School Plan 2015 – 2017

Bilgola Plateau Public School - 4359

Successful Learners

Confident and Creative Individuals

Active and Informed Citizens

This document is aligned with the Melbourne Declaration on Educational Goals for Young Australians 2008, ACARA’s National Report on School in Australia 2012 and Public Schools NSW Strategic Directions 2015-2017.
School vision statement

Bilgola Plateau Public School provides quality education in a caring, stimulating learning environment that enables all students to reach their full potential educationally, socially and emotionally. We encourage success for all students by believing that:

- Education is the shared responsibility of students, teachers, parents and the community;
- The learning environment needs to be safe, welcoming, supportive, stimulating and based on mutual trust and respect;
- The curriculum needs to be flexible, connected to existing knowledge and responsive to changing needs, expectations and technologies;
- Assessment should be based on multiple sources of evidence and provide valid information for planning of future learning and reporting;
- Each student is capable of learning and will be encouraged to achieve to their potential;
- Students learn in a variety of ways and develop at different rates;
- Learning should respect and accommodate the varying needs and differences between learners;
- Students need to take responsibility for their own learning, reflect on their performance and have challenging, yet realistic goals and standards; and
- Environmental education is the responsibility of the whole school community.

School context

Bilgola Plateau Public School is located on the Northern Beaches of Sydney. The school ethos, ‘Encouraging Success’, underpins the school’s strong belief that each child should be recognised for their own achievements, celebrating success at both a school and personal level. Our personalised approach to education ensures that each child has the opportunity to be successful academically, emotionally and socially in a nurturing, resourceful and inspiring environment.

In the past few years, major initiatives in the areas of literacy, numeracy, student wellbeing and technology, in conjunction with a strong history of outstanding achievement in the areas of performing arts and sport, has enabled our school to continue to build a school culture that recognises and fosters the understanding that the development of the ‘whole child’ is paramount to creating successful, confident, creative, collaborative and communicative global citizens.

School planning process

This school plan is the result of a rigorous review process involving communication with our whole school community and collection of data. In developing this school plan, the following evaluation processes were conducted:

- School satisfaction survey completed by all staff.
- School satisfaction online parent survey completed by over 200 families.
- Positive and negative viewpoints of the school as well future aspirations were collected during Parent Forums.
- Analysis of policies and programs, plans, budgets, meeting minutes, assessment information and other documents seen by the school as informing the school self-evaluation.
- Formal and informal classroom lesson observations by executive staff.
- Analysis of NAPLAN performance.
- Analysis of student achievement K-6, utilising the Literacy and Numeracy continuums and standardised testing.
- Anecdotal notations of student satisfaction K-6.

Key documents and reforms considered in the shaping of this plan include:

- School Excellence Framework
- Great Teaching Inspired Learning
- Every School Every Student
- Melbourne Declaration
- Public Schools NSW Strategic Directions 2015 – 2017

Within the evaluation of data collected through the surveys and the communication sessions, a common thread was evident in all feedback. This feedback has been used to create our three strategic directions and the purpose of each direction.
The learning community of Bilgola Plateau Public School values the central role education plays in building a democratic, equitable and just society - a society that is prosperous, cohesive and culturally diverse, and that values Australia’s Indigenous cultures as a key part of the nation’s history, present and future. The following principles underpin the strategic directions of our 2015 – 2017 School Plan.

Education equips young people with the knowledge, understanding, skills and values to take advantage of opportunity and to face the challenges of this era with confidence.

Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians.

Schools share this responsibility with students, parents, carers, families, the community, business and other education and training providers.

Global integration and international mobility have increased rapidly in the past decade. This heightens the need to nurture an appreciation of and respect for social, cultural and religious diversity, and a sense of global citizenship.

India, China and other Asian nations are growing and their influence on the world is increasing.

Globalisation and technological change are placing greater demands on education and skill development in Australia and the nature of jobs available to young Australians is changing faster than ever.

