

School plan 2018-2020

Byron Bay Public School 1470



School background 2018–2020

School vision statement

We believe in excellence, innovation, opportunity and success for our students.

We are a dynamic school community committed to delivering a broad range of quality learning experiences, in a nurturing environment where all students have the opportunity to achieve their personal best.

Students will become successful learners, displaying confidence and creativity, along with the knowledge and skills to become active and informed citizens of the future, living and working successfully in the 21st Century.

School context

Byron Bay Public School is located on the North Coast of NSW and is nestled in the centre of town. The school opened in 1892. It provides a unique teaching and learning environment that proudly serves families from a diverse range of socio-economic, ethnic and cultural backgrounds. There are 665 students and 26 classes.

The school's motto, 'I Aspire, I Achieve' and the ensuing belief in excellence, innovation, opportunity and success is a driving force within the school community. The school is proud of its longstanding reputation for good work, good behaviour and students wearing their uniform with pride.

The school provides a very supportive and positive educational environment which addresses the learning needs of all students. We have high expectations consistent with each student's ability and the belief that all students can achieve their personal best. While the emphasis is on literacy, numeracy and future focused teaching and learning, a broad range of extracurricular programs operate, including sport, dance, choir, band, public speaking, cultural, environmental, leadership and philosophy initiatives.

The development of technology is ongoing, with opportunities for students to engage in future focused learning, including robotics and coding programs.

The school's dedicated staff are committed to providing rich and varied programs to ensure that all students receive a quality education. We foster positive relationships, personal effort and a positive attitude to learning. Positive Behaviour for Learning (PBL) strategies based on the core values of being 'Respectful, Responsible and Fair' are embedded into all aspects of school life.

We value and promote strong partnerships with our families, the local community and educational networks. The school is welcoming and friendly. The school enjoys a strong partnership with the P&C who financially support educational programs and provide an avenue for whole school community input into school decision making. Parents are actively involved in school life.

School planning process

The following methodology was used to complete the situational analysis at Byron Bay Public School. The findings and recommendations from this analysis were used to collaboratively develop and inform the school's 2018 – 2020 School Plan, including:

- Surveys on school life, including 'Tell Them From Me' surveys were offered to all parents, staff and students;
- Focus groups with staff, students and parents;
- Consultation with all K – 6 staff, P&C, our local Aboriginal community and the BOMBB Valley Schools Learning Community;
- Data analysis, including NAPLAN, school benchmarking data, Sentral welfare data and attendance data;
- Self-assessment using the SWOT analysis tool;
- Analysis of educational research, School Reports, teaching & learning programs, What Works Best and the School Excellence Framework; &
- Analysis of the context of the school – attendance at Teacher/Parent nights, P&C Meetings and participation in P&C initiatives.

This plan was developed by staff, students and parents. The implementation of the School Plan will be monitored by the School Executive and staff. The School Executive will have direct responsibility and accountability for the implementation of the annual School Plan, as well as annual evaluation reports.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Learning—committed to the
pursuit of excellence.

Purpose:

To work together in an effective learning community where students aspire to and achieve success, as demonstrated by growth in their learning.

STRATEGIC DIRECTION 2

Teaching – Quality Teaching.

Purpose:

To ensure the school has high performing teaching staff whose capacities are continually building, enabling every student to experience high quality learning.

STRATEGIC DIRECTION 3

Leading—Partners in Learning.

Purpose:

To work collaboratively, supporting a culture of high expectations, community engagement, planning and leadership, resulting in measurable whole school improvement.

Strategic Direction 1: Learning—committed to the pursuit of excellence.

Purpose	People	Processes	Practices and Products
To work together in an effective learning community where students aspire to and achieve success, as demonstrated by growth in their learning.	Students Have ownership of their learning through self-monitoring, articulating expectations through common language, demonstrating an understanding of where they are up to in their learning.	PBL Wellbeing <ul style="list-style-type: none"> Develop school-wide universals towards Tier 1 (classroom). 	Practices Positive and respectful relationships evident and widespread among staff and students.
Improvement Measures	Staff Consistent approach and knowledge of Wellbeing framework. Use formative assessment strategies (Dylan Williams). Actively engage and contribute to share professional learning. Committed to support all students in achieving learning outcomes. Increased capacity to use assessment data to monitor gaps in student learning, to inform planning for particular student groups and individual students.	Formative Assessment <ul style="list-style-type: none"> Integrated into teaching practice in every classroom. Implementing a range of formative assessments across K–6 curriculum. School-wide professional learning (Embedding Formative Assessment – Dylan William) and sharing assessment practices. 	Teachers routinely use point in time formative assessment strategies to provide timely feedback and differentiated learning.
Increase the percentage of Aboriginal students in the top 2 band of NAPLAN in literacy and numeracy by 30%			Staff are using PLAN and learning progressions to track student learning.
Increase the percentage of students in the top 2 bands of NAPLAN by 8% in literacy and numeracy..			
Students show one year's growth for one year's learning (variety of data).		Literacy and Numeracy priorities. <ul style="list-style-type: none"> Systematically introduce Synthetic Phonics (K–2). PLAN 2 (K–6). Learning Progressions (K–6). Premier's Priorities (K–6). 	Products Students connect, succeed, thrive and learn. Classroom environments are positive, calm and productive.
Data reflects an increase in positive and respectful behaviour (TTFM and Sentral referrals).	Leaders Develop with key stakeholders extensive knowledge & understanding of learning frameworks & initiatives & transfer understanding to staff through effective professional learning & implementation strategies.	Evaluation Plan Monitor against milestones every 5 weeks and respond accordingly to the data. Student literacy, numeracy and wellbeing will be monitored through analysis of external and internal data. Eg: TFI, TTFM, NAPLAN, Progressions/PLAN. Evidence sets constructed for each milestone are the teams responsibility – 5 or 6 pieces re impact of evidence.	Improving outcomes for all students reflected through internal/external data. Increased student growth and evidence of explicit systematic teaching developing strong Literacy and Numeracy.
	Parents/Carers Understand that their children learn at different rates, in different ways and that they can play a supportive role in that learning. Develop partnerships with the school through a shared understanding of student learning.		

