



School plan 2018-2020

Bella Vista Public School 4663



Bella Vista

PUBLIC SCHOOL

School background 2018–2020

School vision statement

At Bella Vista Public School, our aim is to create an environment where staff and students collaborate in their learning enabling everyone to reach their potential through an innovative and negotiated curriculum that challenges and supports all members of the school community.

We recognise that we need to create learning and teaching environments where the curriculum and pedagogy reflect today's world. At Bella Vista we are committed to providing learning spaces that are designed to be configured in different ways to suit the learning needs of students. Flexible learning spaces enable us to place student learning at the core of our decision making.

The school's goals are to:

1. Ensure every student is known, valued and cared for.
2. Ensure every student, every teacher and every leader improves every year.
3. Develop a strong foundation in literacy and numeracy and deep content knowledge for every student.
4. Foster individual interests and talents, creative thinking, problem solving, initiative and leadership.
5. Nurture responsible, compassionate citizens who are resilient, life-long learners.

School context

Bella Vista Public School is located in the North West Sydney region. Stage One of the school opened in January 2019 with 180 students. The school has been built with the capacity for 1000 students. Stage Two of the build was completed in April, 2019. Bella Vista Public School includes three multi-categorical (MC) support classes for students with disability.

Bella Vista incorporates an innovative and future focused educational model, including open and flexible teaching and learning spaces organised into distinct home bases alongside modern specialist teaching spaces. The school uses Microsoft tools as a platform for teaching and learning. The school has an active P and C Association.

School planning process

In Term One of 2019 the school executive met and worked strategically to plan and prepare our 2019–2020 School Plan.

Throughout this period the executive staff and teachers worked collaboratively and productively to create our school vision, establish our strategic directions, and guide and develop our two-year plan.

School strategic directions 2018–2020



Purpose:

To build the school as a cohesive educational community which supports a culture of high expectations and community engagement.

Purpose:

To create a stimulating, challenging and engaging learning environment which promotes excellence, where students reflect on their own learning to determine future goals.

Purpose:

To provide a challenging and student centred curriculum that promotes creativity, innovation and engagement as future focused learners.

Strategic Direction 1: Delivering for Connectedness

Purpose

To build the school as a cohesive educational community which supports a culture of high expectations and community engagement.

Improvement Measures

All staff and students use the Restorative Questions when conflicts arise.

All students feel known, valued and cared for at BV (TTFM).

People

Students

Students develop skills and knowledge of restorative practice.

Staff

Staff will undertake professional learning of well-being programs and Restorative Practice.

Community Partners

Parents attend Restorative Practice training.

Processes

Restorative Practice

Build staff capacity and understanding through professional learning and workshops.

Student Well-Being

Learning and support team research, establish and develop processes for student well-being.

Culture

Key school stakeholders work together on school well-being systems to create a positive and supportive school culture.

Evaluation Plan

Tell Them From Me survey – school set question

School Excellence Framework – domain / theme

Central data.

Practices and Products

Practices

Restorative Practice

All key stakeholders participating in ongoing Restorative Practice training.

Student Well being

The learning and support team focuses on developing a culture of innovation and student ownership of well-being.

Culture

An inclusive school culture with systems that value diversity and the support of our community.

Products

Restorative Practice evident at BVPS.

Every student at BVPS is known, valued and cared for.

Positive, respectful and connected relationships.

Strategic Direction 2: Delivering for Excellence

Purpose

To create a stimulating, challenging and engaging learning environment which promotes excellence, where students reflect on their own learning to determine future goals.

Improvement Measures

All teachers implement the Modes of Learning.

80% of students achieve in top two bands for reading, writing and numeracy in NAPLAN.

100% of teaching and learning programs embed quality assessment tasks with Year 1–6 teachers using the Common Grade Scale.

People

Students

Students work in and understand the purpose of each home base zone effectively utilising the learning modes.

Staff

Teachers develop and demonstrate their understanding of the learning modes, assessment, and literacy and numeracy practices.

