

School plan 2018-2020

Bringelly Public School 1360



School background 2018–2020

School vision statement

To prepare confident citizens who will successfully meet the diverse challenges of a rapidly changing world.

School context

Bringelly Public School is a semi-rural school in South West Sydney and proud of its 141 year history. Our school motto is *"Together We Grow."*

Set on five hectares of school grounds the school has five classrooms, a small food services area with a canteen, Library, a large sports field, multi-purpose court and playground. The school is active in encouraging environmental education and has an outdoor learning environment. The school woodland and wetland area is environmentally protected under the Environment and Heritage Act. The renovated original classroom, built in 1897, as well as the original school house provide a real link to the school heritage which is highly valued by the school and the wider community. The school is part of a wider network of schools called the Cowpasture Group of School and also part of the Macarthur School Network.

Our school community welcomes a diverse range of students and enjoys a harmonious and inclusive learning environment. Our students have a proud history of success in public speaking and debating as well as sporting achievements through involvement in the Public Schools Sporting Association. The population of the school has twenty eight % non English speaking background and ten % of students come from Aboriginal and Torres Strait Islander backgrounds.

In 2018, Bringelly Public School, was in the second year of a New South Wales *Early Action for Success* project aimed to improve students' performance through a targeted approach in the early years. In particular, the strategy involves an early identification of the level of attainment in literacy and numeracy of each individual child (K–3), with teachers differentiating teaching practice that focuses on the needs of the individual student. The school practices targeted interventions in literacy and/or numeracy according to students' need and have on-going monitoring of student progress in literacy and numeracy. Additional staff in classrooms support the project as well as a Deputy Principal Instructional Leader who has joined the executive team of the school to guide the three year project.

School planning process

The three key strategic directions, key improvement measures and the 5P planning for each strategic direction, was completed through consultation of staff, students, parents, executives and the P&C.

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Since 2015 the school has been recognised for studying our local environment and is a member of *Eco-Schools International*, part of 450 Schools in 58 countries. In 2019 Bringelly School was awarded the Bronze Level Award for our sustainability initiatives. This reflects the school's commitment to ensuring young people have power to be the change for sustainability that our world needs by engaging them in fun, action orientated and socially responsible learning. Bringelly Public School has a diverse range of real world educational programs delivered by highly skilled and specialist teachers and consultants. Links have been formed with the Sydney Royal Botanic Gardens, Australian Botanic Gardens Mt Annan, local Aboriginal and Torres Strait Islander groups and local companies; all who support the protection of unique environment. The school's garden and woodland walk are part of this initiative. In 2020 the school will continue studies involving STEM (Science, Technology, Engineering and Mathematics) linked with the *Student Voice aimed* increase student engagement, curiosity and academic performance. Bringelly Public School uses the *Eco International values* and *Live Life Well with links to NSW Health Department*, to guide management and student welfare initiatives in the school where students obtain recognition for their friendly, respectful, taking opportunities, owning their personal growth and being safe in their behaviour. A supportive cultural program in Aboriginal and Torres Strait Islander knowledge for girls and boys has increased links to the community with Western Sydney University, Casula Powerhouse, specialised teachers, Elders and consultants involved in school programs.

The school has developed a strong program in student leadership based on the Eco-International Objectives, organizing whole school events from raising awareness about local wildlife to arranging whole school picnics. Year 6 are 'buddies' for Kindergarten students as part of the school's lengthy entry into school transition program.

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Cultural events include two annual multicultural activities and well attended community remembrances such as ANZAC history. The school also offers opportunities in creative arts, particularly dance and choir performances. Camps and excursions linked to curriculum studies have been regular events in the school calendar, all being strongly supported by the parent community.

School planning process

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Student Well-Being and
Engagement

Purpose:

The school seeks to create a strategic and planned approach to support and develop the academic, social, emotional, physical and spiritual needs of all students so that they may be empowered to connect, succeed and thrive.



**STRATEGIC
DIRECTION 2**
Excellence In Learning

Purpose:

To create a stimulating and engaging learning environment, underpinned by high expectations and teaching practices to accelerate learning curriculum. This is flexible, reflective, relevant and dynamic to meet the diverse needs of our student, staff and community.