Complex environmental, social and economic pressures such as climate change that extend beyond national borders pose unprecedented challenges, requiring countries to work together in new ways.

Rapid and continuing advances in information and communication technologies (ICT) are changing the ways people share, use, develop and process information and technology. In this digital age, young people need to be highly skilled in the use of ICT.

Australia has failed to improve education outcomes for many Indigenous Australians and addressing this issue must be a key priority over the next decade.

Students from low socioeconomic backgrounds are under-represented among high achievers and over represented among low achievers.

Literacy and numeracy and knowledge of key disciplines remain the cornerstone of schooling for young Australians.

Schooling should support the development of skills in areas such as social interaction, cross-disciplinary thinking and the use of digital media, which are essential in all 21st century occupations.

As well as knowledge and skills, a school’s legacy to young people should include National values of democracy, equity and justice, and personal values and attributes such as honesty, resilience and respect for others.

Adapted from the Melbourne Declaration On Educational Goals for Young Australians - 2008
Successful learners:
- develop their capacity to learn and play an active role in their own learning
- have essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas
- are able to think deeply and logically, and obtain and evaluate evidence in a disciplined way as the result of studying fundamental disciplines
- are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines
- are able to plan activities independently, collaborate, work in teams and communicate ideas
- are motivated to reach their full potential.

Confident and creative individuals:
- have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual, and physical wellbeing
- have a sense of optimism about their lives and the future
- develop personal values and attributes such as honesty, resilience, empathy and respect for others
- relate well to others and form and maintain healthy relationships
- embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions
- are enterprising, show initiative and use their creative abilities.

Active and informed citizens:
- act with moral integrity
- understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from reconciliation between Indigenous and non-Indigenous Australians
- are able to relate to and communicate across cultures, especially the cultures and countries of Asia
- work for the common good, in particular sustaining and improving natural and social environments
- are able to make sense of their world and think about how things have become the way they are
- are responsible global and local citizens.
Purpose
Ensure all students are actively engaged in meaningful, challenging and future focused learning experiences to achieve and thrive as learners.

To deepen student learning in literacy and numeracy through highly effective quality educational practices.

To ensure all students are appropriately engaged, challenged and extended by providing stimulating classroom learning environments and tasks that are designed to meet students’ learning needs, levels of readiness, interests and motivations.

To promote a culture of commitment in teaching, where all staff actively reflect on learning outcomes and maintain high expectations in student learning.

To provide targeted learning assistance to students with learning support needs.

Strategic Direction 1
Successful Learners
Core Business Differentiation

Strategic Direction 2
Confident and Creative Individuals
Positive Learning Environments
Student Wellbeing

Purpose
Build student success as respectful, responsible and productive citizens.

To support all students to develop skills which help them to succeed at school as well as in their local, national and global communities.

To nurture students to become resourceful, respectful, responsible and resilient lifelong learners.

To foster positive learning environments that motivate and engage learning.

To strengthen school community relationships, by leading and inspiring a culture of collaboration, open communication and organisational practice.

Strategic Direction 3
Active and Informed Citizens
Environmental Sustainability
Indigenous Education
Cultural Connections

Purpose
Empower students to play an active role as global citizens in protecting the environment and developing cultural understandings.

To enable students to participate actively in; improving the school environment, addressing local environment issues and forming sound judgments on global environmental issues.

To ensure what is learnt inside the classroom about environmental education is reinforced and supported by what happens outside the classroom.

To understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians.

To relate to and communicate across cultures especially the cultures and countries of Asia.
## Strategic Direction 1: Successful Learners

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

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

- **Students**
  - Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences enhanced through student feedback and self-regulation.
  - Students have access to quality learning materials that support differentiated learning.

- **Staff**
  - Engage staff in professional development that is relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.

- **Leaders**
  - Develop capacity to support and lead project-based learning.
  - Facilitate opportunities to share and observe quality teaching and learning experiences following the Professional Development Framework.

