School plan 2015 – 2017

Belmont Public School 1183
School background 2015 - 2017

School vision statement
At Belmont Public School, we believe in providing a quality education within an inclusive environment where students reach their full potential. Students at Belmont develop a mutual respect for all and build positive strong relationships. We create students who are responsible and confident community members.

School context
Belmont Public School is in the East Lake Macquarie area. We provide a dynamic and caring educational environment for all students. We currently have 265 students of which 30 are Aboriginal. All students access quality educational programs within a diverse and extensive curriculum. There have been major initiatives in literacy: L3, Reading Recovery, Focus On Reading and Accelerated Literacy. We have extensive student well-being programs: Rock and Water, Seasons for Growth, Girls Self Esteem Program and You Can Do It. The school excels in technology, sport and the creative and performing arts which have brought about widespread recognition of excellence within the school and wider community. Belmont Public has strong ties and works closely with the community of schools, preschools and the wider community to continually enhance opportunities for students and staff. The school’s multi skilled, professional staff continually enhance students’ educational outcomes. Staff are provided with opportunities to enhance their skills with access to professional and ongoing training. At Belmont we are committed to making community decisions with a highly interested and committed parent body.

School planning process
The annual evaluation was led by the school Principal and involved participation of and consultation with key stakeholders. Key stakeholders included all staff, ancillary staff, students, parents, P&C and the Aboriginal Education Consultative Group. Principal School Leadership provided support, along with the Local Management Group. Input, updates and consultation was provided and sought from parents and community via the school newsletter, invitations, surveys and meetings throughout the process. In developing the plan, the following internal and external data was collected by the school self-evaluation team for information analysis through the following processes.

- Voluntary surveys were conducted in Literacy, Numeracy and School Satisfaction by all parents, staff and students.
- Focus groups provided additional clarity around Literacy, Numeracy, School Culture, and Student Engagement as required.
- Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, and other documents seen by the school as informing the school self-evaluation.
- Formal and informal classroom lesson observations by executive staff and team leaders, occurred as part of TARS and EARS.
- Analysis of student achievement data in Yr. 3 and Yr. 5 including detailed NAPLAN SMART analysis.
- Analysis of student achievement data across K-6, including analysis of Best Start; L3 Programs; Focus On Reading; PLAN data and Reading Text Levels.

The evaluation included a review of the strengths, opportunities and areas for development across the school at a time of Departmental realignment changes, mandatory curriculum change, Local Management Business Reform (LMBR) and a change in school leadership. As a result, three key strategic directions were identified as a basis for a shared commitment to suture developments across the school community. They are:

- Consistent high educational outcomes
- Student, Staff and community wellbeing
- Effective Practices
School strategic directions 2015 - 2017

**Purpose:**
Our aim is to provide our students with the systematic, sequential and explicit teaching and learning programs in each of the Key Learning Areas.

We will maintain a rigorous focus on literacy and numeracy, engaging students in stimulating and educationally challenging programs to improve student outcomes.

Students will also be given the opportunity to explore and express themselves through the other KLAs in best practice implementation of the new curriculums and 21st Century learning.

Teachers will be exposed to professional learning to support the implementation of exemplary teaching and learning.

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**Purpose:**
Our aim is to make students more resilient in all aspects of their school life. This includes resilience when approaching new learning as well as social interactions with other students and adults. This will include a renewed commitment to You Can Do It (YCDI) being consistently implemented across the school and with the broader school community. Social skills programs, such as “Rock & Water” and Seasons for Growth will be maintained throughout the year.

A key direction will be to enhance cultural awareness of staff, students and community members about Aboriginal Australia.

An organised system and clear procedures will be developed to assist all stakeholders in accessing agencies for assistance and direction with and for students, staff and families.

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**Purpose:**
Our dynamic school will have in place systems that target quality teaching and learning, structures that include rigorous assessment and evaluation regimes, and timely review of policies and procedures. Development of staff will be in line with teaching standards, new curriculums and educational reform agendas.