**STRATEGIC
DIRECTION 3**
Positive Communities

Purpose:

To build active and positive partnerships between the school and the wider community, providing strong support for the school and creating opportunities to develop and meet the needs of all students.

Strategic Direction 1: Student Well–Being and Engagement

Purpose

The school seeks to create a strategic and planned approach to support and develop the academic, social, emotional, physical and spiritual needs of all students so that they may be empowered to connect, succeed and thrive.

Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Data indicates improved attendance rates area moving towards state expectation levels of 85%.

75% of students demonstrate knowledge of how to succeed in their learning.

People

Students

Students will develop a range of skills to evaluate and reflect on their own learning, becoming, resilient, curious, active learners who are responsible citizens.

Staff

Staff will deepen their knowledge and understanding of well–being practices to support students.

Leaders

Executives adopt a co–ordinated approach to well being where the well being of all stakeholders is valued and there is an expectation for the improvement of well being across the school.

Parents/Carers

Develop an understanding of and value the theories and models of well being that underpin the school's philosophy.

Processes

Build whole school approaches to the delivery of quality teaching and learning practices.

Implement a whole school integrated approach to well–being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation Plan

Progress towards improvement measures will be evaluated through the collection of; attendance data; surveys (TTFM & school based) .

Practices and Products

Practices

Staff will follow a common language approach to the management of student well being.

100% of classrooms will utilise learning intentions and success criteria to support meaningful feedback.

Products

All stakeholders have a clear understanding of the whole school approach to well–being.

Students will articulate expectations for their learning and discuss pathways to success.

Strategic Direction 2: Excellence In Learning

Purpose

To create a stimulating and engaging learning environment, underpinned by high expectations and teaching practices to accelerate learning curriculum. This is flexible, reflective, relevant and dynamic to meet the diverse needs of our student, staff and community.

Improvement Measures

17% of students in the top two NAPLAN bands for numeracy.

29.4% of students in the top two bands for reading

Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy.

60% of students show expected growth between Years 3–5.

80% of K–2 students achieving expectations for literacy and numeracy

People

Students

Build the skills to self assess utilising the literacy and numeracy progressions

Staff

All staff will become confident in using research and reflection to develop quality literacy and numeracy programs.

Staff will develop the skills to effectively use assessment practices to know what their students know and how they learn.

Parents/Carers

Parents will understand, appreciate and support quality literacy and numeracy programs.

Leaders

Executives will provide timely feedback to staff to support them in the reflection and development of literacy and numeracy programs.

Leaders will develop their understanding of how data can be used to drive student learning outcomes.

Processes

Research informed pedagogy to develop quality practices in literacy and numeracy.

Develop whole school approach in the analysis of data and its use.

Evaluation Plan

Progress towards improvement measures will be monitored through; NAPLAN data; literacy AND Numeracy progressions; lessons observations and program feedback.

Practices and Products

Practices

Teachers will deliver quality education programs in literacy and numeracy reflective of modern research based pedagogy.

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the literacy and numeracy learning progressions.

Products

100% of Teaching /Learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

Strategic Direction 3: Positive Communities

Purpose

To build active and positive partnerships between the school and the wider community, providing strong support for the school and creating opportunities to develop and meet the needs of all students.

Improvement Measures

Data shows parents feel informed and valued members of the school community.

75% of students are involved in community activities, representing the school.

People

Students

Students will actively participate in the schools diverse community programs.

Staff

Will develop a greater understanding and appreciation of how to engage productively with the community

Parents/Carers

Demonstrate support for the school's position with their children and in the community and are active partners in embedding these into the schools culture.

Leaders

Provide opportunities for community involvement.

Processes

The school will link through a range of programs, to support the vision of the school.

The school will build positive relationships with stakeholders.

Evaluation Plan

Progress towards improvement measures will be evaluated through monitoring and evaluating the effectiveness of community partnerships and its effect on student engagement through focused interviews and student/ parent/ community self-assessment.

Practices and Products

Practices

The school routinely engages outside agencies to support the implementation of programs.

Regular community consultation improves the planning and management procedures of the school.

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Products

A variety of program offered to all students supported by professionals from the community.

Increase parent involvement in planning and management