Ben Venue Public School

School Plan 2015 – 2017

Amended July 2015

Ben Venue Public School enables students to become successful learners, active and creative individuals and informed citizens of the future.

Strategic Direction 1
Successful learners engaging with a challenging, inclusive curriculum using high quality technologies in all environments.

Strategic Direction 2
A strong culture of professional practice and commitment where high expectations are evident to all.

Strategic Direction 3
Parents, teachers and students who want to improve and sustain the individual and collective well-being of the school and its community.

BEN VENUE PUBLIC SCHOOL . . . . . where great things are always happening!
## SCHOOL VISION STATEMENT

Ben Venue Public School enables students to become successful learners, active and creative individuals and informed citizens of the future.

## SCHOOL CONTEXT

Ben Venue Public School is the largest primary school in Armidale. The school has excellent facilities and is well resourced with the Parents and Citizens and the Parent Club contributing generously each year to programs, excursions and the purchase of resources and equipment to enhance teaching and learning for students. The school has a proud tradition of offering challenging programs of excellence for team and individual sports as well as participation, performance and state wide representation in performance areas. Many teachers are involved in coaching, rehearsing and developing student talents across many areas. The school community supports the high quality education provided by the school with students excelling in academic, cultural and sporting pursuits. The school is committed to providing high quality programs for students in a calm, well-organised school environment.

## SCHOOL PLANNING PROCESS

Strategies to facilitate a consultative process and community engagement have included:

- Information sharing – Parent and Citizen Meetings, School Planning, Focus Groups, Newsletter, Telephone calls and Interviews.
- Gathering Feedback – Workshop groups, Surveys, staff meetings.
- Creating interest – Responses to creative scenarios eg. *If you could only save five things about Ben Venue PS – what would you save?*
- Engaging/developing vision and purpose
- Setting future directions in line with Excellence Framework/ DEC Strategic Directions.

The consultative part of the planning process will be further enhanced when students complete the ‘Tell Them From Me’ surveys. Data gathered will be used to verify and/or amend aspects of the plan.
School strategic directions 2015 - 2017

- Maintain the momentum for curriculum implementation
- Develop a school wide focus on Mathematics K-6; Science K-6; History K-6 to support and articulate changes in pedagogy.
- Empower each student to develop knowledge, understanding, creativity and expertise to achieve their personal best and make informed life choices for their future.

STRATEGIC DIRECTION 1
Successful learners engaging with a challenging, inclusive curriculum using high quality technologies in all environments.

STRATEGIC DIRECTION 2
A strong culture of professional practice and commitment where high expectations are evident to all.

- Focus on school-wide commitment to purposeful successful learning.
- Engage all teachers in professional collaborative processes that will improve teaching practice and focus on student learning outcomes.
- Develop and enhance teacher capacity to implement differentiated teaching and learning programs to meet student needs.
- Establish and maintain a culture of continuous improvement by using the Performance Development Framework.

STRATEGIC DIRECTION 3
Parents, teachers and students who want to improve and sustain the individual and collective well-being of the school and its community.

- Students, staff and parent well-being facilitates more successful learning in all areas including learning about the environment.
- Working together as a learning community to build the capacity of the school to foster a positive learning culture with a focus on well-being.
**Strategic direction 1:** Successful learners engaging with a challenging, inclusive curriculum using high quality technologies in all environments.

### Purpose
- Maintain the momentum for curriculum implementation
- Develop a school wide focus on Mathematics K-6; Science K-6; History K-6 to support and articulate changes in pedagogy.
- Empower each student to develop knowledge, understanding, creativity and expertise to achieve their personal best and make informed life choices for their future

### People
- Students are actively engaged learners using technology to enhance achievement of learning goals.
- Students understand and can engage in discussions about their learning needs and what they need to do to achieve and progress.
- All teachers differentiate and adapt teaching strategies in response to emerging needs of students.
- Staff exhibit high expectations for all students, especially Aboriginal students at BVPS.
- Programs reflect high expectations for all students via differentiated programs.
- Parents attend all feedback meetings and support learning - attendance/ behaviour.
- P & C / Parent Club engage in forums and discussions about student learning and technology.
- Leaders work collaboratively to focus on capacity building around teaching and learning embedding expected use of technology.

### Processes
- Students engage in quality teaching and learning with appropriate differentiation.
- Lessons and learning activities are engaging and teaching strategies include the use of technologies on a daily basis.
- Teachers work together to produce school-based scope and sequence documents to facilitate change in Mathematics K-6.
- Teachers use technology appropriately to enhance learning across curriculum.
- Stage leaders work collaboratively to focus on pedagogy that is current, purposeful and inclusive.
- Support/ resources to support student learning in curriculum areas are used effectively to improve student outcome (use of professional Library resources monitored).
- Transition to High School Maths Program (Aboriginal students).
- Program feedback purposeful and collaborative.

### Product and Practices
- Professional Learning Plans explicitly target development of teacher capacity relating to technology.
- All students embrace the choices of technology offered to enhance learning. All teaching programs will record/ articulate differentiated curriculum delivery.
- A systematic plan is evident to continually upgrade technology and plan professional learning for consistent use across all curriculum areas.
- School culture reflects highly skilled and motivated teachers focussed on student learning.
- Class programs will clearly articulate the use of technology in each KLA.

