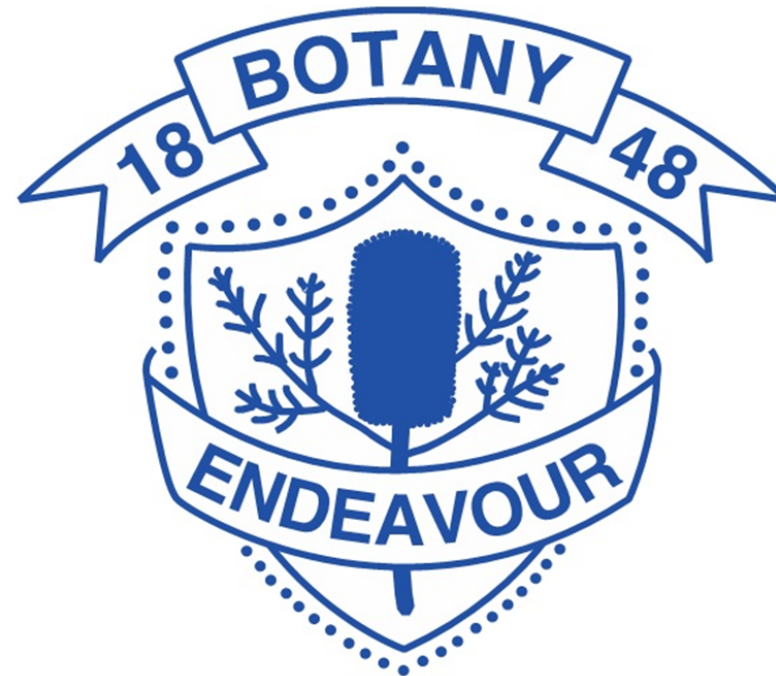


# School plan 2018-2020

## Botany Public School 1323



## BOTANY PUBLIC SCHOOL

Caring Creative Connected

# School background 2018–2020

## School vision statement

Botany Public School, prepares students for a complex and rapidly changing world, as they develop the skills to be engaged 'future focussed learners.' Our school is a place where students become successful learners and are confident, resilient and creative individuals.

Every **student** is supported to achieve their full potential academically, socially and emotionally, as an individual and as part of a team. Students will be inspired to develop a life long love of learning and will confidently embrace the future to achieve their personal best.

Our **teachers and leaders** understand how students learn, providing supportive, safe, vibrant and innovative learning environments. Teachers and leaders deliver quality teaching and learning programs and engage professionally with colleagues, participating in ongoing professional learning.

Our school is a **community school**, which thrives on a collaborative approach and engages the resources of the staff, students and local community, drawing on strengths and capabilities to support the school's visions.

## School context

Botany Public School is a growing school of 285 students, including 48% from language backgrounds other than English, with a welcoming, inclusive and forward thinking community.

The school has a strong emphasis on the wellbeing of our community with Restorative Practice, Kidsmatter and Bounce Back Programs being an integral part of school culture.

There is a focus on differentiated quality literacy and numeracy programs, engaging students to be future focussed learners. Collaborative planning and decision making are valued by the dynamic staff and community who have high expectations for all students.

The school is well supported by a passionate Parent and Citizens Association promoting a strong sense of community. The P&C makes significant contributions towards school programs and resources and parents are actively involved in various aspects of school life.

Botany Public School provides students with opportunities to participate in extra curricular activities including creative and performing arts, language and sporting programs. The Student Representative Council and Peer Support Groups give students opportunities to develop leadership skills in conjunction with elected leadership positions.

## School planning process

In 2018, comprehensive planning processes were undertaken across our school community to review and reflect upon the School Plan 2015–2017. Consultative measures included:

- deep analysis of internal and external data sources to identify strengths, trends and areas for improvement;
- self–assessment against the School Excellence Framework and External Validation (2017);
- community forums held to develop a shared understanding of focus areas for the new school plan;
- regular and ongoing planning meetings with staff to ensure ownership of the plan;
- parent, staff and student Tell them From me Surveys interpreted and data used to inform practice; and
- informal feedback opportunities. through open communication channels.

