

School plan 2015 – 2017

Marie Bashir Public School

STRATEGIC DIRECTION 1

Promote excellence by providing challenging and stimulating quality learning experiences

STRATEGIC DIRECTION 2

Build a strategic and planned approach to the well-being of all students.

STRATEGIC DIRECTION 3

Build leadership capacity and inspire a collaborative and dynamic professional learning community





School vision statement

Marie Bashir Public School aims to provide, in partnership with the parents, a quality education so that all students are able to reach their full potential within a caring learning environment.

Goal 1:

Marie Bashir Public School promotes independence, equity and excellence.

Goal 2:

All Marie Bashir Public School students become:

- successful learners
- confident and creative thinkers
- active and informed citizens.

Our experienced, committed staff, our clear focus on student wellbeing and the attractive school setting mean that students feel welcome and secure in their learning environment. Our strong partnership with our School's community promotes the educational, personal and social needs of all our students thus delivering world class curriculum and assessment practices and improving educational outcomes for a range of student needs.

School context

Marie Bashir Public School is situated towards the end of a cul- de- sac at 159 Albert Road Strathfield. The School's parkland environment consisting of an oval, two tennis courts and two cricket pitches as well as its newly refurbished classrooms provides an attractive and welcoming environment.

Marie Bashir Public School serves a community which values and appreciates quality education.

The school commenced with 67 students in January 2014, 325 in January 2017 and continues to grow. Its student population is established from the Strathfield area.

Marie Bashir Public School provides strong foundations for students with an emphasis on excellence in literacy, numeracy and student engagement. Best Start data, NAPLAN and the literacy and numeracy continuums provide a strong framework for literacy and numeracy achievement.

The school has an effective learning support team, delivering strategic support to a range of students with learning needs. There is a strong emphasis on leadership and student well- being.

At Marie Bashir Public School, we will continue to develop a learning community which achieves high quality outcomes. This is done as students, parents and staff work together and are committed to building a school of which the entire community are proud.

Students are exposed to technological advances in learning delivery. They also have the opportunity to become involved in sport, dance, music, art, drama and a range of other activities to help them become well- rounded and successful members of society.

Extra-curricular activities such as: interschool sport, choir, orchestra, debating, public speaking, Performing

School planning process

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Information sessions for parents regarding the school vision and their expectations.
- P & C meetings twice a term.
- Parent satisfaction survey.
- Staff meetings regarding the school vision, school plan and goals.
- Formal Staff conferences in order to set goals.
- Teachers satisfaction survey.
- Student surveys outlining their satisfaction.
- Student focus sessions where students formally outlined their aspirations, expectations and goals.

The Parents and Citizen's Association, staff and students were key stakeholders in the consultation process.



Arts, Chess, tennis and Kung Fu are offered to all students.

Quality teaching is enhanced through commitment to significant Professional Learning.

84% of the students are from a non- English speaking background with a range of cultures represented which includes: Chinese, Korean, Sri Lankan, Indian and Lebanese.

Alliances have been formed with Sydney University, Australian Catholic University as well as a community of schools which include: Enfield Public School, Homebush Public School, Homebush West Public School and Strathfield South Public School.

A specialist art teacher has been employed three days a week. Students from Chalmers Road and Fairfield Public School are involved in the school's Creative Arts initiative.



STRATEGIC DIRECTION 1

Promote excellence by providing challenging and stimulating quality learning experiences

Purpose:

Students are motivated to reach their full potential through an integrated approach to quality teaching, curriculum planning and delivery and assessment.

STRATEGIC DIRECTION 2

Build a strategic and planned approach to the well-being of all students

Purpose:

Engagement of the whole school community to support the cognitive, emotional, social, physical and spiritual well-being of students and to create a positive, safe and enriching learning environment.

STRATEGIC DIRECTION 3

Build leadership capacity and inspire a collaborative and dynamic professional learning community

Purpose:

To support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

Strategic Direction 1: Promote excellence by providing a challenging and stimulating quality learning experiences.

