

# School plan 2018-2020

## Bangalow Public School 1118



# School background 2018–2020

## School vision statement

A commitment to excellence in providing quality teaching in a positive learning environment where all students aspire to reach their full potential.

## School context

Our school is proud to be a part of a supportive and connected community that makes up the historic village of Bangalow. Students are at the centre of decision making and everything we do. The core values of 'Respect', 'Responsibility' and 'Personal Best' underpin our student wellbeing and learning programs.

The school provides a friendly, welcoming environment in which parents and staff work in genuine partnership for the benefit of all students. We have a passionate and dedicated parent community who are actively involved in class and whole school programs to support learning.

Our school prides itself on delivering strong academic, sporting and creative educational opportunities. A student centred learning environment focuses on high expectations, continual improvement in learning and engagement, leadership and building emotional intelligence. Our mission is to foster a lifelong love of learning that best prepares students for a happy and successful future.

Bangalow Public School stands proudly on Arakwal land within the Bundjalung Nation and is a member of the Lighthouse Valley Learning Community.

## School planning process

The school planning process involved consultation and extensive evaluation of school programs with students, teachers and parents in 2017.

The executive team led school staff meetings and stage meeting conversations to regularly review school plan milestones. Parent surveys were completed during our Art Exhibition. The Tell them from Me Survey was completed by students and parents in Term 1 and Term 4. A student forum was conducted across various grades to gather relevant information.

The Situation Analysis (SA) team analysed various data from staff, students and parents surveys, assessment data and measured progress against the School Excellence Framework. Staff and P&C meetings were scheduled to share findings, develop the new school vision and strategic directions for the 2018–2020 school plan.

In Term 1 2018, the School Plan was finalised by the SA team and presented to staff and our school community. In 2018 all staff will work collaboratively on either the Wellbeing, Literacy or Numeracy team. Each team will take responsibility for setting stage based milestones, planning, organising, implementing, collecting data and evaluating impact.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Successful Students

### Purpose:

To deliver a differentiated curriculum that is responsive and reflective to the learning needs of all students and engages active and responsible learners. We share a commitment to high expectations for learning, as well as providing opportunities for students to develop as confident and creative individuals, independent thinkers and problem solvers.



## STRATEGIC DIRECTION 2

Leaders in Learning

### Purpose:

To effectively build the capacity of all teachers within a collaborative learning community focused on high expectations and continual improvement. A shared sense of responsibility for student engagement, learning, development and success.



## STRATEGIC DIRECTION 3

Wellbeing

### Purpose:

An integrated and shared approach to wellbeing that supports all students to connect, succeed, thrive and learn. Positive and respectful relationships ensure a connected school community.

# Strategic Direction 1: Successful Students

## Purpose

To deliver a differentiated curriculum that is responsive and reflective to the learning needs of all students and engages active and responsible learners. We share a commitment to high expectations for learning, as well as providing opportunities for students to develop as confident and creative individuals, independent thinkers and problem solvers.

## Improvement Measures

Increase proportion of students using effective feedback and reflection strategies to add value to their personal growth and learning.

Increase the percentage of students in the top 2 bands of NAPLAN by 8% in literacy and numeracy.

Increase the proportion of students demonstrating expected growth for one year's learning in literacy and numeracy.

## People

### Students

Building skills as self reflective learners through the use of learning intentions, success criteria and feedback strategies.

### Staff

Developing skills in ongoing collection and analysis of assessment data to provide engaging and differentiated learning.

### Leaders

Provide targeted professional learning about assessment practices, differentiated learning and feedback strategies to ensure all students demonstrate growth in student outcomes.

### Parents/Carers

Active and informed participants in their child's learning.

## Processes

Personalised learning and data driven practice.

Building student's self efficacy to promote academic achievement.

## Evaluation Plan

Monitor against the milestones every 5 weeks and respond accordingly to the data. Monitor and evaluate external and internal data including NAPLAN, Progressions and PLAN.

## Practices and Products

### Practices

Each teacher will have a well developed and evidence based approach to programs and assessment processes to identify, monitor and review individual learning needs of all students. Learning intentions, differentiation, timely feedback and assessment strategies will be the focus.

Students will articulate their learning and understand what they need to learn next to enable continuous improvement.

### Products

Students develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible for their learning.

