School Plan 2015 – 2017

BIRRONG PUBLIC SCHOOL 4057

Extending Lifelong Critical Learners

Developing Quality Educators and Leaders

Fostering Supportive and Collaborative Partnerships
**School Background 2015 - 2017**

<table>
<thead>
<tr>
<th><strong>School vision statement</strong></th>
<th><strong>School context</strong></th>
<th><strong>School planning process</strong></th>
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</thead>
<tbody>
<tr>
<td>Birrong Public School aims to create a collaborative learning environment where students, parents, teachers and the community are involved in developing life-long learners. Our students will be motivated and critical learners. Our teachers will be knowledgeable leaders who create innovative, supportive, challenging and flexible learning environments. Our significant partnerships within the school and wider community will ensure students become confident, active members of society who have the skills to be successful in a complex and changing world.</td>
<td>Birrong Public School provides learning opportunities for approximately 560 students. The school is located in the Bankstown Principal Network in South Western Sydney. The school caters for a diverse student population, with 86.25% of students from a language background other than English. There are currently 38 language backgrounds, with Vietnamese and Arabic speaking backgrounds the largest groups. There are a significantly higher proportion of NESB students K-4 and this trend will continue into the future. Students, staff, parents and community members are all actively involved in the teaching and learning program. School community members feel proud to have contributed to the school program, which gives each student the opportunity to develop to his/her full potential. High standards are set and encouraged in teaching and learning programs. Opportunities for students are available in many areas including sport, music, public speaking, dance, environmental education, student leadership and camping. The school is committed to quality partnerships with parents and the community. This is achieved through strong links with the P&amp;C Association. Birrong Public School provides a range of activities through which parents feel welcome and a part of their child’s life. The parent community strongly supports the principles, which underpin public education and expect the highest quality of education for their children. There are approximately 35 school based personnel including executive staff, classroom teachers, specialist ESL, LAS and Reading Recovery teachers, school counsellor, administrative staff and a general assistant. Birrong Public School has an uncompromising focus on teaching and learning with a dedicated staff, who have a range of teaching experience.</td>
<td>All members of the school community were consulted as part of the school planning process. In 2014, the staff reviewed school data from a range of areas during focused meetings to identify what we do well, what we need to change, what we need to add or what we need to stop doing in terms of our programs and organisation systems at Birrong Public School. This process was repeated with students from Years 2, 4 and 6 to seek student input. The school community opinions were also sought throughout this process and included target conversations at both the Coffee &amp; Chat and Parents and Citizens (P&amp;C) meetings. Staff, parents and students engaged in discussions about our school to determine where we want to be in five to ten years’ time as a learning community. A vision statement was determined and three strategic areas named: Critical Learners, Quality Leaders and Supportive Partnerships.</td>
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School Strategic Directions 2015 - 2017

**Purpose of Strategic Direction 1**
To develop independent, responsible life-long learners through the provision of high quality flexible learning programs. To maximise success for all students through the development of programs to meet the academic, social and wellbeing needs of every student.

**Purpose of Strategic Direction 2**
To embed a culture of individual and collective efficacy where teachers are provided with the support and professional learning to maximise their effectiveness as educators and leaders.

**Purpose of Strategic Direction 3**
To maximise success for students and enhance staff performance through building strong, supportive and collaborative relationships with:
- students
- parents
- community
- other educational institutions
- DEC personnel
- outside experts;
- and each member of the Birrong Team.
## Strategic Direction 1: EXTENDING LIFELONG CRITICAL LEARNERS

### Purpose
To develop independent, responsible lifelong learners through the provision of high quality flexible learning programs. To maximise success for all students through the development of programs to meet the academic, social and wellbeing needs of every student.

### People

<table>
<thead>
<tr>
<th>Students</th>
<th>People are actively involved in their learning across all Key Learning Areas (KLAs) and understand what they are learning and why it is important. They have enquiring minds and actively seek solutions to real world problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Teachers understand learning in the 21st Century and value feedback and formative assessment as mechanisms for achieving engagement and self-regulation.</td>
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<tr>
<td>Parents/Carers</td>
<td>Parents and carers understand the individual needs of their children and support learning.</td>
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<tr>
<td>Community Partners</td>
<td>Active participation of community partners to support curriculum innovation.</td>
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<tr>
<td>Leaders</td>
<td>Leaders develop skills to mentor and drive quality teaching and learning practices.</td>
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</tbody>
</table>

### Processes

#### Project – Embedded Feedback and Formative Assessment
Staff embed systematic feedback and formative assessment practices in all aspects of teaching to provide students with clear directions and to adapt teaching for learning. This involves:
- Staff engaged in explicit professional learning to understand feedback and formative assessment (including LISC).
- Teacher mentoring of feedback and formative assessment practices.
- Working with colleagues to review current teaching and learning programs using student feedback, student assessment data, and knowledge of curriculum and workplace practices.

#### Project – Students Lead Learning
Students engage in problem-based learning to develop independent critical thinking and collaboration skills, i.e. self-organised learning environments (SOLE) and project-based learning (PBL). This involves:
- Community of schools accessed to support innovation and sharing of best practice for 21st Century curriculum delivery.
- Students supported to develop creative thinking, problem solving and risk taking.