Purpose

Students are motivated to reach their full potential through an integrated approach to quality teaching, curriculum planning, delivery and assessment.

Improvement Measures

All students achieving their negotiated learning goals which are based on all syllabus documents, the literacy and numeracy continuums and general capabilities framework.

All students embrace the choices of technology offered to collaborate, communicate, inquire and create in order to achieve their personal goals.

People

Students:

Engaged as quality learners by planning their own learning goals, monitoring their successes, gathering evidence of their learning and developing skills to report on their learning to their peers, teachers and parents.
Become successful learners, confident and creative individuals and active informed citizens.

Staff:

Develop understanding and implementation of the Australian Curriculum.

Engage in structured critical reflection of their teaching practice to facilitate implementation of Quality Teaching elements.

Parents/Carers:

Understand quality teaching and 21st Century pedagogical approaches in the Australian Curriculum.

Community Partners:

Develop collaborative relationships between school and community- Australian Catholic University

Leaders:

Create a positive culture of challenge and support enabling effective teaching that promotes enthusiastic, independent learners, committed to life-long learning.

Processes

21st Century Learning

- Use English, maths, Science, History and Geography syllabus documents to enable creative, logical and critical thinking.
- Adopt a pedagogy that is built on differentiation.
- Conduct information sessions to enhance parent knowledge, skills and understanding of the Australian Curriculum and initiatives in teaching and learning practices.
- Expand delivery of 21st Century Learning through a 3 year strategic technology plan including software, hardware, professional learning (PL), technology (ICT) integration, Digital Citizenship policy and website update.

Formative Assessment

- Implementation of effective feedback strategies including programming, learning intentions and success criteria. Further development of student based rubrics as a source of feedback for future learning.
- School-wide systems for continuous formative (for), summative (as) and diagnostic (of) assessment procedures, including SMART and K-6 learning continuum (PLAN) that contribute to the evaluation of class programs.
- Implement a cycle of observation, reflection, implementation and evaluation focused on expanding the understanding of the National Teaching Standards.

Evaluation

BEST Start, literacy and numeracy continuums and NAPLAN data. General Capabilities framework.

Products and Practices

Product

All students achieving their negotiated learning goals which are based on all syllabus documents, the literacy and numeracy continuum and general capabilities framework.

All students embrace the choices of technology offered to collaborate, communicate, inquire, create in order to achieve their personal goals.

61% of Year 3 students and 54% of year 5 students achieving in the top two bands for literacy and numeracy.

Well developed and current policies, programs and processes identify, address and monitor student learning needs.

Student performance shows a deep knowledge and understanding, higher order thinking, metalanguage and substantive communication.

Practices

Students take responsibility for their own learning. This involves reflecting and monitoring their own progress to inform their future learning goals, based on effective feedback.

Quality teaching and learning practices including, FOR and TEN demonstrate differentiated lessons, assessments and cross-curricular priorities. School community members involved in decision making and supporting classroom learning programs.

Strategic Direction 2: Build a strategic and planned approach to the well-being of all students.

Purpose

Engagement of the whole school community to support the cognitive, emotional, social, physical and spiritual well-being of students and to create a positive, safe and enriching learning environment so that every student in at Marie Bashir Public School can connect, succeed and thrive at school and beyond.

Improvement Measures

The school community has a comprehensive and inclusive student welfare policy that all students, staff and parents are familiar with.

10% decrease of students noted on Well Being program.

People

Students:

Understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

Accept responsibility for their own behaviours as expressed in the Behaviour Code.

Recognise and respect cultural identity and diversity.

Staff:

Understand and practice Covey's 7 habits.

Understand the principles underlining the school's student welfare practices.

Parents/Carers & Community partners:

Embrace and support the student welfare program.

Leaders:

Facilitate innovative programs to support student well-being and promote high expectations.

Processes

Leader In Me

-Develop leadership capacity via the Covey seven habits program and the student welfare program.

-Staff promote and implement Covey's seven habits in the school context which provide the foundation for negotiated school rules and behaviour expectations.