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

- **Students**
  - Comprehensive K-6 assessment policy that draws on a combination of the professional judgement of teachers and testing, including national testing. User friendly and systematic tracking and evaluation of student progress is determined and utilised to inform teaching and learning and interventions.
  - Tiered intervention and extension provided to deliver tailored learning support for individual students. Support – Enrich – Extend differentiation project is employed in all Learning Areas in all class programs.
  - Create a school professional learning plan that is differentiated and focussed on the needs of students.
  - Create a futures focussed technology plan that supports authentic integration of ICT that promotes student engagement and attainment of learning outcomes.

- **Staff**
  - Create a school professional learning plan that supports the needs of our learning community.
  - Initiate, review and support programs that support the needs of our learning community.

- **Parents**
  - Provide forums to develop parents’ understanding of curriculum and school wide programs so they can provide informed feedback on their child’s learning and how the school can best meet students’ needs.

### Products and Practices
What is achieved? (Products)

- A yearly 2% increase in the number of Year 3, Year 5 and Year 7 students achieving in the top two proficiency bands, and demonstrating greater than or equal to expected growth in NAPLAN tests.
- Completion of Professional Development Plans that align with the Australian Professional Standards for Teachers and the Professional Development Framework.
- School Excellence Framework indicates improvement in growth from Year 3 to Year 5 and Year 5 to Year 7.

- **Practices**
  - Effective use of the Literacy and Numeracy continua to record, evaluate, monitor and plan student achievement in literacy and numeracy.
  - Assessment for learning principles evident in teaching programs.
  - Engaged in teaching and leadership practices and professional learning networks that are purposeful, inclusive and optimise success for all.
  - Progress made on accreditation at Highly Accomplished or Lead Teacher level for some teaching staff.

### Improvement Measures

- A yearly 2% increase in the number of Year 3, Year 5 and Year 7 students achieving in the top two proficiency bands, and demonstrating greater than or equal to expected growth in NAPLAN tests.
- Completion of Professional Development Plans that align with the Australian Professional Standards for Teachers and the Professional Development Framework.
- School Excellence Framework indicates improvement in growth from Year 3 to Year 5 and Year 5 to Year 7.

### Evaluation Plan

- This plan will be monitored against the milestones every 5 weeks.

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## Strategic Direction 2: Confident and Creative Individuals

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

Build student success as respectful, responsible and productive citizens.

- To support all students to develop skills which help them to succeed at school as well as in their local, national and global communities.
- To nurture students to become resourceful, respectful, responsible and resilient lifelong learners.
- To foster positive learning environments that motivate and engage learning.
- To strengthen school community relationships by leading and inspiring a culture of collaboration, open communication and organisational practice.

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

**Students**
- Experiences and the physical environment in all classrooms allows students to strengthen their development and achievement of lifelong skills.
- Students experience a sense of belonging and connectedness that respects diversity and identity.
- Encourage students to contribute to their own wellbeing and the wellbeing of others in maintaining a quality and inclusive learning environment for all through PBEL and SRC as they further develop the core expectations of the school - Success, Respect, Responsibility.

**Staff**
- Commitment to personalised and differentiated learning and support for every student to succeed.
- Foster a culture of trust between students, parents and staff to support each other in providing a quality and inclusive education for all. Improve lines of communication with all stakeholders.

**Leaders**
- Ensure that the wellbeing of every student is a priority. Acknowledge, support and model inclusive practices with key stakeholders to ensure the core expectations of the school are upheld in all settings.

**Parents**
- Establish a collaborative learning community with students, parents and staff to support teaching and learning programs and student wellbeing programs across the school. Encourage stronger home-school partnerships to improve the developmental outcomes for all students.

**Community**
- Strengthen connections with key stakeholders to reinforce meaningful and productive relationships that underpin the core expectations of the school.

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

- Review and renovate the student welfare structure to ensure that it is functional, consistent and promotes achievement and fosters wellbeing for all students.
- Ensure the implementation of a comprehensive, integrated whole school approach to positive behaviour for learning.
- High expectations for attendance and behaviour reinforced to encourage active, engaged learners and strong student voice.
- Enhance physical environment of classrooms to allow collaborative and differentiated learning.

