# School background 2015 - 2017

## School vision statement

Our primary vision is to nurture and enable students' individual potential in a supportive, caring and quality learning environment.

We are committed to all students achieving success through the implementation of explicit teaching and learning programs across all key learning areas which underpin effective and diverse student wellbeing practices. Students are encouraged to develop the values, skills and attitudes to ensure they can make a valuable contribution to their current community and the society they will shape in the future.

Our goal is to create a learning environment which encourages students to be independent, self-directed critical and creative thinkers.

Our vision is aligned with the Department of Education and Communities (DEC five year strategic plan (2012-2017) in prioritising ‘Strong partnerships for a better future’ across our school community.

## School context

Bangor Public School is situated in the southern suburbs of Sydney. Our school is a place where academic success is encouraged, nurtured and celebrated. Individuality is respected and developed in an environment that fosters respect, responsibility, integrity, excellence and cooperation.

Currently, 504 students are enrolled at our school. Dedicated staff provide many and varied innovative opportunities for students to achieve their personal best. A differentiated curriculum is delivered to students to ensure we cater for individual learning styles and celebrate their effort and achievements.

At Bangor Public School we have a proud tradition in sport and the performing arts. A wide variety of extra curricula activities are offered including: - chess club, film school, dance ensembles, gymnastics, band, string ensemble and steel band.

The active and enthusiastic parent and carers are integral to our learning community. Together parents, staff and students work together to create rich opportunities at school. We strive to ensure that every student in every classroom is receiving excellent instruction every day.

We enjoy a rich partnership with local primary and secondary schools through pedagogical practice in the Community of Schools Between The Rivers (COSBTR).

## School planning process

In 2013 the school sought the opinions of students, parents and staff about the school in terms of communication and curriculum delivery. School planning is underpinned by the goals of the Melbourne Declaration (2008).

The evaluation included a support team visit from regional agencies. We identified the strengths, opportunities and areas of development across the school at a time when the Department of Education and Communities was initiating reforms that were introducing new curriculum and school funding (LMBR).

This was at a most opportune time where senior leadership and staff changes came into play. Further consultation with our school community – students, staff and parents was carried out during 2014 through school and student data collection, P&C consultation, parent forums and surveys.

As a result, three strategic directions were identified. There is a shared commitment to the future plan. This plan will be adjusted and varied to suit the ever changing needs of the students, staff and community. This plan is linked to the School Excellence Framework, Great Teaching, Inspired Learning, Principal and Teacher Standards, Great Start, Strong Teachers and the Performance and Development Framework.

Our three Strategic Directions comprise:

- Pedagogical Excellence
- Learning, Teaching and Leading
- School Community Engagement
Purpose:
To improve student learning through the delivery of consistently high quality teaching practice across all Key Learning Areas. Multimodal learning will support student engagement, explicit teaching, reflective conversations and feedback for learning. Assessment for learning, to learn and about learning will be practice. Individual students will reach their potential to become productive and successful citizens now and in the future.

Purpose:
To nurture and promote quality teachers and leaders who deliver excellent instruction every day across all curriculum areas. Teachers are activators of learning, working in a collaborative manner to produce rich curriculum through targeted professional learning. Assessment data will drive innovative practices and promote student engagement, problem solving skills and the ability to think creatively and critically resulting in measurable growth for all students.

Purpose:
To foster a school community with a common purpose built on trust. Collaborative relationships and effective communication strategies will enhance school culture. The school community will be authentically engaged in school decision making processes. Community, staff and the wider community working as partners to achieve excellence for students at Bangor Public School.
# Strategic Direction 1: Pedagogical Excellence

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<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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| To improve student learning in literacy, numeracy, science and history through the delivery of consistently high quality teaching practice in the areas of reading, writing, spelling, speaking, listening, punctuation and grammar, investigating, enquiring and problem solving. Multimodal learning will support student engagement, explicit teaching, reflective conversations and feedback for learning. Assessment for learning, to learn and about learning will be practice. | **Students:** Results will show growth across all KLA’s through backward mapping and the delivery of rich, differentiated learning. Feedback for learning will drive future direction as individuals strive to achieve their personal best.  
**Staff:** Individualised professional learning and school-wide systems and structures will be developed to support and meet staff needs to cater for all students.  
**Parents/Carers:** A collaborative learning community will be further developed to provide authentic opportunities to engage in quality educational programs in the school.  
**Community Partners:** Positive relationships will further develop across the COSBTR, local businesses, and community organisations.  
**Leaders:** The Principal, Deputy Principal, Assistant Principals and aspiring leaders will be instructional leaders, ensuring high quality pedagogical practice. Leadership opportunities will be provided for students, parents/carers and community partners. | **How do we do it and how will we know?**  
- NSW syllabus and Australian Curriculum project  
- Mapping Australian syllabus content project  
- Planning and Programming project  
- Professional Learning project  
- Assessment project  

**Evaluation Plan**  
Develop a consistent school strategy in the approach to assessment practices allowing students to demonstrate their understanding in line with the continuums of learning with Australian Curriculum and NSW syllabus.  
| **Product:** Class teacher programs reflect differentiated planning and assessment. Consistent teacher judgement practices are consistent and embedded K-6.  
**Product:** NAPLAN results show measurable growth between 3/5 and 7.  
**Product:** Sound and above results in school assessment data reflect consistent teacher judgement as the moderator.  
**Product:** ICT capabilities of all students across all KLA’s reflected through the rich task rubric.  
**Practice:** Teaching and learning programs, student learning and engagement and classroom settings reflect rich teaching and 21st century pedagogical practices.  
**Practice:** All teaching and learning experiences are driven by assessment data and backward mapping  
**Practice:** High energy, aspirational classrooms where students are challenged to think creatively and critically. |

**Improvement Measures**  
To increase the number of students who demonstrate above average growth between years 3 and 5.  
Students at the expected cluster levels for PLAN.  
School data using the backward mapping strategy of pre and post testing K-6 to inform measurable and sustained individual student growth.  
Expected growth in NAPLAN between Year 3 and Year 5.
## Strategic Direction 2: Teaching, Learning and Leading

### Purpose
To nurture and promote quality teachers and leaders who deliver excellent instruction every day across all curriculum areas. Teachers are activators of learning working in a collaborative manner to produce rich curriculum through targeted professional learning. Assessment data will drive innovative practices and promote student engagement, problem solving skills and the ability to think creatively and critically resulting in measurable growth for all students.