Our aim is for staff to value the need to continually refine their pedagogy, knowledge and processes through training and development. This will be done in a climate of mutual trust and collegiality.
Strategic Direction 1: CONSISTENT HIGH EDUCATIONAL OUTCOMES

| Purpose |
The Melbourne Declaration on Educational Goals for Young Australians, states that schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of all young Australians. Further, the second goal clarifies that, all young Australian’s need to become successful learners and confident individuals. Our aim is to provide our students with the systematic, sequential and explicit teaching and learning programs in each of the Key Learning Areas. We will maintain a rigorous focus on literacy and numeracy, engaging students in stimulating and educationally challenging programs to improve student outcomes. Students will also be given the opportunity to explore and express themselves through the other KLAS in best practice implementation of the new curriculums and 21st Century learning. Teachers will be exposed to professional learning to support the implementation of exemplary teaching and learning.

| Improvement Measures |
A 10% reduction each year in the number of K-2 students failing to meet benchmarks in literacy and numeracy. 2014 PLAN data as baseline.

A 10% reduction each year in the number of year 3-6 students failing to achieve expected growth in NAPLAN for literacy and numeracy. 2014 data as baseline.

Assessment for learning: Collection and analysis of data leading to informing Individual Education Plans, Personalise Learning Plans, and support and extension programs.

| People |
**Students:** Students will develop an understanding of purpose of content and teacher expectations through commencing each lesson with WALT (the learning intention) and WILF (the success criteria) as a school wide practice. Levels of achievement in numeracy and literacy will be improved through the development of engaging differentiated teaching and learning designed to meet the needs of all students. Students will learn to make relevant judgements about their progress against the literacy and numeracy continuum. Students will use a range of technology for innovation and as an information tool.

**Staff:** Teachers will be supported to implement all school programs and develop a greater understanding of pedagogy through extensive training and development across all key learning areas. Classroom collaboration program continued. Capabilities will be developed by designing and implementing differentiated individualised learning. Great Teaching Inspired Learning (GTIL) reform to build the capabilities of all staff.

**Parents:** Parents will be partners in their child’s education through information sessions and workshops across Key Learning Areas (KLA) and informed about programs that are implemented and how they can assist in classrooms. Parents will be educated about PLAN data and the learning continuums.

**Community partners:** Expanding programs to maintain links with the wider community. Utilisation of outside agencies and the wider community to assist and enhance programs and student outcomes. **Leaders:** have the capacity to:
- Ensure that systems are in place.
- Leaders actively supporting their stage teams and whole school processes.
- Building capacity of leaders to maximise student outcomes. (GTIL)

| Processes |
**Powerful Learning Accountable Teaching**
Structured class programs will ensure that lessons have a defined purpose and have clear assessment/evaluation structures in place. Children receive quality feedback from teachers on their progress on a regular basis.

**Quality Teaching and assessing**
Develop teaching and learning programs informed by rigorous assessment and evaluation of prior learning to inform future teaching directions and strategies in class. Collegial planning and teaching judgement of student work samples. High expectations of learning evident in all classrooms.

**Great Teaching Inspired learning**
Provide substantive time for structured collaborative discussions: Each stage will have sessions for collaborative discussions. Collaborative discussion structure will include - pedagogy, consistency of assessment, design assessment tasks, reflect on teaching strategies, and planning of lessons. Support and guide staff in selecting Teacher Professional Learning (TPL) according to management plan and staff point of need.

**Evaluation plan:** Student progression monitored twice per term in literacy and numeracy, PLAN data, NAPLAN analysis, regular meetings with teachers to discuss professional learning. Ongoing feedback from the community.

| Products and Practices |
**Products:** A 10% reduction each year in the number of K-2 students failing to meet benchmarks in literacy and numeracy. 2014 PLAN data as baseline. A 10% reduction each year in the number of year 3-6 students failing to achieve expected growth in NAPLAN for literacy and maths. 2014 data as baseline.

Engaged students who understand purpose of learning. Student work samples will show a greater understanding of their learning. Teachers and executive are registered with BOSTES and working towards accreditation or maintaining accreditation at relevant levels.

**Practices:** Will include the continuation of the collaboration program including supervisor and peer feedback on pedagogy and content.

Agreed protocol will be used to ensure the consistency of delivery and content across the school. Effective programs will be in place across the school including Focus on Reading, L3 (ES1 and S1) and mathematics programs.

Enhancing the different learning stages of all teachers to allow them to deliver specific programs. Quality teaching and learning practices across the school, demonstrated through differentiated literacy and numeracy lessons and assessments to improve student achievement.

Local Management Group meetings once a term to share and collaborate ideas, resources and pedagogy including support teachers.