### Products and Practices
What is achieved? (Products) What has been embedded? (Practices)

**Products**
- Reduction in the number of negative behaviour referrals is evident across the school in all educational and play settings.
- Two thirds of the student body achieve Silver Status on the Award Ladder by December 2017.
- School Excellence Framework indicates increase in attendance.

**Practices**
- Every student is actively and consistently engaged in learning that is meaningful and behaviour that is of a high standard.
- PBEL is successfully utilised across both classrooms and school wide systems throughout the school.
- The common language of PBEL – is embedded in student wellbeing communication between all key stakeholders involved in the school community.
- Community members are engaged in regular formal and informal communication that is respectful and reciprocated.

### Improvement Measures
- Reduction in the number of negative behaviour referrals is evident across the school in all educational and play settings.
- Two thirds of the student body achieve Silver Status on the Award Ladder by December 2017.
- School Excellence Framework indicates increase in attendance.

### Evaluation Plan
- This plan will be monitored against the milestones every 5 weeks.
Strategic Direction 3: Active and Informed Citizens

Purpose
Why do we need this particular strategic direction and why is it important?
Empower students to play an active role as global citizens in protecting the environment and developing cultural understanding.
- To enable students to participate actively in improving the school environment, addressing local environment issues and forming sound judgments on global environmental issues.
- To ensure what is learnt inside the classroom about environmental education is reinforced and supported by what happens outside the classroom.
- To understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians.
- To relate to and communicate across cultures especially the cultures and countries of Asia.

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

Students
- Engage students in environmental education initiatives K-6.
- Cultural diversity is valued, respected and promoted.
- Personalized learning pathways are collaboratively developed and regularly monitored to ensure that achievement of Indigenous students match or better the outcomes of all students.

Staff
- Ownership of environmental education initiatives to drive full participation and commitment across the school.
- Engagement in professional learning to increase their knowledge of Indigenous students and how they learn.

Leaders
- Ensure environmental education is embedded across all aspects of the curriculum.
- School leaders actively monitor the implementation of the Aboriginal Education and Training Policy and national and state priorities for Aboriginal Education.

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

- Create an environmental education charter linked to the School Environmental Education Plan. Staff and students contribute to environmental management of school facilities, including resource efficiency and recovery, biodiversity conservation, agriculture and ethical purchasing.
- Create a school master plan with associated timeline for completion that supports environmental education charter and the school’s objectives for the school grounds.
- All students learn about Aboriginal Culture.
- Investigate initiative to embed Asian studies into Learning Areas.

Products and Practices
What is achieved? (Products) What has been embedded? (Practices)

Products
- Achievement of accreditation with Eco-Schools Australia. Achieve “Green Flag” by 2017.
- Ongoing development and achievement of our School Environmental Management Plan. All objectives for management of resources are achieved: purchasing, resource use and waste management are integrated across the whole school.
- All Indigenous students match or better the outcomes of all students each year.

Practices
- Environmental education is integrated into all stages and KLA’s where appropriate.
- Our school is an environmental education model for others to follow. Effective action plans are in place and are regularly reviewed. Objectives for all focus areas are being met. Progress is reported in the Annual School Report.
- Parent participation through the P&C in the community grant application process to source funding to support outdoor learning spaces.
- Staff and students are engaged in regular formal and informal experiences utilising stimulating outdoor learning spaces.
- Personalised Learning Plans are developed for targeted students.
- Asian cultural studies is embedded in class programs.

Improvement Measures
- Achievement of accreditation with Eco-Schools Australia. Achieve “Green Flag” by 2017.
- Ongoing development and achievement of our School Environmental Action Management Plan objectives.
- All Indigenous students match or better the outcomes of all students each year.

Evaluation Plan
- This plan will be monitored against the milestones every 5 weeks.

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