Welfare Program

- Behavioural and educational programs developed with key stakeholders.

-Recognise and celebrate student attainment using Merit and Principal's Awards, annual presentation day awards, Aussie of the Month Award and playground awards.

-Implementation of the student leadership programs such as Student Representative Council (SRC), class leaders within the class and school context and provide opportunities for a broad range of co-curricular activities.

-Provide the school community with ongoing information and feedback in relation to welfare.

Evaluation

Central data for attendance, behaviour and well being.

7 habits survey.

Products and Practices

Product

A comprehensive and inclusive student welfare policy that all students, staff and parents are familiar with.

10% decrease of students noted on Well Being program.

90% of students receive Principal's Awards.

A comprehensive and inclusive framework to support the cognitive, emotional, social, physical; and spiritual well-being of students, which measurably improves individual and collective well-being. Students experience an environment that focuses on safety, respect and learning.

A successful time-out room facilitates improved behaviour management strategies for students who require extra emotional and social skill development.

Practice

Continued review and refinement of school well-being programs.

Consistent use of Covey's Seven Habits to guide explicit behaviour expectations. Class rules and Covey's Seven Habits integrated into class learning programs.

Implement the Every Student, Every School strategy to support all students including EAL/D and students that are entitled to low level adjustment for disability.

Strategic Direction 3: Build Leadership capacity and inspire a collaborative and dynamic professional learning community

Purpose

To support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

Improvement Measures

All staff are involved in quality professional learning based on individual learning plans/ goals.

All staff embrace the Australian Professional Standards for Teachers and are working towards accreditation, maintaining accreditation at highly accomplished or leadership.

People

Students:

Development of leadership capabilities.

Staff:

Take responsibility for Professional Learning (PL) and their own leadership goals.

Expert staff facilitate professional learning and provide knowledge and ongoing support e.g. SOLE, TOWN, TEN, FOR

Develop knowledge to meet the needs of a culturally diverse and changing educational system.

Leaders:

Develop skills, knowledge and understanding to build capacity.

Parents:

Develop a learning community by providing opportunities for parents, students and teachers to work together to embed authentic implementation of Department of Education and Communities (DEC) initiatives.

Community Partners:

The school has productive relationships with other schools and external agencies such as university, business, industry and community organisations to improve educational opportunities for students.

Processes

Student Leadership

Students provided with a wide variety of opportunities within the Well-Being and curriculum programs to develop leadership capabilities.

Staff Leadership

-Responding to current reforms, such as the Australian Curriculum; Local Schools, Local Decisions; Every Student, Every School; and Great Teachers, Inspired Learning documents, to enhance quality teaching practices and ongoing professional learning.

-Professional learning is directly linked to the School Plan and teacher individual learning goals.

-School leaders provide time for coaching, mentoring, professional dialogue, reflection and monitoring of personal, professional learning plans in line with the Performance Development Framework (PDF).

-Participation in Community of Schools involving networks, sharing of human, financial and technological resources.

-Induction policy and process for beginning teachers that is explicit and systematic.

-Provide parents with ongoing information in relation to the Australian Curriculum, school performance, DEC priorities and operations of the school.

Evaluation

Accreditation

PDF

Feedback from Community of Schools

Products and Practices

Products

All staff are involved in quality professional learning based on individual learning plans/ goals.

All staff utilise the Australian Professional Standards for Teachers to work towards their appropriate level of accreditation.

Practice

Evidence of student voice in a variety of roles such as School Representative Council (SRC), School Captains, House Captains in school and community contexts.

Teachers receive quality supervision and feedback from executives through a range of strategies including on-going stage meetings, collegial planning, classroom observations, critical reflection, debriefing conferences and documented analysis, culminating in successful accreditation at all levels.

Staff involved in Action Research Projects across a range of professional learning initiatives.

Beginning teachers' induction program is flexible and tailored to individual needs, links with a mentoring program and accesses relevant DEC Professional Learning resources.

Community of Schools involvement in Instructional Rounds, beginning teachers' network, curriculum networks, leadership accreditation networks.

