices to teach and assess student proficiencies in C21st capabilities
    - Learn and apply a variety of thinking skills strategies in a collaborative environment by equipping teachers with the skills to teach creative and critical thinking including De Bono’s Coft Program, Effective Questioning.
    - Engage in real life problem-solving opportunities/experiences
  - **Technology for Learning**
    - Engage staff in professional learning sessions and e-learning modules that will develop the use of their ICT skills within the classroom and allow for greater differentiation of learning
    - Build student capability to be independent learners who apply C21st skills in literacy, numeracy and ICT through targeted programs
  - **Learning to Live**
    - Engage students in targeted well-being programs such as Peer Support, Friendly Classrooms, Positive Behaviour for Learning, Anti-Bullying, CyberBusters

**Evaluation Plan**

- By administering specific tools, including the School Excellence Framework, observations, Tell Them From Me (TTFM) surveys, the engagement of students and staff and the performance of staff will be analysed and evaluated in a trusting, supportive context.

**Products and Practices**

- **What is achieved and how do we measure?**
  - **Product:** Evidence that teaching and learning programs reflect the integration of NSW curriculum ICT capabilities
  - **Product:** Wellbeing programs that foster a school-wide culture of high expectations and a sense of shared responsibility.
  - **Product:** Improved school performance in Literacy and Numeracy, evidenced through formative and summative assessments, including NAPLAN and PLAN.

- **What are our newly embedded practices and how are they integrated and in sync with our purpose?**
  - **Practice:** High quality differentiated teaching and learning programs that demonstrate the explicit integration of ICT skills, utilising the expansion of ICT hardware in the classroom.
  - **Practice:** Students become effective users of technology which enhances their learning.
  - **Practice:** Staff has embedded C21st skills in their teaching/learning programs and practice.
  - **Practice:** Students continue to assimilate higher order thinking skills using assessment rubrics of open-ended problem solving tasks.
  - **Practice:** Using explicitly taught social programs, students demonstrate increasing skills in problem solving and conflict resolution.
Strategic Direction 3: Visible Leadership  

**Purpose**

Why do we need this particular strategic direction and why is it important?

Leadership underpins all aspects of the direction of school improvement at BNPS. There will be a focus on the expansion of the leadership to include:

- All teaching and non-teaching staff;
- All students as leaders of their learning and leadership within the school community.

**Improvement Measures**

- 100% of teaching staff proactively plan their professional development towards their Accreditation or Maintenance of Professional Teaching Standards using their Performance and Development Plan.
- High percentage of parent uptake for new parenting program.
- Qualitative data on student goal achievement and self-direction.

**People**

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

**Students:**

Students will learn to set and achieve meaningful goals, take responsibility for their learning, work well with others, and use their individual talents to better the school community.

**Staff:**

All staff has a responsibility to be leaders of their own professional performance and development.

**Parents/Carers:**

The school community will have the opportunity to share the leadership vision which has been collaboratively produced.

**Processes**

How do we do it and how will we know?

- **Leading from Within**
  * Build student capability to take a pivotal role in personal leadership, with a fundamental belief that every child can be a "leader of their own life, has unique talents and make a positive difference in the world."  
  * The school reward system will be further developed and communicated to parents.
  * Support staff through Performance and Development Framework (PDF) process. All staff will participate in the development of a personalised portfolio to support the mandatory DEC process.
  * Incorporate opportunities for all staff in targeted programs – coaching, mentoring, technology and aspiring leaders.
  * Building the capacity of non-teaching staff: to navigate through change driven by LMBR and LSLD through targeted professional learning, job sharing.

**Evaluation Plan**

- By administering specific tools, including the School Excellence Framework, the AITSL leadership tool, observations, TTFM surveys, the engagement of students and staff and the performance of staff will be analysed and evaluated in a trusting, supportive context.
  
- Use of the School Administrative Managers Toolkit tool for non-teaching staff.

**Products and Practices**

What is achieved and how do we measure?

**Product:** Each staff member will lead their own learning by linking their professional learning plan to the Australian standards and the School Plan.

**Product:** Enhanced student voice, leadership and consultation through student input in their learning, Parliament, Peer Support and The Leader in Me programs.

**Product:** A positive culture of learning and leadership across students, staff, parents/carers and the wider community including parenting courses.

**Product:** An updated school reward system that engages and promotes high quality learners and citizens.

**Practice:** All NST, ECT and teachers undertaking accreditation at higher levels are successful in gaining and maintaining their accreditation, establishing a clear understanding of the accreditation process. What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practice:** Students become leaders of their own learning by utilising their student self-assessment strategies.

**Practice:** Leaders assist staff to develop their leadership skills through the PDF.

**Practice:** Offering Parenting program opportunities involving interagency support.