Strategic Direction 2: Teaching – Quality Teaching.

Purpose	People	Processes	Practices and Products
To ensure the school has high performing teaching staff whose capacities are continually building, enabling every student to experience high quality learning.	Students Are self-motivated and resilient learners. They understand where they are at, where they are going and what they need to do to get there. Develop an inquiring mind through creativity, collaboration, communication and critical thinking.	Future Focused Learning A systematic plan with a whole school approach to developing: A growth mindset. Expertise and innovation in STEM. Collaborative Practice.	Practices Professional learning that is collaborative and collegial, that encourages mentoring and professional dialogue. To use effective, innovative and evidence based teaching and learning strategies. Explicit feedback is provided by staff and students, enabling a more authentic student voice and staff reflect on pedagogy. Staff engage with the Australian Professional Standards for Teaching to guide their professional growth.
Improvement Measures	Staff Develop understanding that future focused learning has a positive impact on student outcomes. Demonstrate currency of knowledge and share expertise in innovative teaching practices. Regularly review student learning, ensuring they have a clear understanding of how to improve. Understand and value the importance of professional goal setting and self reflection. Staff are accountable for their accreditation & maintenance requirements. They work collaboratively with the leadership team to improve teaching practice.	Visible Learning Providing TPL on the visible learning framework.	Products Staff exhibiting growth mindset, innovative pedagogy and positive learning culture for teachers and students. Ongoing school wide improvement in teaching performance and practice and student results. Visible learning strategies will be embedded in all teaching and learning practices. The school has a high performing teaching staff as measured against APST.
Staff initiation and success in meeting individual PDP goals that are aligned to school goals.	Leaders Reflect on practice and provide feedback.	PDPs, Maintenance and Accreditation Staff professional learning on the implementation of the Professional Development Framework (PDPs) & alignment with school goals, the Australian Professional Standards for Teaching & accreditation & maintenance requirements.	
Teaching and learning programs include future focused learning.	Parents/Carers Understand and support the change in classroom practice and are aware of what and how their child is learning.	Evaluation Plan Monitor against milestones every 5 weeks and respond accordingly to the data. Regular review, professional dialogue and reflection on individual PDPs (stage meetings). A culture of shared observation. Student voice interviews conducted every term to monitor and evaluate progress.	
Classrooms are using visible learning components, as evident through student feedback and visible learning evidence sets.	Community Partners Plan opportunities for the community to collaborate & cooperate with the school & share expertise.	Future focused learning monitored via program audit each term. Evidence sets for each milestone are the teams responsibility –5 or 6 pieces re impact of evidence.	

Strategic Direction 3: Leading–Partners in Learning.

Purpose	People	Processes	Practices and Products
To work collaboratively, supporting a culture of high expectations, community engagement, planning and leadership, resulting in measurable whole school improvement.	Students Are more engaged with the school as community becomes more supportive of embedded teaching practice.	School Planning– Embed clear processes with time lines and milestones. Leadership–Promoting a culture of distributed, instructional leadership.Build leadership capacity. Explicit systems for BOMBB, including flexible opportunities for aspiring leaders that target school priorities.	Practices Staff develop support and action the school plan. Interschool relationships that provide coaching and mentoring support, resource sharing and collegiality. Leadership team collaboratively engages in and delivers ongoing, research based professional learning. Increased opportunities for community feedback. The school regularly solicits and addresses feedback on student performance from students, staff and community.
Improvement Measures			
Staff will have an understanding of the school plan and commitment to its implementation as evidenced through professional learning, meetings and teaching and learning programs.	Staff School teams are aligned to and responsible for implementing the school plan.Understand what they need to do to help address the school's strategic direction. All staff are lead learners with teacher expertise being identified and shared.	Community participation– Increasing amounts of community support and alignment with the school's strategic directions.	
BOMBB leadership professional learning activities reflects the school's strategic directions.	Leaders The leadership team establishes a professional learning community which fosters leadership development and community relationships.	Evaluation Plan Monitor against milestones every 5 weeks and respond accordingly to the data. Monitor and evaluate external and internal data. Eg: TFI (Tiered Fidelity Inventory), TTFM, parent, student and staff feedback.	
School leadership activities and PDP's are aligned to the school plan.		Evidence sets constructed for each milestone are the team's responsibility – 5 or 6 pieces re impact of evidence.	Products The school plan is central to continuous school improvement. A high performing culture of collegiality that drives performance and development. Enhanced learning opportunities available for all of our students. The school is recognised as excellent and responsive by its community.
Regular collection of feedback data that is used to inform strategic decision making.	Parents/Carers The school plan is responsive to community consultation.Give regular feedback on school plans, priorities and progress achieved.		
	Community Partners The community recognises the school as a leadership hub, excellent and responsive.		