School plan 2015 – 2017

Balgowlah North Public School

Engaged Learners

Expert Teachers

Quality Relationships
<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>Balgowlah North Public School is committed to ensuring all children achieve their potential. Our children will be creative, independent thinkers who take responsibility for their own learning. High expectations and quality relationships underpin all aspects of teaching and learning. We value the role teachers and parents play together in the development of confident, respectful and responsible citizens with a lifelong love of learning.</td>
<td>Balgowlah North Public School is located on the lower northern beaches area of Sydney. Situated in a beautiful bushland setting adjacent to Manly Dam, the school enjoys spacious and attractive grounds, and offers a wide range of educational, cultural and sporting opportunities for all students. The very supportive and inclusive culture of Balgowlah North Public School provides an environment conducive to the achievement of excellent outcomes for all students. Our school has developed a well-earned reputation for promoting a love of learning, celebrating success and fostering a strong sense of values and community pride. Our highly qualified, dedicated and caring staff is committed to providing a quality education for all students. The provision of dynamic and innovative programs encourages all students to achieve their personal best and develop a life-long love of learning. We have specialist teachers in dance, music, science and sports skills. In addition, students are able to take advantage of extra-curricular activities which include choir, recorder, band, string ensemble, performance dance groups, PSSA sport, SRC, debating and public speaking, chess and Maths Olympiad. Our school is well resourced and provides students access to the latest technologies. The boys and girls in Years 5 and 6 are part of a 1-to-1 iPad initiative to support their classroom learning. The Positive Behaviour for Learning (PBL) program embedded within our school ensures that children feel safe, happy and confident. Our transition programs promote important links with our neighbouring pre-schools and high schools for the benefit of our children. Our school is welcoming and friendly and works in close partnership with parents and the wider community. We encourage parents to be active participants in school activities and we value their input into their children's education.</td>
<td>Our school has spent many months consulting with staff, students and community members. We have conducted staff workshops and briefings and established a parent planning committee. We have also used randomly-selected focus groups to gather the opinions of a broad cross section of our community. Student leaders have provided input on behalf of the student body.</td>
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</table>
**School strategic directions 2015 - 2017**

**STRATEGIC DIRECTION 1**  
Engaged Learners

**Purpose:**  
To develop creative, independent thinkers who take responsibility for their own learning and demonstrating independence and resilience as lifelong learners. High expectations are held for all.

Students at Balgowlah North strive to achieve their personal best in all aspects of learning.

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**STRATEGIC DIRECTION 2**  
Expert Teachers

**Purpose:**  
To develop a professional team of highly skilled teachers and educational leaders, in a culture of collaboration and mutual respect, who use innovative teaching practices to constantly strive for improvements in student learning outcomes.

High quality professional learning supports teacher development.

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**STRATEGIC DIRECTION 3**  
Quality Relationships

**Purpose:**  
To enhance and develop staff, parent and community partnerships in the development of confident, respectful and responsible citizens.

To develop local, national and international community partnerships, to improve opportunities and outcomes for students.

Children at Balgowlah North will become active and informed global citizens.
## Strategic Direction 1: Engaged Learners

### Purpose
To develop creative, independent thinkers who take responsibility for their own learning and demonstrate independence and resilience as lifelong learners. The children

Students at Balgowlah North strive to achieve their personal best in all aspects of learning.

### Improvement Measures
- All children K-6 have their progress entered in PLAN software.
- NAPLAN growth in literacy and numeracy continues to be higher than expected growth.
- Differentiated learning programs meet the needs of all children.
- 3-6 children are responsible for their own personal data walls. Self and peer assessment.

### People

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students:</strong> Develop their ability to reflect on their learning, set goals and take steps towards addressing their personal learning needs.</td>
<td>Teachers set clear learning intentions, with specific success criteria and provide clear, meaningful feedback.</td>
<td>All children K-6 have their progress entered in PLAN software.</td>
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<tr>
<td>Critically analyse and evaluate their own and others' learning.</td>
<td>Students use self and peer assessment to support learning.</td>
<td>NAPLAN growth in literacy and numeracy continues to be higher than expected growth.</td>
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<tr>
<td><strong>Staff:</strong> Understand and use assessment for learning, as learning and of learning in determining teaching directions.</td>
<td>Develop and implement evidence-based teaching practices.</td>
<td>Differentiated learning programs meet the needs of all children.</td>
</tr>
<tr>
<td>Set clear learning intentions, success criteria and provide explicit, specific and timely feedback to students.</td>
<td>Implement assessment and tracking strategies using PLAN data and the literacy and numeracy continuums.</td>
<td>Personal data walls are established for each child.</td>
</tr>
<tr>
<td><strong>Parents/Carers:</strong> Understand evidence based teaching practices and how they can support their child's learning.</td>
<td><strong>Evaluation Plan</strong> Review &amp; analyse NAPLAN data.</td>
<td>The school achieves excellent value-added growth.</td>
</tr>
<tr>
<td><strong>Leaders:</strong> Lead meaningful professional learning to support teachers to provide feedback and set learning intentions.</td>
<td>Monitor students' levels of achievement using PLAN data and the literacy and numeracy continuums.</td>
<td><strong>Practices:</strong> Teachers understand and use student assessment data to differentiate learning programs to meet the learning needs of students.</td>
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<tr>
<td></td>
<td>Monitor data walls &amp; assess how students view themselves as learners.</td>
<td>Teachers set learning intentions, collaboratively develop success criteria with students and provide descriptive feedback.</td>
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<tr>
<td></td>
<td></td>
<td>Students setting goals, assessing and reflecting on their achievement and make choices about their learning.</td>
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<tr>
<td></td>
<td></td>
<td>Teachers develop quality assessment tasks and rubrics that enable students to demonstrate a range of abilities.</td>
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</table>

### Evaluation Plan
- Review & analyse NAPLAN data.
- Monitor students' levels of achievement using PLAN data and the literacy and numeracy continuums.
- Monitor data walls & assess how students view themselves as learners.