### Improvement Measures
Professional learning brings about change in practice to facilitate 21st century pedagogical practices.

- Professional goals are achieved by all staff.
- Collaborative practice, self reflection, professional dialogue, sophisticated analysis of best practice drive teaching and leading.
- High expectations of self and other are clearly annotated and communicated - learning and leading.

### People
- **Students:** Authentic engagement in rich, self-directed and differentiated learning. 
- **Students:** The seamless use of technology for learning will be embedded practice as self-selected learning goals are identified, achieved and self-assessed. 
- **Staff:** Mindsets and capabilities will be current and measurable against teaching and principal standards. 
- **Staff:** Professional dialogue will reflect enthusiasm and quest for innovation. 
- **Staff:** Initiate and lead successful programs in our school and across the COSBTR. 
- **Staff:** Demonstrate collaborative practice and emotional intelligence. 
- **Staff:** Self-reflection of practice is embedded. 
- **Parents/Carers:** Supportive and collaborative who trust school practices and procedures. 
- **Community Partners:** Active involvement and communities of practice. 
- **Leaders:** Early career, experienced staff, aspirant leaders and leaders demonstrating practice for school excellence.

### Processes
**How do we do it and how will we know?**
- Performance and Development Culture Project (teachers, leaders, support staff and SASS staff) 
- Feedback and Observation Project 
- Professional Learning and Personal Goals Project 
- Standards and Leadership Project

**Evaluation Plan**
- Collegial classroom observations, shadowing, coaching and mentoring for classroom teachers and leaders - evaluation of effectiveness of teaching practice.

- Executive meeting/administration meeting/professional learning dialogue

- Walkthroughs and instructional rounds

- Self assessment and team leader feedback

- Evidence of strong, strategic and effective leadership underpinning school culture

### Products and Practices
Teachers and leaders take responsibility for student improvement and contribute to a transparent learning culture. A school wide culture of high expectation and a shared sense of responsibility for student engagement and educational aspiration. Evidence based teaching practices and innovative delivery of curriculum evident. Support and SASS staff delivery quality services.

- **Product:** Staff demonstrate instructional leadership, promoting and modelling expert practice in teaching and learning.

- **Product:** Growth culture in practice to ensure measurable growth in school/cluster markers/ and external testing.

- **Product:** Increased number of staff working towards attainment of lead teacher and pursuing promotion.

- **Product:** Distributed leadership evident through initiation of projects.

- **Practice:** Teachers are activators of learning and connect ICT to ensure smart delivery of curriculum.

- **Practice:** Shared vision and common purpose reflect cooperative and collaborative practices with a moral purpose.

- **Practice:** AITSL self – reflection tool drives performance identified in goals (PDF)
### Strategic Direction 3: School Community – engagement, organisation and effectiveness

#### Purpose
To foster a school community with a common purpose built on trust. Collaborative relationships and effective communication strategies will enhance school culture. The school community will be authentically engaged in school decision making processes. Community, staff and the wider community working as partners to achieve excellence for students at Bangor Public School.

#### Improvement Measures

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<tr>
<th>People</th>
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<tbody>
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<td><strong>Students:</strong> Connectedness and partnerships in learning reflect the role students have in self directed learning.</td>
<td><strong>How do we do it and how will we know?</strong></td>
<td>The school community is committed to the schools' strategic directions and practices to achieve educational priorities. The school is recognised as responsive to its community as a result of effective engagement with parents, carers, local community and business partners.</td>
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<td><strong>Staff:</strong> Collegial relationships supportive of a common purpose. Receptive and interpretive practices to make informed decisions about the learning and wellbeing of students.</td>
<td><strong>Evaluation Plan</strong></td>
<td><strong>Product:</strong> Improved communication tools celebrating successes and informing community</td>
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<td><strong>Parents/Carers:</strong> Shared journey in learning – strong partnerships</td>
<td>Practices and processes are responsive to school community feedback</td>
<td><strong>Product:</strong> Attendance at P&amp;C, parent forums, class workshops and school events increase.</td>
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<td><strong>Community Partners:</strong> Support for and trust in decision making processes, protocols and practices.</td>
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<td><strong>Product:</strong> COSBTR projects for enrichment, transition and excursions widely supported.</td>
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<td><strong>Leaders:</strong> Leadership supports a culture of high expectation and community engagement resulting in sustained and measurable whole school improvement and growth.</td>
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<td><strong>Practice:</strong> The school makes deliberate and strategic use of partnerships to access resources to enrich learning.</td>
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#### Improvement Measures

- Proactive engagement of parents and the broader community.
- Enabling of a self sustaining and self improving school community as a lasting legacy of their contributions.
- Improved parent satisfaction reflected in surveys and forums in the areas of teaching, learning and leading across all Key Learning Areas with effective well being practices underpinning.