



SCHOOL VISION

Providing high quality inclusive education based on respectful relationships in a positive, dynamic and nurturing learning environment that equips students to be successful future focused learners and global digital citizens.

VALUES

Respect

Responsibility

Personal Best

BELIEFS

We believe our school is a place where:

Teamwork is vital.

Relationships and trust underpin everything. As lifelong learners we will strive to do our personal best.

All children learn and achieve their personal best.

We have high but realistic expectations.

We celebrate diversity and success.

We recognise that all behaviour is purposeful; internally motivated and has a positive intention.

Everyone is responsible for their own behaviour.

All adults model behaviour they want to see in our children.

Everyone has the right to be treated with respect.

Everyone should be respectful of each other.

We all have a right to feel safe.



Successful Learners

Leaders in Learning

Collaborative Communities

3 STRATEGIC DIRECTIONS



SUCCESSFUL LEARNERS

Inspired, creative, resilient and successful learners

LEADERS IN LEARNING

Staff build a committed and collaborative environment within the school; focused on excellence in pedagogy and leadership.

COLLABORATIVE COMMUNITIES

Collaborative and purposeful partnerships within our community.

PURPOSE

All students are engaged in dynamic learning that will both inspire life-long learning and develop the 21st century skills, fluencies and knowledge associated with successful future focused learners and global digital citizens.

Student well-being and resilience will be improved through explicit teaching of social-emotional intelligence skills and the embedding of these skills into our school culture.

Staff and leaders are supported and committed to provide a vibrant and dynamic learning environment that nurtures and empowers future learners. Staff focused on excellence in pedagogy and leadership. Staff are innovative, reflective and responsive in their teaching and learning. Staff and leadership capabilities are extended through engagement in ongoing high quality prof. learning.

To strengthen purposeful, collaborative and inclusive community and learning partnerships through active engagement; committed to improving future focused student learning and associated 21st century skills and fluencies.

SUCCESSFUL LEARNERS

LEADERS IN LEARNING

COLLABORATIVE COMMUNITIES

MILESTONES

21ST CENTURY FLUENCIES AND SKILLS

- * explicit teaching of 3 fluencies
- * incorporated into all teaching programs
- * all students familiar with 3 fluencies
- * students apply and make relevant choices re use of strategies learnt in 21st C fluencies
(Fluency Snapshots data)

EXCELLENCE IN PEDAGOGY & ASSESSMENT

- * all teaching programs & practice demonstrate excellence in 21st century pedagogy and assessment
- * all teachers collaboratively plan & support each other
(Individual goals/evidence -Performance & Development Framework)

PARENTS AS PARTNERS IN LEARNING

- * fully functional database parent expertise; teachers can utilise classroom/school events
- * BPS Window of Success becomes integral part of Parent Forums re most significant changes in education; informs collaborative decision-making.
(Surveys, community partnership matrix)

WRITING (L3; 7 Steps)

- * teachers match samples, markers, articulate to & plot students accurately on continuum
- * teachers use current data inform plan/practice
- * collaboratively plan with students to set goals & develop learning targets ensuring progress on writing continuum.
(Writing Continuum/Plan data)

EXTENDING LEADERSHIP (BOMBB Project)

- * all aspiring/ current leaders integral part BOMBB leadership support network.
- * increased leadership capacity/mentoring-coaching utilising skills to support/ensure staff set and maintain meaningful P & D goals
(Individual goals/evidence -Performance & Development Framework/Accreditation)

WORKING WITHIN OUR COMMUNITY

- * promote and participate calendar events and evaluate learning outcomes achieved
- * calendar becomes embedded into our/ community culture
(School/Community Google calendar used and valued by all)

WELL-BEING (POP/ YCDI)

- * Positive Outcome Process address inappropriate student behaviour (reduction)
- * YCDI weekly lessons Resilience Action Plan/YCDI Values.
 - * Y3-6 3/5 YCDI Resilience Action Plan
 - * self-regulate YCDI values/good citizen
(Sentral Data)

WINDOW OF SUCCESS

- (Staff support/collaboration)
- * the BPS Window of Success is embedded into school culture. Used as reference point by all staff, students & parents all decisions/future directions.
"This is how we live so all students succeed & reach their potential."
(analysis qualitative/quantitative data)

STRENGTHEN LEARNING THROUGH BOMBB PARTNERSHIP

- * non-duplication collegial planning BOMBB.
- * synchronisation of long term planning.
- * Google calendar BOMBB/school websites
(Two BOMBB weeblys + BOMBB Google calendar utilised by all staff and leaders)

Bangalow PS Beliefs



We believe our school is a place where:

- **Teamwork is vital.**
- Relationships and trust underpin everything.
- **As lifelong learners we will strive to do our personal best.**
- All children learn and achieve their personal best.
- **We have high but realistic expectations.**
- We celebrate diversity and success.
- **We recognise that all behaviour is purposeful, internally motivated and has a positive intention.**
- Everyone is responsible for their own behaviour.
- **All adults model behaviour they want to see in our children.**
- Everyone has the right to be treated with respect.
- **Everyone should be respectful of each other.**
- We all have a right to feel safe.