The Botany Public School 2018–2020 School Plan embraces the goals of the Department of Education's Strategic Plan and the School Excellence Framework. Our school plan aims to promote transparency, ownership and investment to realise our school vision for 2018 and beyond. Working in partnership with our community is integral to our processes.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Successful Learners

**Purpose:**

To inspire students to be confident and creative individuals who are literate and numerate and can think deeply, productively and logically, preparing them to be lifelong learners.



**STRATEGIC  
DIRECTION 2**  
Quality Teachers

**Purpose:**

To embed a dynamic culture of staff collaboration through quality professional learning and supportive leadership, creating a deep understanding of pedagogy and exemplary teaching and learning practices.



**STRATEGIC  
DIRECTION 3**  
Collaborative Leaders

**Purpose:**

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration and communication to realise enriched learning opportunities.

# Strategic Direction 1: Successful Learners

## Purpose

To inspire students to be confident and creative individuals who are literate and numerate and can think deeply, productively and logically, preparing them to be lifelong learners.

## Improvement Measures

Increase the proportion of students demonstrating active engagement with their learning. (CW)

At least 35% of students achieve the top two bands in NAPLAN for Numeracy. (DL)

At least 35% of students achieve the top two bands in NAPLAN for Reading and Writing. (DL)

Students have learning goals clearly displayed in classroom that are regularly reviewed with students and stakeholders. (DL)

Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. (CT)

## People

### Students

Engage in authentic, meaningful learning, fostering creative, critical and ethical thinking, with a focus on Literacy and Numeracy.

### Staff

Develop the knowledge and skills required to challenge and support the needs of every student using consistent, school wide practices.

### Leaders

Inspire, lead and support responsive, targeted initiatives to enhance learning into the future.

### Parents/Carers

Support partnerships between school and home to collaboratively plan and deliver quality educational outcomes.

## Processes

The **Community Wellbeing Project** is a planned approach to wellbeing catering for individual learning needs within a positive learning environment.

The **Differentiated Learning Project** is an integrated approach to quality teaching and learning in Literacy and Numeracy using targeted assessment data to guide student learning goals.

The **Creative Thinking Project** provides students with learning opportunities to apply knowledge, deepen understanding and develop creative and critical thinking skills as future focused learners.

## Evaluation Plan

The Leadership Team will lead an evaluation of school programs including:

- Literacy and Numeracy Learning Progressions data
- Best Start, NAPLAN and Scout data
- Student Attendance data
- Sentral records of student behaviour and engagement
- Learning Support Team data base (NCCD)
- Teaching and Learning programs
- Assessment and Reporting processes
- Personalised Learning Plans and Review Meetings

## Practices and Products

### Practices

Every student is actively and consistently engaged in learning that is meaningful and developmental. (CW)

Teachers plan responsive lessons in all classrooms that reflect the diversity and needs of learners. (DL)

Innovative pedagogies underpin integrated learning opportunities in all classrooms. (CT)

### Products

Respectful relationships across the school community underpin a productive learning environment, positive behaviour and effective engagement. (CW)

Learning outcomes of students show measurable improvement, with a focus on Literacy and Numeracy. (DL)

Learning is multimodal, enabling students to use flexible processes to acquire and demonstrate depth of knowledge and understanding. (CT)

# Strategic Direction 2: Quality Teachers

## Purpose

To embed a dynamic culture of staff collaboration through quality professional learning and supportive leadership, creating a deep understanding of pedagogy and exemplary teaching and learning practices.

## Improvement Measures

All teachers will collaboratively and expertly analyse system and school based data to plan and implement a differentiated curriculum in Literacy and Numeracy. (CP)

Teachers develop and apply assessment strategies to determine teaching directions, monitor and assess student progress and achievement, and reflect on teaching effectiveness. (IT)

Professional Development Plans for teachers reflect ongoing progression against the Professional Teaching Standards framework. (PL)

## People

### Students

Receive explicit and targeted quality teaching informed by data and based on best practice.

### Staff

Engage in collegial collaboration to sustain quality teaching practice through deep understanding of pedagogy, reinforced through strategic professional learning.

### Leaders

Sustain high quality professional learning and support for all staff, ensuring decision making is student centred and guided by the school plan.

