School Plan 2015 – 2017

School Summary

Every Child Matters Every Day

Barnsley Public School
**School background 2015 - 2017**

**SCHOOL VISION STATEMENT**

We exist to make a difference in the lives of our students. We strive to provide the highest standard of education within a supportive environment that is inclusive of all.

We strive to be a high performing school that supports the achievement of all students and promotes a positive school culture.

We aim to:

- Have strong leadership that raises expectations
- Implement effective teaching with an emphasis on professional collaboration
- Measure student progress and outcomes
- Develop a positive school culture
- Engage parents and the community

The word clouds below reflect the qualities that staff, students and parents value in a high performing school.

**SCHOOL CONTEXT**

Barnsley Public School is a co-educational primary school situated in the western suburbs of Newcastle. The school consists of approximately 270 students and enjoys positive parental support and engagement.

The school is committed to continual school improvement and is focussed on ensuring that all students believe that they can be high achievers and strive to do their best.

The school has undertaken significant school improvement initiatives in recent years with a focus on setting high expectations and improving student outcomes.

Barnsley Public School is committed to working closely with its community of schools to implement a consistent pedagogical approach to improve student results and create a culture of excellence.

We value Social and Emotional Learning and the impact that this has on student welfare.

**SCHOOL PLANNING PROCESS**

In 2014, a comprehensive process was undertaken to review current practices and collect evidence. This process highlighted the priorities of key stakeholders (including the local AECG, P&C, staff, students, parents and the local community) and assisted in the development of three main Strategic Directions for the school. Consultation included a community review of the 2012-14 school plan, staff/student/parent surveys and a community forum. This consultation process was engaging and supported the development of a plan that reflected the aspirations of our community.

These Strategic Directions are reflective of the current needs of Barnsley Public School and the Sugarloaf Community of Schools. They form the basis to support School Improvement over the 2015-17 Triennium.

The school plan clearly defines the priorities for Barnsley Public School into the future. As a community, we will monitor the implementation of these directions and support one another to ensure that our students achieve amazing results in a caring and supportive community atmosphere.

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*School plan 2015 - 2017 | Barnsley Public school*

**Every Child Matters Every Day**
**Purpose of Strategic Direction 1**
To provide systems leadership through a shared vision

**Purpose of Strategic Direction 2**
To create a high performing and dynamic learning environment

**Purpose of Strategic Direction 3**
To enhance community engagement and participation

**STRATEGIC DIRECTION 1**
To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, effective communication, empowered leadership and organisational practices.

**STRATEGIC DIRECTION 2**
To provide a high standard of education through the implementation of a signature pedagogy (Explicit Direct Instruction)
To support education through adequate resourcing/budgeting, ICT infrastructure, quality learning and teaching programs and the development of Professional Learning Communities.

**STRATEGIC DIRECTION 3**
To increase community support for our students through a school wide focus on student equity and welfare.
To promote Barnsley as a community school that engages all relevant stakeholders in the support of our students.

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**AECG** – Aboriginal Education Consultative Group  
**CTJ** – Consistent Teacher Judgement  
**LMBR** – Learning Management & Business Reform  
**PAT** – Progressive Achievement Tests  
**SAM** – School Administration Manager  

**BPS** – Barnsley Public School  
**EDI** – Explicit Direct Instruction  
**LOP** – Leader of Pedagogy  
**PD** – Professional Development  
**SEL** – Social & Emotional Learning  

**BI** – Business Intelligence  
**ESES** – Every Student Every School  
**NSWAC** – NSW Australian Curriculum  
**PLC** – Professional Learning Community  
**SP** – School Plan  

**COS** – Community of Schools  
**FOEI** – Family Occupation and Education Index  
**P&C** – Parents and Citizens  
**SALM** – Student Administration & Learning Management  
**YCDI** – You Can Do It
**Strategic direction 1:** To provide systems leadership through a shared vision

### PURPOSE
To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, effective communication, empowered leadership and organisational practices.

### PEOPLE
**How do we develop capabilities of our people to bring about transformation?**

**Students:** Implementation of a structured leadership program for all Stage 3 students.

**Staff:** Develop staff workforce capabilities through the implementation of quality school wide systems and organisational structures that promote effective distributive leadership.

**Staff:** Implement equitable systems for the distribution of roles and responsibilities amongst staff.

**Parents:** Promote effective relationships between the school.

**Community Partners:** Promote positive learning alliances within our community of schools.

### PROCESSES
**How do we do it and how will we know?**

1. **Administration**
   - Streamlining of administrative, financial, communication and organisational workflows at the school through the introduction of LMBR, SALM and BI.

2. **School Learning Alliances**
   - Build proactive learning alliances with the Sugarloaf COS, Perth COS and Fleming schools to support a dynamic learning environment at BPS.

3. **Executive Leadership Design/Pathways**
   - Continued PD for Executive staff to support strong affirmative leadership.
   - Implement Aspiring Leaders Program to strengthen depth of leadership.

4. **Teacher Quality**
   - LOP works with executive to refine and improve coaching/mentoring and support the effective implementation of EDI.

5. **Organisation and Systems Innovation**
   - Provide staff professional learning on Systems Leadership. Introduce Professional Learning Communities in order to strengthen staff capabilities.

**Evaluation Plan**
- Survey staff to review organisational practices throughout the implementation of new systems. Executive staff to monitor the implementation of the Strategic Plan and seek feedback from the community.

### PRODUCTS AND PRACTICES
**What is achieved and how do we know?**

**Product:** Improved time efficiency and management of administrative and financial tasks through the effective implementation and use of key applications.

**Product:** Increased involvement and collaboration between our COS.

**Product:** Increased number of executive and aspiring executive model a structured leadership approach with their teams.