School background 2015 - 2017

SCHOOL VISION STATEMENT

Providing high quality inclusive education based on respectful relationships in a positive, dynamic and nurturing learning environment that equips students to be successful future focused learners and global digital citizens.

SCHOOL CONTEXT

Bangalow Public School, with an enrolment of 286 students, is part of an active, supportive community that makes up the historic village of Bangalow. The school provides a friendly, welcoming environment in which parents and staff work together in a strong, collaborative partnership for the benefit of the students. Our school seeks to provide an academic yet creative and engaging curriculum focusing on continual improvement in student learning. Our mission is to provide quality teaching for the 21st century and foster a lifelong love of learning through developing confident and articulate creative and critical thinkers. The core values of our school - **Respect, Responsibility and Personal Best** - underpin our student well-being and learning programs. Bangalow PS stands proudly on Arakwal land within the Bundjalung Nation and is a member of the Lighthouse Valley Learning Community.

SCHOOL PLANNING PROCESS

Term 3 2014

- Establish a Situational Analysis (SA) team open to all parents and staff members. SA team consists of Principal + 4 staff & 9 parents. 6 x Y5/Y6 SRC students join the SA team prior to the Student Forum.

- Parent Forum 1

Term 4 2014

- Staff Forum 1
- Parent and staff surveys completed by SA team

Term 1 2015

- Staff Forum 2
- Parent Forum 2 + Parent surveys held- Student Disco & P & C BBQ
- Student Forum
- Staff Surveys
- Student Surveys
- SA team meet to analyse data and generate future directions.
- Draft School Plan inc 5Ps written by SA team
- Staff Meetings –Revising Draft School Plan
- School Plan finalised by SA team and staff

2016 & 2017

Annual School Plan evaluations as part of Staff, Parent and Student Forums and surveys.

Strategic direction 1: SUCCESSFUL LEARNERS

Inspired, creative, resilient and successful learners.

PURPOSE

Why do we need this particular strategic direction and why is it important?

To ensure success for all students in a rapidly changing world, through:

* All students engaged in dynamic learning that will both inspire life-long learning and develop the 21st century skills, fluencies and knowledge to be successful future focused learners and global digital citizens.

* Student well-being and resilience will be improved through explicit teaching of social emotional intelligence skills and a focus on positive self-regulation of behaviour. (Excellence in Learning)

IMPROVEMENT MEASURES

- Pre-data/Post-data
- Students mapped on the Fluency Snapshots to evaluate the level of proficiency for each fluency.
- Work samples and assessment tasks
- Anecdotal evidence student engagement.
- Teacher data shows consistent growth against Continuum mapping
- A 50% reduction in repeat incidents of the same nature by using the Positive Outcome Process. (Sentral Data)

PEOPLE

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

Students

Students will be self-reflective and responsive whilst aiming to build resilience and reach their full potential through a culture of high expectations in an environment that supports future focused learning and 21st century skills (Critical thinking, Creativity, Collaboration and Communication.)

Students are able to set learning / behaviour goals and monitor their progress through self-evaluation

Staff

Teaching and learning experiences are planned to inspire and develop future focused learners, the 21st century learning skills and resilient successful students.

Parents and community

Parents and communities have enhanced understanding of future focused learning, the 21st century and social-emotional skills that underpin successful global digital citizens,

PROCESSES

Projects and Programs

Whole school Future Focused Learners Project

All teachers to incorporate 21st Century fluencies and skills into their programs. Provide evidence of learning and proficiency feedback to students through authentic assessment using Fluency snapshots.

Students show evidence of 21st century fluencies in their learning projects.

Whole school Student Well-being Program

All teachers to work to ensure YCDI and positive self-regulation of behaviour is integral to our school culture through explicitly teaching social emotional intelligence skills and using POP to enable students to build student well-being, empathy and resilience. Students

Whole school Writing Focus

All teachers incorporating L3 (K-2) and 7 Steps to Writing Success (Y3-Y6) to improve student writing K-6.