### Improvement Measures
- All students K-2 will be plotted on the k-6 Literacy continuum.
- All students 3-6 will be tracked against Maths continuum of Key Skills.
- 100% of Aboriginal PLP’s used each term.
- Aboriginal/ EALD students will show progress over time through dated work samples
- School NAPLAN results will remain at or above State level.
- All tracked Year 5 students will show growth in English and Mathematics at equal to or better than State growth.
Strategic direction 2: A strong culture of professional practice and commitment where high expectations are evident to all.

**PURPOSE**

- Focus on school-wide commitment to purposeful successful learning changes in the composition of staff at BVPS means a new alignment of focus expectations and learning.
- Engagement of all teachers in professional collaborative processes that will improve teaching practice and focus on student learning outcomes.
- Develop and enhance teacher capacity to implement differentiated teaching and learning programs to meet student needs.
- Establish and maintain a culture of continuous improvement by using the Performance Development Framework.

**PEOPLE**

- Teachers embrace professional learning through collaboration, reflection and a commitment to change and improve pedagogy.
- Teachers articulate their learning needs; develop mindsets and capabilities in new curriculum areas.
- Teachers work professionally and collaboratively to plan, implement and review their Performance and Development Plan.
- Staff will participate in professional learning aligned to the school plan.
- Parents provide feedback re programs at scheduled meetings and workshops around new curriculum areas.
- Leaders sustain a culture of high expectations and a culture of excellence.

**IMPROVEMENT MEASURE/S**

- All staff will develop a PDP reflecting the APST.
- 100% of classroom programs will reflect teaching and learning activities aligning to the K-6 Scope & Sequence of Key Skills.
- “Measure the impact” Articulation and feedback re PL

**PROCESSES**

- Stage meetings focus on building capacity around curriculum delivery.
- APST standards determine knowledge, practice and professional engagement expected.
- Teachers use the APST to inform and improve their practice.
- High expectations are articulated and communicated in all teaching/learning and performance areas.
- Teachers clearly understand and utilise assessment for, and of learning in determining teaching directions, school performance level and effectiveness.
- Leaders facilitate disciplined collaborative learning for all recognising and developing opportunities for leading and sharing across K-6.

**PRODUCT AND PRACTICES**

- Professional Learning Plans explicitly target development of teacher capacity relating to technology.
- All teachers engage in peer observation and collaboration around teaching and learning to improve student outcomes.
- Staff and leaders collaborate to effectively communicate and deliver the reform agenda at Ben Venue Public School.
- The School has embedded and explicit strategies for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain school-wide improvement in student outcomes.
- Teachers have a PDP that aligns to the APTS and are using this as a guide for improved practice.
Strategic direction 3: Parents, teachers and students who want to improve and sustain the individual and collective well-being of the school and its community.

**PURPOSE**
- Student, staff and parent well-being facilitates more successful learning in all areas including learning about the environment.
- Collaborate as a learning community to build the capacity of the school to foster a positive learning culture with a focus on well-being.

**PEOPLE**
- Students attend school each day on time and willing to engage.
- Students recognise and respect cultural diversity and identity.
- Staff consistently implement ‘You Can Do It’ - the school approach to well-being articulating the value of social and emotional well-being.
- Parents understand the behaviours attitudes and expectations that enhance well-being at Ben Venue Public School.
- Community partners Armidale Dumaresq Council/ Roads and Maritime Authority ensure safety around the school environs for all students.
- Leadership strategy promotes succession planning and distributed leadership to assist school well-being.
- Road Safety Officer to conduct forums and prepare a future plan for a safer Ben Venue.

**IMPROVEMENT MEASURE/S**
- Students will continue to engage in sporting and cultural opportunities beyond the school.
- Parent Club and P&C members will increase.
- Parking and student delivery and drop-off will be safe for all.
- YCDI data analysis to be used to review and enhance the promotion of social/emotional well-being.
- The percentage of parents attending all feedback meetings (supporting learning/attendance/behaviour will increase each year.

**PROCESSES**
- Engage in a balanced curriculum delivery – learning, physical activities and cultural pursuits with a focus on well-being and a capacity to make lifestyle choices.
- Staff will work to create/maintain a positive learning culture through collaborative practices and shared responsibility.
- EALD, Aboriginal Education, LAS Programs are regularly reviewed/evaluated to ensure welfare concerns are addressed.
- School/Community works together to provide a safe school environment in and around the school environs.
- Community forums will reflect on students’ behaviour expectations, ways students interact and connect with other students and with the wider community.
- Focus on well-being - PE lessons, You Can Do It days/lessons - whole school involvement - parents, students and teachers.

**PRODUCT AND PRACTICES**
- Timetabled lessons ensure all students are “talking the talk” of enhanced well-being locally and globally.
- Students accept responsibility for their own behaviours appropriate to the Behaviour Code, are self-aware, build positive relationships and actively contribute to the wider community.
- Ben Venue is recognised as caring and responsive by its community.
- A greater number of parents and community members engage in and attend school projects and performances.
- Ben Venue parents and community members adhering to a set of rules, practices and guidelines which will ensure safe drop off and dismissal.