Consistency of implementation of pedagogies and programs to support the students’ attainment of benchmarks.

Data collection: Assessment for learning, catering for students needs more accurately based on 5 weekly data analysis.
### Strategic Direction 2: Student, staff and community wellbeing

**Purpose**
A school community working in a diligent and sustainable manner embedding a system of values and a culture of success. We will develop students’ social conscience and global citizenship. The wellbeing and resilience of students, staff and parents are highly valued. Students and parents will be supported by diverse wellbeing programs.

Our aim is to make students more resilient in all aspects of their school life. This includes resilience when approaching new learning as well as social interactions with other students and adults. This will include a renewed commitment to You Can Do It, being consistently implemented across the school and with the broader school community. Social skills programs, such as Rock & Water and Seasons for Growth will be maintained throughout the year. An organised system and clear procedures will be developed to assist all stakeholders in accessing agencies for assistance and direction.

**Improvement Measures**
95% of students will demonstrate resilience, persistence, getting along and manners in the classroom and playground each term. Sentral will indicate this through tracking of awards and behavioural incidents, using 2014 as a base line.

90% Decrease of high level incidents of anti-social behaviour occurring as tracked through Sentral. Using 2014 as a base line.

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<tr>
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<th>Processes</th>
<th>Products and Practices</th>
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<td><strong>Students:</strong> Continued development of student’s social skills, values and manners. Acknowledge the Aboriginal culture and its relationship to our school. Aboriginal students engage with Aboriginal Education Teacher (AET) Students requiring adjustments and learning support are supported.</td>
<td><strong>Students:</strong> Engagement and participation in You Can Do It lessons, values and merit scheme. Participate in Values and My Manners Matter programs, Rock and Water, Girls Self-esteem and Seasons for Growth wellbeing programs. Observation of positive interactions from students in the classroom and outdoor learning environment.</td>
<td><strong>Product:</strong> 90% Decrease of high level incidents of anti-social behaviour occurring as tracked through Sentral. 95% of students will demonstrate resilience, persistence, getting along and manners in the classroom and playground each term. Sentral will indicate this through tracking of awards and behavioural incidents. Parents and the wider community will see the positive aspects of our school and understand our anti bullying and social skills programs and procedures. All students requiring adjustments including Gifted And Talented Students (GATS) and learning support are catered for.</td>
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<td><strong>Staff:</strong> Develop understanding of the ‘whole child’ including social, emotional and cultural needs. Teachers will be supported to implement all welfare programs, through TPL sessions and working with support staff. Understanding the significance of positive psychology in well-being of themselves and their students. Staff confidently using leaning and support team for identified students through correct referral process.</td>
<td><strong>Aboriginal Education:</strong> Students will work with Aboriginal Education Teacher. Aboriginal Girls participate in Sista Speak one session per week. Develop staff capacity to develop meaningful Personalise Learning Plans. <strong>Student leadership:</strong> Students will organise and participate in Premier’s Sporting Challenge Leadership initiative, structured lunchtime activities and Snack Shack – student canteen. Students will lead and continue to develop the SRC to ensure that students have a voice within the school. <strong>Learning Support:</strong> All Staff actively participating in wellbeing training. Staff participation in the Learning Support Team. Monitoring of students participating in additional well-being programs. Staff identify students for the National Consistent Collection of Data NCCD and plan relevant and ongoing support with the learning support team, parents and the wider community. <strong>Leaders:</strong> Ensure that systems are in place that supports the implementation of the planned programs.</td>
<td><strong>Practice:</strong> Team building activities to increase staff collaboration and positive relationships. Staffs skills and interests are utilised to enhance programs and opportunities for all stakeholders throughout the school. All students including our Aboriginal students fully engaged in their learning.</td>
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<td><strong>Parents:</strong> Support the implementation of our well-being programs through newsletters, parent forums and providing links with inter-agencies. Parents will understand what our wellbeing programs are and how they help their children. Parents will engage with Learning Support Team and school counsellor.</td>
<td><strong>Community partners:</strong> Expanding our well-being programs and increasing links with wider community and agencies.</td>
<td><strong>Leaders:</strong> Oversee implementation and effectiveness of wellbeing programs and what students and staff are involved in their implementation. <strong>Leadership initiative:</strong> Personalise Learning Plans.</td>
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Strategic Direction 3: EFFECTIVE PRACTICES

**Purpose**
To ensure that current educational reforms and administrative changes are implemented successfully and understood by all stakeholders. Our dynamic school will have in place systems that target quality teaching and learning, structures that include rigorous assessment and evaluation regimes, and timely review of policies and procedures. Development of staff in line with teaching standards, new curriculums and educational reform agendas. Our aim is for staff to value the need to continually refine their pedagogy, knowledge and processes through training and development. This will be done in a climate of mutual trust and collegiality. We will also continue to improve the quality of current and future school systems.