PRODUCTS & PRACTICES

PRODUCTS

What is achieved and how do we know?

Students

90% of students demonstrate proficiency in their integration of 21st century skills and use of at least 3 fluencies when mapped against the Fluency Snapshots. Y3-Y6 students are part of the assessment process.

PRACTICES

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

Teachers

21st C Fluencies

100% teachers contributed to development of programs integrating 3 fluencies in classroom
100% teachers confident implement 3 fluencies

Writing

100% teachers confident to match samples, understand markers to articulate to the students and plot students accurately on the continuum.

100% teachers use current data inform program/teaching practice & collaboratively plan with students to set goals/develop learning targets ensuring progress on writing cont.

Well-Being

All teachers familiar/confident in using Positive Outcome Process to address inappropriate behaviour.
100% of teachers YCDI program in weekly lessons including explicit teaching of Resilience Action Plan and YCDI Values.

Students

21st C Fluencies

100% students familiar with the three 21st century fluencies.
85% of students apply & make relevant choices re use of strategies learnt in the 21st century fluencies in their learning.

Writing

80% students confident to reflect & collaboratively set goals for their writing progress along the writing continuum.

Well-Being

All Y3-Y6 students write 3-5 strategies to improve their resilience on YCDI Resilience Action Plan at beginning of each semester.
All students self-regulate their behaviour in accordance with the YCDI values seen as important to becoming a good citizen with good character.

Strategic direction 2: LEADERS IN LEARNING

Staff provide a vibrant and dynamic 21st century learning environment

PURPOSE

Why do we need this particular strategic direction and why is it important?

To ensure success for all students in a rapidly changing world, through:

- * Staff and leaders are supported and committed to provide a vibrant and dynamic learning environment that nurtures and empowers successful future focused learners. Staff are innovative, reflective and responsive in their teaching and learning.
- * Staff and leadership capabilities are extended through engagement in ongoing high quality prof. learning.

(Excellence in Teaching)
(Excellence in Leading)

IMPROVEMENT MEASURES

- * all teaching programs & practice demonstrate excellence in 21st century pedagogy and assessment
- * all teachers collaboratively plan & support each other
- * all aspiring/ current leaders integral part BOMBB leadership support network.
 - * increased leadership capacity/ mentoring-coaching utilising skills to support/ensure staff set and maintain meaningful P & D goals
 - * the BPS Window of Success is embedded into school culture. Used as reference point by all staff, students & parents all decisions/future directions

PEOPLE

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

The Window of Success including the BPS Cultural Plan is embedded into school culture & used as reference point by all .

Staff

The Window of Success is used to ensure all staff feel supported as they seek to ensure success for all their students through continual improvement in teaching/learning practice.

Staff have realistically high expectations for all students, making sure differentiation is embedded in programming.

All staff are confidently implementing new syllabus across English, Maths Science and History in an authentic, innovative and connected way Teaching and learning experiences are planned to inspire,engage and develop collaborative creative and critical thinkers

Parents and community

Parents and communities have enhanced understanding of new syllabus and the pedagogy that underpins it

PROCESSES

Projects and Programs

Excellence in Pedagogy and Assessment (Nat Curric)

All teaching programs demonstrate dynamic teaching of the new syllabuses and excellence in 21st century pedagogy and assessment to ensure students are inspired,engaged and successful learners.

Extending leadership (BOMBB project)

Targetted and high quality professional learning and a BOMBB collegial leadership network supports all current and aspiring leaders to increase their leadership capacity,skills and knowledge.

Window of Success Cultural Plan Staff support Collaboration

The Window of Success including the BPS Cultural Plan is embedded into school culture & used as reference point by all staff, students & parents when making all decisions & planning future directions. "This is how we live so all students succeed & reach their potential."

PRODUCTS & PRACTICES

PRODUCTS

What is achieved and how do we know?

Students

95% of students are engaged in their learning and achieve at their full potential.

Teachers

100% of teachers collaborate, are engaged in providing a vibrant and dynamic 21st century learning environment and feel totally supported in doing so.

PRACTICES

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

Teachers

Excellence in Pedagogy and Assessment

All teachers confidently use three targetted 21st Century fluencies to develop integrated programs across KLAs. All teachers collaboratively workshop ongoing authentic assessment tasks to accurately assess a no. outcomes across KLAs allowing for effective forward planning & meaningful feedback to students.