### Parents/Carers

Support educational outcomes between home and school through participation in learning conferences and educational forums.

## Processes

The **Collaborative Practices Project** is a team based planning approach to further develop and implement explicit teaching strategies and programs.

The **Informed Teaching Project** is a data driven approach to identify student achievement and progress using school wide assessment measures to reflect on teaching effectiveness and inform future school directions.

The **Professional Learning Project** aligns Australian Professional Standards, with Professional Development Plans and Accreditation through innovation, expertise and effective targeted professional learning.

## Evaluation Plan

The Leadership team will lead an evaluation of school data and plans including:

- Professional Development Framework (PDPs)
- Learning Progressions and data walls
- Best Start, NAPLAN and Scout Data
- Student, parents and teacher TTFM surveys
- Student Parent Teacher Learning Conference data

## Practices and Products

### Practices

Supportive, collegial opportunities build the capacity of staff to enhance knowledge of best teaching practices. (CP)

Data collection and analysis, personalised learning goals and feedback are used regularly to move learning forward. (IT)

Targeted Professional Learning ensures that all teachers have currency of knowledge, practices and pedagogies to facilitate ongoing improvement. (PL)

### Products

School protocols facilitate regular opportunities for staff to engage in collaborative planning, reflection and evaluation. (CP)

Data obtained from assessment processes shows measurable improvement in student learning outcomes. (IT)

Professional learning structures reflect school priorities and the personalised needs of teaching staff. (PL)

# Strategic Direction 3: Collaborative Leaders

<p><b>Purpose</b></p> <p>To build stronger relationships as an educational community by leading and inspiring a culture of collaboration and communication to realise enriched learning opportunities.</p>	<p><b>People</b></p> <p><b>Students</b></p> <p>Access current technologies and innovative learning practices within a safe and supportive school community.</p>	<p><b>Processes</b></p> <p>The <b>Learning Alliances Project</b> is an educational community network that provides instructional leadership and mutual support, in response to new and emerging needs.</p>	<p><b>Practices and Products</b></p> <p><b>Practices</b></p> <p>Collegial sharing of best practice and innovative ideas across the network to build the capacity of all staff members. (LA)</p>
<p><b>Improvement Measures</b></p> <p>Staff engage in action learning across school alliances and reflect on best practice and actively support other schools. (LA)</p>	<p><b>Staff</b></p> <p>Reflect and evaluate current teaching practice and support the development of self and others to initiate ongoing improvement.</p>	<p>The <b>Community Partnerships Project</b> builds upon areas of strength, sustains best educational practice and addresses areas for continual improvement as identified through the school plan.</p>	<p>All staff have shared ownership of the development of the school plan and evaluative processes. (CP)</p> <p>High levels of communication, organisation and strategic resourcing positively impact school operations. (MP)</p>
<p>Staff participate in developing milestones and evaluating school programs. (CP)</p>	<p><b>Leaders</b></p> <p>Develop strong Professional Learning Alliances to share and explore new ideas and innovations.</p>	<p>The <b>Management Practices Project</b> is a systematic approach to ensure school structures, processes and resources fully support improved outcomes and professional effectiveness.</p>	<p><b>Products</b></p> <p>Action learning teams share knowledge and expertise internal and external to the school. (LA)</p>
<p>Monthly finance committee meetings review and track human, physical and financial resources. (MP)</p>	<p><b>Parents/Carers</b></p> <p>Understand school targets and curriculum focus areas to increase engagement with their child's learning.</p>	<p><b>Evaluation Plan</b></p> <p>The Leadership team will lead an evaluation of school systems and procedures including:</p> <ul style="list-style-type: none"> <li>• The School Plan and Milestones document</li> <li>• Student, parents and teacher TTFM surveys</li> <li>• SEF School Self-Assessment tool</li> <li>• Monthly finance committee meetings</li> </ul>	<p>The development of a cohesive school plan involving the input of all stakeholders to deliver outcomes which align with the school vision. (CP)</p>
			<p>Human resources, current technology and flexible learning spaces throughout the school promote creativity, inquiry, student collaboration and enjoyment. (MP)</p>