Leaders

Share and model their expertise through school processes, instructional leadership, coaching and mentoring with an emphasis on the learning modes, assessment and evidence-based literacy and numeracy practices.

Processes

Teachers engage in evidence-based professional learning on the Modes of Learning and apply these in different home base zones.

Teaching and learning programs show evidence of adjustment through consistent and reliable assessments continuously tracking and monitoring student progress and achievement.

Build staff understanding in delivering evidence-based literacy and numeracy practices.

Evaluation Plan

- Performance and Development Framework
- Teacher supervision
- Observations / Feedback
- NAPLAN data
- Learning Progressions
- PLAN2 data
- Teaching and learning programs

Practices and Products

Practices

Quality pedagogies and teaching strategies reflect the Modes of Learning in a home base.

High quality and consistent assessment practices are embedded into all teaching and learning programs.

Literacy and Numeracy practices evident in all teaching and learning programs.

Products

Modes of Learning are evident in all teaching and learning programs.

Consistent assessment practices.

Evidence-based literacy and numeracy programs in place.

Strategic Direction 3: Delivering for Impact

<p>Purpose</p> <p>To provide a challenging and student centred curriculum that promotes creativity, innovation and engagement as future focused learners.</p>
<p>Improvement Measures</p>
<p>Pedagogy</p> <p>All students can identify their learning goal/s and have the skills to achieve them.</p>
<p>Innovative Learning Environments</p> <p>All home bases are exemplary models of collaborative teaching practice.</p>
<p>Information & Digital Technologies</p> <p>Staff and students use technology to leverage learning.</p>

<p>People</p>
<p>Students</p> <p>Build and develop skills to become successful creative, innovative and engaged leaders of their learning.</p>
<p>Staff</p> <p>Engage in professional learning which is differentiated to enhance their understanding of inquiry based learning processes its impact on learning.</p>
<p>Leaders</p> <p>Design needs based professional learning that is reflective of evidenced-based pedagogical practices.</p>
<p>Parents/Carers</p> <p>Develop an understanding of rich and authentic learning experiences.</p>
<p>Community Partners</p> <p>Providers such as Microsoft and Apple education are involved with the T4L team to leverage the use of technology</p>

<p>Processes</p>
<p>Pedagogy</p> <p>All staff to implement professional learning in Inquiry-Based Learning processes and visible learning.</p> <p>Students and teachers collaborate to develop personal learning goals.</p>
<p>Innovative Learning Environments</p> <p>Staff organise their learning environment and experiences to reflect the purpose of each space.</p> <p>Collaborative teaching practice is centred on the belief "together teachers can achieve more..." This is evident in teaching and learning programs where the modes of teaching are used within the learning environment.</p>
<p>Information and Digital Technologies:</p> <p>Technology is used as a communication and collaboration tool that fosters creativity and innovation.</p>
<p>Evaluation Plan</p> <p>Collecting student, teacher, parent survey data, Teaching and Learning Programs, PDP's, Student work samples, TTFM Survey, observations</p> <p>SEF self-assessment, Learning walks to reflect on practice, Use of information and digital literacy platforms</p>

<p>Practices and Products</p>
<p>Practices</p> <p>Pedagogy</p> <p>Student learning is centred on inquiry based learning processes.</p> <p>Students reflect on their learning intention and success criteria to set personal goals.</p>
<p>Innovative Learning Environments</p> <p>Students are engaged in learning that optimises the spaces in the learning environment.</p> <p>Learning reflects collaborative practice across grades, stages, school & community and is informed by the modes of teaching.</p>
<p>Information & Digital Technologies</p> <p>Students use information and digital technologies to leverage learning.</p>
<p>Products</p> <p>Pedagogy:</p> <p>Teaching and learning programs reflect student-self direction (student voice) and engages learners in rich and authentic learning experiences .</p>
<p>Innovative Learning Environments:</p> <p>Learning environments are organised and reflect and support collaborative teaching practices.</p>
<p>Information and Digital Technologies:</p> <p>Information & digital tools are used to enhance the development of 21st century</p>

Strategic Direction 3: Delivering for Impact

Practices and Products

skills.