**Product:** All staff are familiar and aligned with the SP including all organisational and administration procedures.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:** A committed culture of learning and high expectations is motivated by the exchange of knowledge throughout the school and across the COS.

**Practice:** Proactive Leadership centred on high expectations supports positive educational practices that align with the school vision and SP.

**Practice:** Quality educational and organisational innovations are introduced and embedded to improve system wide frameworks and workflows that enhance whole school efficiency.

### IMPROVEMENT MEASURES
1. Reduction of time spent in the administrative, financial, communication and organisational workflows of the school when LMBR, BI and SALM are introduced.
2. Increased number of executive and aspiring executive staff who lead their teams efficiently and effectively.
3. All staff sharing roles and responsibilities equitably.
4. Track progress on Quality Systems Matrix.
Strategic direction 2: Create a high performing and dynamic learning environment

PURPOSE

To provide a high standard of education through the implementation of a signature pedagogy (Explicit Direct Instruction).

To support education through adequate resourcing/budgeting, ICT infrastructure, quality teaching and learning programs and the development of Professional Learning Communities.

PEOPLE

How do we develop capabilities of our people to bring about transformation?
Students: Instil a culture of high expectations in all students.
Staff: Promote PLC’s and a collaborative approach to learning and teaching.
Staff: Targeted school wide PD to promote and support a systematic approach to curriculum and pedagogy.
Parents: Engage parents in all aspects of the education process through PD on curriculum, pedagogy, assessment and reporting and ESES.

IMPROVEMENT MEASURES

1. All staff set high expectations for all students.
2. Increased percentage of students reaching school benchmarks.
3. Reduced percentage of students requiring intervention.
4. Increased percentage of students achieving top two stanines/bands in annual standardised tests. Reduced percentage in bottom two stanines/bands.

PROCESSSES

How do we do it and how will we know?
1. Learning Community
   Build staff capacity to implement the NSWAC through PD and school wide consistent approach to programming, assessment and reporting.
2. Evidence Based approach to Decision Making
   Use of quantitative and qualitative assessment data to inform and improve practices and programs.
3. Differentiated Learning and Support
   Implement a teacher driven tiered intervention program to support student attainment of benchmarks.
4. Educational Innovation and Curriculum Resourcing
   Continue to provide PD in evidence based approaches to support curriculum and pedagogy. Use data to provide resources where they are required.
5. Culture of Collaboration
   Consistent exchange of data across the school to improve teacher collaboration, student achievement and community engagement.
6. Assessment and Reporting
   Utilise Formative and Summative Assessment techniques to accurately monitor student achievement. Provide PD to support CTJ and consistent reporting throughout the school.

PRODUCTS AND PRACTICES

What is achieved and how do we know?
Product: A culture of High Expectations and belief that all students can be high achievers.
Product: Sustained Improvement within cohorts on Standardised Testing (NAPLAN and PAT).
Product: Increased percentages of students reaching benchmarks.
Product: Quality Pedagogy and CTJ with curriculum design, assessment, PD and Strategic Planning.
Product: High quality curriculum documents reflect consistency and EDI.

What are our newly embedded practices and how are they integrated and in sync with our purpose?
Practice: Consistent high expectations of all students.
Practice: All staff engaged in coaching and collegial observation.
Practice: Active PLC’s evident throughout the school.
Practice: Staff use data to effectively inform learning and teaching.
Practice: Students are at the centre of any decision making processes.
Practice: Fun and enjoyment of learning are valued.
Strategic direction 3: To enhance community engagement and participation

**PURPOSE**
To increase community support for our students through a school wide focus on student equity and welfare.

To promote Barnsley as a community school that engages all relevant stakeholders in the support of our students.

**PEOPLE**
How do we develop capabilities of our people to bring about transformation?

**Students:** Engage all students in YCDI and promote student leadership throughout the school.

**Staff:** Embed SEL as a cultural priority throughout the community.

**Staff:** Develop staff capacity to build stronger community relations with parents.

**Parents:** Establish a collaborative learning community with students, parents and staff to support welfare programs.

**Parents:** Engage all students in YCDI and promote student leadership throughout the school.

**Staff:** Embed SEL as a cultural priority throughout the community.

**Staff:** Develop staff capacity to build stronger community relations with parents.

**Parents:** Establish a collaborative learning community with students, parents and staff to support welfare programs.

**IMPROVEMENT MEASURES**

1. Community awareness of Barnsley Public School and the positive role it has in the community.
2. Local support for BPS increases.
3. Increased parent participation at school events and via P&C and AECG.

**PROCESSES**
How do we do it and how will we know?

1. **Social and Emotional Learning**
   Promote YCDI and Kids Matter throughout the school in order to enhance student wellbeing. Educate parents and the broader community as to how they can support their children with YCDI Keys to success (Organisation, Persistence, Getting Along, Confidence and Resilience).

2. **Community Engagement**
   Establish a communications group including staff and community members to enhance public relations and co-ordinate feedback from the community.

3. **21st century Communication and Consultative Decision Making**
   Utilise technology via mediums such as Skoolbag, Facebook, School website and Sentral to promote active, frequent and streamlined communication with the broader community.

4. **Welfare**
   Staff consistently implement BPS Welfare Policy and Procedures.

5. **Well Being**
   Promote a positive school culture through fostering supportive networks for staff, students and community members.

**PRODUCTS AND PRACTICES**
What is achieved and how do we know?

**Products:** Improved parent participation and collaboration.

**Product:** A supportive school community evidenced by increased numbers of community members attending P&C and community events.

**Practice:** Positive and respectful communication between students, staff and the community that reflects favourably on BPS.

**Practice:** A positive culture with all community members focussed on student centred decision making.