Teaching and learning programs show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and that all adjustments lead to improved learning.

Teachers involve students and parents in planning to support learning and share expected outcomes.

## Strategic Direction 2: Leaders in Learning

### Purpose

To effectively build the capacity of all teachers within a collaborative learning community focused on high expectations and continual improvement. A shared sense of responsibility for student engagement, learning, development and success.

### Improvement Measures

All teaching and learning programs provide opportunities for students to develop collaboration, critical thinking, creativity, problem solving and communication skills.

The leadership team maintains and develops a focus on distributed and instructional leadership to sustain a culture of effective evidence based teaching and ongoing improvement.

All teaching and learning programs reflect current research, innovative practice and include Aboriginal language perspectives.

Professional learning goals show improvement, as measured against the Australian Professional Teaching Standards.

### People

#### Staff

Reflect on their professional practice and are supported through professional learning to have a clear understanding of Australian Teaching Standards and accreditation process.

#### Staff

Staff apply professional learning supported by mentoring, coaching and collaboration processes to design targeted learning which improves student outcomes.

#### Staff

Teachers analyse data to inform their practice and guide program development.

#### Leaders

The leadership team actively supports change that leads to the improvement, creating opportunities where feedback about the impact of change can be shared and monitored.

### Processes

Future Focused Learning pedagogy, including inquiry based learning and STEM.

Building collective teacher efficacy. Quality teaching systems underpinned by evidence, research and continuous improvement .

### Evaluation Plan

Milestone monitoring twice a term and respond accordingly to the data. Teacher performance and development practices monitored.

### Practices and Products

#### Practices

Students, staff and community develop deeper understanding of STEM, inquiry-based learning and an integrated curriculum approach to ensure students can adapt to the changing world.

An instructional leadership plan supports teacher development processes across and within the school and ensures a focus on continuous improvement. Teachers use professional standards and PDPs to identify and monitor specific areas for development.

#### Products

Ongoing school-wide improvement in teacher and learning programs that reflect what works best elements.

Students demonstrate skills in problem solving, critical thinking, design, higher order and creative thinking by applying taught strategies and work collaboratively to solve authentic real life problems.

The school has high quality performing staff measured against the Australian teaching standards, whose capacities are continually built to ensure every student experiences high quality teaching.

# Strategic Direction 3: Wellbeing

## Purpose

An integrated and shared approach to wellbeing that supports all students to connect, succeed, thrive and learn. Positive and respectful relationships ensure a connected school community.

## Improvement Measures

An increased proportion of students demonstrating positive behaviour, a growth mindset and a greater understanding of social and emotional intelligence.

An increased proportion of students staff and parents feel respected, valued and supported to succeed.

An increase in parent engagement and understanding of their child's learning needs as a result of open communication with the school.

## People

### Students

Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.

### Parents/Carers

Parents and the broader school community actively participate in the school in a respectful manner, helping students to develop positive connections.

### Staff

Staff nurture professional relationships with students, colleagues and parents which are safe, respectful and supportive which help students reach their full potential.

### Leaders

Build leadership capacity among staff to promote a positive and collaborative learning culture across the community. Staff have enhanced opportunities to utilise local resources and personnel with specific expertise.

### Community Partners

Community partnerships are recognised and encouraged to enrich learning opportunities for our students.

## Processes

Embedded wellbeing strategies enable students to connect, communicate and develop positive mindsets and capabilities.

Family and Community Partnerships in learning.

Whole school practices and support structures reflect the wellbeing framework and enhance a positive and collaborative school culture.

## Evaluation Plan

School Sentral data demonstrates increase in positive and decrease in negative behaviours.

Student, parent and staff satisfaction survey, attendance data and wellbeing analysis.

Milestone monitoring twice a term and respond accordingly to the data.

## Practices and Products

### Practices

A consistent whole school approach to wellbeing that clearly defines behavioural expectations and contributes to a cohesive learning environment for all students.

Embedded strategies that support student's developing resilience, an understanding of growth mindset and builds upon their leadership skills.

### Products

The school has implemented evidence-based change to whole school practices, resulting in measureable improvements in wellbeing and engagement to support learning.

Positive respectful relationships evident and widespread among students, staff and community to promote student wellbeing to ensure optimum conditions for student learning.