**Improvement Measures**

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<td><strong>Students:</strong> Learning from the implementation of the Australian Curriculum and transference of skills and knowledge to connect with authentic experiences across Key Learning Area’s (KLAs).</td>
<td><strong>Performance and Development</strong></td>
<td><strong>Product:</strong> 100% of staff will have Professional Goals and will be working towards their Professional Development Framework goals, evidence and reviews. A positive culture of professional trust and collaboration supports effective, relevant and engaging professional learning opportunities. Effectiveness of change in teacher professional practice assessed using the Guskey Thermometer Tool. A proactive leadership culture that supports a range of professional learning opportunities. Every child will be supported to access the curriculum equally, in order to be successful. A broader perspective of real world applications, and their place in it.</td>
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<td><strong>Staff:</strong> Supporting staff in their understanding of the educational reforms: GTIL, RAM, ESES, LSLD, Rural and Remote, Aboriginal Education. Collection and analysis of data to inform teaching. Extensive training and understanding of implementation of the new Australian Curriculum. Understanding and acceptance of national teaching standards and the Professional Development Framework. Develop staff capacity by providing more relevant and engaging professional learning opportunities. Staff will be part of KLA teams.</td>
<td><strong>Reforms and Drivers</strong></td>
<td><strong>Practices:</strong> Teaching staff receive in-class support for pedagogy.</td>
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<td><strong>Parents:</strong> Parents will support educational reforms, and understand administrative changes. Parents will be informed about educational changes in order to understand students’ progress and reports.</td>
<td><strong>Greater understanding and allocation of finances and RAM funding. Guide staff in training and development in terms of specific needs, and participate in the accreditation and teaching standards process. GTIL.</strong></td>
<td><strong>Practices:</strong> The administration practices will be more streamlined, and there will be a more efficient tracking system of students and school practices.</td>
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<td><strong>Community partners:</strong> Liaising with educational leaders and curriculum advisors to develop capacity of all stakeholders.</td>
<td><strong>Implementation of programs.</strong></td>
<td>A positive culture of professional learning motivated by staff enthusiasm exists within the school. Proactive professional learning teams across stages and curriculum areas that are focused on using best evidence-based practice and data analysis, delivering consistent quality teaching and achievement standards.</td>
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<td><strong>Leaders:</strong> Develop understanding of educational reforms in order to effectively lead their implementation throughout the school context. Executive staff have the understanding to guide staff in professional learning consistent with the guiding principles developed. Principal and SAM preparing for LMBR processes. Executives have a deep understanding of the Professional Development Framework and lead this process with their stage teams.</td>
<td><strong>Implementation of programs.</strong></td>
<td><strong>Evaluation plan:</strong> Procedures will be monitored and tracked, along with the integration of students, ESES, LMBR, GTIL, LSLD and Aboriginal Education. School Excellence Framework Professional Development Framework.</td>
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**Council of students and study groups.**

| Principles: | **Easily accessible information and tracking of students will exist for all staff to access.** |
| **Staff** will understand the Educational Reforms and will be working with the new reforms. Coordination of student information, welfare issues, wellbeing programs and students who have received specific support both internally and externally. | **Allocation of funding will allow specific programs to be implemented successfully.** | **Staff will be more engaged in KLA teams that will see an improvement in management of resources and implementation of programs.** | **Reformed staff will be more engaged in KLA teams that will see an improvement in management of resources and implementation of programs.** |

100% of Staff actively engaged in all TPL sessions
100% of staff will have a Professional Development Framework documents.
Change in practice as measured by Guskey thermometer.
Easily accessible information and tracking of students will exist for all staff to access.
Staff will understand the Educational Reforms and will be working with the new reforms.
Coordination of student information, welfare issues, wellbeing programs and students who have received specific support both internally and externally.