### Products and Practices

<table>
<thead>
<tr>
<th>Products</th>
<th>Teaching and learning programs include processes around feedback and formative assessment.</th>
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<tbody>
<tr>
<td>100% of K-6 classrooms are engaged in problem based learning incorporating critical thinking and collaboration.</td>
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<thead>
<tr>
<th>Practices</th>
<th>Classrooms student-centred with opportunities for students to engage in self-directed learning to collaborate, communicate and connect.</th>
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<tbody>
<tr>
<td>Students receive quality feedback with clear directions for improvement.</td>
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<tr>
<td>Students play an active role in their own learning.</td>
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<tr>
<td>Teachers create a learning environment that is engaging, flexible, coherent and meets the needs of all students in their classroom.</td>
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</table>

### Improvement Measures
- Teaching programs contain effective feedback and formative assessment processes across all Key Learning Areas.
- 100% of all teaching staff incorporate quality assessment and feedback in daily practice.
Strategic Direction 2: **DEVELOPING QUALITY EDUCATORS AND LEADERS**

**Purpose**
To embed a culture of individual and collective efficacy where teachers are provided with the support and professional learning to maximise their effectiveness as educators and leaders.

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<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
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<tbody>
<tr>
<td><strong>Students</strong></td>
<td><em>Project – Staff Drive Own Learning</em></td>
<td>Products</td>
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<tr>
<td></td>
<td>Staff identify their own professional learning needs based on point of need in teaching career and current school teaching and learning practices and engage in learning to maximise effectiveness. This involves:</td>
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<td></td>
<td>- Teachers actively familiarising themselves with standards at their level and using them to inform their professional development plan (PDP).</td>
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<td>- Staff members able to access differentiated teacher professional learning (TPL) as identified through PDP.</td>
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<td>- Aspiring Leaders given authentic leadership opportunities to deliver PL to peers and mentor teachers in areas of their expertise.</td>
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<td>- Executive members released to mentor team members (aligned to Performance and Development Framework).</td>
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<td><strong>Staff</strong></td>
<td><em>Project – Birrong Student Voice</em></td>
<td>Practices</td>
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<td></td>
<td>Students are given opportunities to develop leadership skills. This involves:</td>
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<td></td>
<td>- Birrong Radio – students deliver key messages via school communication procedures.</td>
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<td>- Student Representative Council actively representing the students and giving them an authentic voice in school matters.</td>
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<td>- Playground Pals as mentors in the playground.</td>
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<td>- Continued leadership roles including Library Monitors, House Captains, Prefecture and Environment Club.</td>
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<td><strong>Parents/Carers</strong></td>
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<td>Evaluation Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Professional Development Plan (PDP).</td>
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<tr>
<td><strong>Community Partners</strong></td>
<td></td>
<td>o BOSTES own professional learning log.</td>
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<td>o Survey students, staff and parents.</td>
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<td><strong>Leaders</strong></td>
<td><em>[Evaluation Plan]</em></td>
<td>o <em>Walkthroughs</em> utilised to observe teaching practices.</td>
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<td>o Tell Them From Me.</td>
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**Improvement Measures**
- Teachers are actively engaged in planning their own professional development to improve their performance aligned with the school’s needs.
- Increased number of teachers performing role as mentor at Birrong PS and across the RALBY CoS.

**Products and Practices**
- **Products**
  - Teachers regularly reflect on their teaching practice using professional standards and professional development plan (PDP).
  - Teaching and learning programs reflect innovative practices to drive student learning outcomes and 21st Century skills.
- **Practices**
  - Teachers engaged in current research to inform teaching practice.
  - Teachers collegially use data from internal and external assessments to evaluate teaching and learning, identify interventions and improve teaching practice.
  - Teachers confidently use innovative learning skills in their daily practice to promote the development of 21st Century skills.
- **Evaluation Plan**
  - The school has embedded and explicit systems for collaboration, classroom observation, and modelling of effective practice and feedback to sustain quality teaching practice.
**Strategic Direction 3: FOSTERING SUPPORTIVE AND COLLABORATIVE PARTNERSHIPS**

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| To maximise success for students and enhance staff performance through building strong, supportive and collaborative relationships with:  
- students  
- parents  
- community  
- other educational institutions  
- DEC personnel  
- outside experts;  
- and each member of the Birrong Team. | **Students**  
Students engage in networks and build respectful relationships within and across schools.  
**Staff**  
Staff engage in respectful networks, sharing and embracing strengths of self and others.  
**Parents/Carers**  
Community groups to engage in networks within school and local community.  
**Leaders**  
Leaders facilitate and connect networks within school and across schools to build leadership skills.  
**Community Partners**  
Utilise support and resources from professional community | **Project – Links to Connect**  
Authentic network links are established within the school to connect students. This involves:  
- Productive buddy classes and mentoring student roles to operate K-6.  
- Playground Pals for students experiencing difficulty with play and friendships.  
- Engaging students in connected learning communities in person and through media (Connected Classrooms, Edmodo, and Twitter).  
- Staff have access to opportunities to engage in learning from personal and school networks.  
- Leaders provide and promote pathways to access networks.  
**Project – Parents as Partners**  
Students and staff engaged in programs to promote well-being and strengthen acceptance, tolerance and respect within school and across schools. This involves:  
- Facilitated links between community groups within the school and services from the local community.  
- Positive Behaviour for Learning (PBL) is strengthened where the school behaviour code is used and understood by staff, students and parents to strengthen school values in developing tolerance and respect.  
**Evaluation Plan**  
- Survey students, staff and parents.  
- Collating data from within school and across schools and community.  
- Tell Them From Me. | Networks are established, maintained and accessed to meet individual needs and develop relationships across grades, stages and schools both within and beyond RALBY Community of Schools (CoS).  
School culture and values promote student well-being to enhance learning.  
**Practices**  
Technology and school practice promotes networking to engage and inform staff, students and community.  
Staff, students and community engage in quality discussion to address well-being needs and support respect for individuals, groups of students/parents and the community.  
Parents and carers are provided with increased opportunities to develop understandings about student learning development.  
Services within the school and the local community are accessed frequently. |

**Improvement Measures**
- 100% of students and staff actively involved in networks beyond the classroom.
- 75% of parents indicate increased understanding of how student learning develops.