Extending leadership

(BOMBB project)

All aspiring leaders increase their capacity and understanding roles/ responsibilities re leadership. All aspiring/current leaders plan & undertaken new projects school/BOMBB level based on future directions in education. All current/aspiring BOMBB leaders confidently utilise the skills from the mentoring/coaching PL to support teachers collaboratively set and maintain meaningful P & D goals.

Window of Success Cultural Plan

Staff support/Collaboration

All staff, students and the parent community use the Window of Success as a reference point for all educational and cultural decisions within the school.

Strategic direction 3: COLLABORATIVE COMMUNITIES

Fostering collaborative and purposeful partnerships within our community.

PURPOSE

Why do we need this particular strategic direction and why is it important?

To ensure success for all students in a rapidly changing world, through:

To strengthen purposeful, collaborative and inclusive community and learning partnerships through active engagement; committed to improving future focused student learning and associated 21st century skills and fluencies.

(Excellence in Learning)

IMPROVEMENT MEASURES

- Pre-data/Post-data
- Students mapped on the Fluency Snapshots to evaluate the level of proficiency for each fluency.
- Work samples and assessment tasks
- Anecdotal evidence student engagement.
- Teacher data shows consistent growth against Continuum mapping

PEOPLE

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

Students

Students recognise the importance of community involvement in their education. Students have opportunities to access authentic knowledge and expertise outside the teaching staff of the school.

Staff

Staffs have enhanced opportunities to utilise local resources and personnel with specific expertise. Staff feel supported and connected to the BOMBB community of schools.

Parents

All parents utilise the BPS Window of Success in all their dealings with the school. They are aware of our school strategic directions and feel connected with and supportive of the school, contributing positively to the education of BPS students as they can.

PROCESSES

Projects and Programs

Parents as Partners in Learning

(Community Partnership Matrix)

Students are fully supported by a strong school/parent partnership in all areas of their learning.

Home-school communication and mutual respect is enhanced through greater collaboration.

Working with our Community

Instigate a school/community calendar to encourage greater community support of our school and greater student participation in relevant community events.

Strengthening Learning through BOMBB partnership

Units are written on a collaborative basis across the BOMBB stage network and stored on the BOMBB weebly.

Place for current research documents for all to share.

Leadership resources and professional learning stored.

PRODUCTS & PRACTICES

PRODUCTS

What is achieved and how do we know?

Students

Students see the staff, parents and local community working together and valuing each other's contribution.

Students increasingly value their school and local community, feeling a sense of belonging. Student activities beyond the school are available and supported.

PRACTICES

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

Students

Students demonstrate greater pride and engagement with both the school and local community.

Staff

Staff work with parents and the local community to provide greater educational opportunities for our students. Staff collaboratively work with BOMBB stage groups to share and produce quality teaching and leadership resources.

Parents

Parents feel a greater connection with the school and develop a deeper understanding of school directions, current and future educational priorities and use the BPS Window of Success in all dealings with the school, its students and its staff.