### Improvement Measures

- All children K-6 have their progress entered in PLAN software.
- NAPLAN growth in literacy and numeracy continues to be higher than expected growth.
- Differentiated learning programs meet the needs of all children.
- 3-6 children are responsible for their own personal data walls. Self and peer assessment.

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## Strategic Direction 2: Expert Teachers

### Purpose
To develop a professional team of highly skilled teachers and educational leaders, in a culture of collaboration and mutual respect, who use innovative teaching practices to constantly strive for improvements in student learning outcomes.

High quality professional learning supports teacher development.

### Improvement Measures
- Growth for students in all aspects of literacy and numeracy is above DEC average in NAPLAN assessments.
- Staff performance and development plans identify professional learning goals with links to the Australian Teaching Standards.
- All staff are engaged in regular reflection using formal and informal feedback to improve teaching practice.

### People

<table>
<thead>
<tr>
<th>Students:</th>
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<tbody>
<tr>
<td>Think deeply and critically and make relevant connections within their learning and develop their ICT skills.</td>
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<table>
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<th>Staff:</th>
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<tbody>
<tr>
<td>Become familiar with new BOSTES syllabus documents and plan units of work conceptual planning.</td>
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<th>Parents/Carers:</th>
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<tbody>
<tr>
<td>Understand the changing nature of the new Australian Curriculum.</td>
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<table>
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<th>Leaders:</th>
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<tbody>
<tr>
<td>Educational leaders model and encourage innovative practice and risk taking. Facilitate formal and informal mentoring programs.</td>
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<th>Community Partners:</th>
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<tbody>
<tr>
<td>Provide networking and professional learning opportunities through NBLA.</td>
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### Processes

| Use personal development framework to set goals and reflect on professional practice. |

| Teacher mentors support early career teachers improve their practice. |

| Teachers regularly observe and reflect on each others’ lessons. |

| Continue with action learning projects as a professional learning strategy to improve teaching practice. |

### Products and Practices

| Growth for students in all aspects of literacy and numeracy is above DEC average in NAPLAN assessments. |

| Staff performance and development plans identify professional learning goals with links to the Australian Teaching Standards. |

| All staff are engaged in regular reflection using formal and informal feedback to improve teaching practice. |

### Evaluation Plan

- Teachers work beyond their classrooms to contribute to broader school programs.
- Collect data from mentors and early career teachers to refine and improve induction and mentoring programs.
- Teachers participate in professional learning targeted to school priorities and their professional needs.

### Practices:

| Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms. |

| Collaborative and conceptual planning supports the school-wide implementation of BOSTES syllabus documents. |

| Children engage in 21st century skills of collaboration, critical thinking, creativity and communication. |

| Technology supports classroom learning. |
### Strategic Direction 3: Quality Relationships

**Purpose**

**Purpose:**
To enhance and develop staff, parent and community partnerships in the development of confident, respectful and responsible citizens.

To develop local, national and international community partnerships, to improve opportunities and outcomes for students.

Children at Balgowlah North will become active and informed global citizens.

**People**

**Students:**
Build positive peer relationships. Use ICT to enhance and support wider community connections.

**Staff:** Model respectful interaction with all members of the school community.

**Parents/Carers:**
Parents as active partners in supporting the social and emotional wellbeing of students.

**Leaders:**
School leadership team communicates clearly about school priorities and practices.

**Processes**

Explicitly teach the children how to be safe, responsible and respectful.

Foster collaboration with parents using a variety of methods.

Physical learning spaces are used flexibly and technology is accessible to staff and students.

**Evaluation Plan**

Monitor effectiveness of whole school wellbeing programs.

Enhance local community connections (parents, NBLA and the local community) to enhance opportunities for student and staff learning.

Continue to implement global connections projects that connect students in an authentic way, such as ChildFund Connect.

**Products and Practices**

Parents are active participants in their children’s learning.

Effective engagement with members of the local community such as parents, families, local media and business organisations.

Partnerships are established at the local, national and international level that connect to student learning.

**Practices:**

Students care for self and contribute to the wellbeing of others and the wider community.

Positive and respectful relationships across the school community underpin a productive learning environment and support students’ development of strong identities as learners.

Student wellbeing is enhanced by the whole school PBL framework supported by the You Can Do It! Program.

Staff actively engage with Northern Beaches Learning Alliance (NBLA) initiatives that support student, staff and community learning.

**Improvement Measures**

- Parents are active participants in their children’s learning.
- Effective engagement with members of the local community such as parents, families, local media and business organisations.
- Partnerships are established at the local, national and international level that connect to student learning.

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