ADDENDUM-OTHER KEY PROJECTS 2015

STAGE LEVEL	SCHOOL LEVEL	BOMBB/LVLC/BCCC LEVEL	PARENT/COMMUNITY LEVEL
<p>S3 Langford/21st C Learning Open Classroom</p> <p>Focusing on building problem solving and collaboration skills through project-based learning</p> <p>Self reflection and self-directed learning Setting learning and behaviour goals</p> <p>21st century learning skills of communication, collaboration, critical thinking and creativity Using Langford tools to support learning and teaching of individual and group organisation</p>	<p>Art Exhibition</p> <p>Change of format from previous art show to art exhibition to:</p> <ul style="list-style-type: none"> * increase sustainability over long term *upskill staff in Visual Arts through employment of art specialist teachers * PL for teachers re teaching Visual arts * main focus on teaching students skills, creativity, art styles,celebrated artists and artistic techniques utilising a variety of materials and themes * Greater focus on showcasing and celebrating student artwork 	<p>LVLC L3 Trainer/s</p> <p>Expanded so 3 local trainers working with ES1 and S1</p> <p>Lighthouse Valleyfest</p> <p>Showcase of public schools in the Byron Shire-CAPA- Education Week</p> <p>TEN Trainers</p> <p>Funding one primary and one high school teacher to be TEN trainers. Small schools to implement in 2015; Larger primary schools and high schools to implement in 2016.</p>	<p>Parent Communication</p> <p>School Stream</p> <ul style="list-style-type: none"> - Notifications of all events - Newsletter distributed electronically - Alert notices - Absentee notes - Sending notification of events by stage and adding notes to school stream - School Calendar of events - 2016 Google Cal. dates added phone <p>+ Flexischools</p> <ul style="list-style-type: none"> - canteen orders - uniform orders
<p>S2 Project-based learning</p> <p>Focused on teaching students the 21st century skills required for PBL- collaboration, communication,critical thinking and creativity.</p> <p>Self reflection and self-directed learning Setting learning and behaviour goals</p> <p>Planning to enable an open classroom by replacing wall with sliding doors</p>	<p>Musical</p> <ul style="list-style-type: none"> * Start to plan how to make 2017 School Musical more sustainable with less impact on teaching of curriculum, ASD etc students, school budget, teacher health. 	<p>BBHS</p> <p>Edmodo Y6 online project-based learning</p> <p>Term 2- Term 3 developing independent learning and research skills</p> <p>Y6 Science Transition Project</p> <p>Term 3 use of Science Labs to conduct science investigations</p>	<p>School Communication</p> <ul style="list-style-type: none"> - early notification of upcoming events -Information re school carnivals and how students progress to next levels -all notes to both parents -notes on website for access following school stream notification - stage parent/rep -SS.NL items clear
<p>S1 L3</p> <p>Self-directed learning. learning to collaborate with each other and individual problem solving</p> <p>Improving literacy skills as per school plan</p>	<p>Garden/Environmental Education</p> <p>Garden to Plate project</p> <p>Permaculture gardener, Y6 environmental ministry, parents & Y2-Y6 students ensure school garden included in curriculum-teaching growing, harvesting & cooking KIK</p> <p>Environmental Day</p> <p>Teachers supported by local groups and Dorroughby EEC.</p>	<p>BOMBB</p> <p>Combined PL W5 each term</p> <p>Focus on Implementation and upskilling of new Science and History curriculums.</p> <p>Providing practical activities and support for classroom teachers. Collaborating across schools to write/share units.</p> <p>Combined weebly</p> <p>To store and share units and resources.</p>	<p>Class Communication</p> <ul style="list-style-type: none"> - Term newsletter KLAs-how parents can assist - quick follow- up phone calls - let parents know early if child not 'C'- strategies to support/extend child <p>Stage Communication</p> <ul style="list-style-type: none"> -Book lists - Internet sites/apps
<p>ES1 L3</p> <p>Self-directed learning. learning to collaborate with each other and individual problem solving</p> <p>Improving literacy skills as per school plan</p>	<p>CAPA Education</p> <p>Instrumental Program- Conservatorium of Music Instrumental Program/band</p> <p>Music-combined teaching of music curric on Friday afternoons</p> <p>Visual Arts- specialist teachers K-6 planning teaching and ongoing PL for all school.</p> <p>Choirs-ensuring part of school culture and improving standard by whole school music time before assembly Friday ,</p>	<p>Pre-school BCCC</p> <ul style="list-style-type: none"> - Meeting of both pre-school and Kindergarten teachers in early T3 and late T4- common expectations re transition Use of THRASS materials to practise correct pronunciation and writing of sounds. - Shared Events * Billycart Derby * Kindergarten Orientation x 3 * Environmental Day * Musical theatre Show * Art Exhibition/ Art Show * Buddy Olympics/ Science Day/Y5 visit * collaborative planning any community event 	<p>Local Community</p> <p>Chamber of Commerce Billycart Derby, Cookbook, local projects and fundraising, ongoing support of school</p> <p>Lions Club Billycart Derby, student welfare, school projects, ongoing support school</p> <p>Showground Committee Markets,school parking, use of ovals and A & I Hall, ongoing support of school</p> <p>RSL ANZAC Day, students, ongoing support</p> <p>CWA-student welfare, grants, ongoing support, country project</p> <p>Bowling Club-raffles, events, sport, ongoing support of school</p>

PROFESSIONAL LEARNING 2015

CURRICULUM	Other SCHOOL PRIORITIES	STUDENT WELL-BEING	LEADERSHIP
<p>21st century learning T2-T4 Ian Jukes BOMBB SDD May variation of T3 SDD (\$ Rural/ Remote Grant) All teachers K-6(23)</p>	<p>Window of Success T1-T4 Staff meeting T1, T3 P & C Meetings & Parent Forum T3 Newsletters ongoing from T3 Classroom introductory lesson plus ongoing implementation across all areas of the school Teachers (23) Students (285) Parents(190 families) (\$ nil)</p>	<p>YCDI Pl re YCDI for all new teachers and setting up folders for all teachers re YCDI PL at staff meeting re 9 values- purpose, what, how to teach, building into each day- once a semester self-reflection and setting of learning and behaviour goals. One aspiring/current leader to lead planning committee & SRCon making YCDI part of the school culture. (\$1000)</p>	<p>BOMBB Rural and Remote Grant * Current and Aspiring Leaders Mentor PL upgraded SCU MET plus Principal PL based on other mentoring projects * Leadership Goal setting incorporating David Townsend into PDP as appropriate. BPS current leaders to undertake initial project * Ian Jukes PL re 21st Century Learning (\$20 000)</p>
<p>Writing L3 (K-2) T1-T4 Ongoing training for K teachers (2) New 2 year PL project for Y1-Y2 teachers(5) \$17 000 = casuals \$20 000 inc BT x 2</p> <p>7 Steps to Writing (Y3-Y6) T2-T4 2 x Y3-Y6 teachers trained (2) (\$1 000) PL through stage meetings (10)</p>	<p>School Cultural Plan T1-T4 Staff meeting T1 school values, T3 Cultural Plan Classroom introductory lesson plus timeline for ongoing implementation of school/stage/ class traditions across all areas of the school Teachers (23) Students (285) Parents newsletter T4 (190 families) (\$500)</p>	<p>Positive Outcome Process P and AP to provide PL for other executive @ Executive Meeting T3 All executive to use POP with students for ongoing behaviour/ social mediation issues. POP PL to be provided to all staff 2016 (\$Nil)</p>	<p>Art of Leadership Principal and AP to undertake this PL throughout 2015. Window of Success POP Intrinsic behaviour modification Providing PL for current & aspiring leaders based on A of L to be introduced into BPS across 2015- 2017 APs x 2 to undertake PL in 2016 (\$8 000)</p>
<p>Science- BOMBB T1-T3 SDD T1 plus ongoing PL each W5 Wednesday with BOMBB schools APs leading PL with Principal support Planning time W2 Terms 1-3 Implementation, writing and sharing of units and practical classroom resources/PL including Dorroughby EEC for PL (\$2000)</p>	<p>Visual Arts T1-T4 Employment of Visual Arts Specialist Teachers CAPA committee to plan Art Exhibitions x 2 plus ongoing staff PL re teaching of visual arts skills, techniques and materials (\$10 000) partly financed through RAM Gonski funding and Art Exhibitions</p>	<p>Autism LaST, CT and SLSO Sue Larkey Autism PL T2 (\$1 000) Upskill LST team at LST meeting re strategies and understandings Upskill all teachers at Comm Meeting and through 1 page Action/Language/Not to Do Summary Whole staff PL provided by Lyn Duncan T2 Ongoing support and PL for all teachers- raising awareness of all students.</p>	<p>Stronger, Smarter Principal to attend PL throughout 2015. School Cultural Plan to be implemented across the school 2015 Raising profile of Aboriginal education across all school events Increasing collaboration with Arakwal people beyond NAIDOC week Ongoing implementation of Stronger, Smarter in 2016- 2017 (\$4 000)</p>
<p>History- BOMBB T3-T4 SDD T4 plus PL T4 W5 Wednesday with BOMBB schools APs leading PL with Principal support Planning time W2 Term 3 & 4 Implementation, writing and sharing of units and practical classroom resources/PL Peter Markham Leading History in schools PL (\$1600)</p>	<p>Authentic assessment T3-T4 Following on from SDD 21st Century Learning Collaborative writing of units based on the new English, Maths, Science or History curriculums focusing on writing authentic assessment tasks. (BOMBB/ School PL) (\$ Nil incorporated with other PL costs)</p>	<p>NCCD LaST to provide ongoing support and stage/ individual PL following on from whole school PL in 2014. Teachers learn to make, record and plan for appropriate adjustments for all students with learning/social/emotional. health needs. Whole school list / individual profiles established. Individual class summary for casual teachers. (NCCD grant)</p>	<p>Other Leadership PL Edutech- 1 x AP (\$4 000) PL for current/aspiring leaders + whole staff 2015-2016 <u>Meet Manager</u> (\$ 1 000) 2 x current/ aspiring leaders Running school and district events-succession planning <u>CLN</u> (\$ 2 000) 5 x current/aspiring leaders upskilling re leadership in schools <u>Principal PPA/Conference -Principal + 3 APs</u> (5 000).</p>