



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.

SCHOOL PLAN 2016

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.

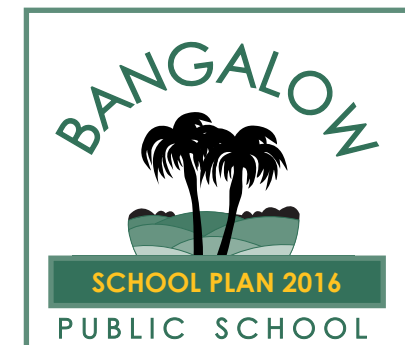


Successful Learners

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 2016

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 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

Term 1 2016 Parent phone surveys were conducted to gather feedback from parents. Assessment and other data from across the school was used by the staff and executive to evaluate, analyse and review the School Plan 2015-2017 and to update our School Plan 2016.

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. Solution Fluency movement from 100% students at aspiring level to at least 75% at acceptable level
- All teaching and learning programs will include the explicit teaching of the Solution Fluency- Critical Thinking & Problem Solving
- Teacher data shows 80% of students are at/above on Writing Continuum
- 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 explicit teaching of the Solution Fluency 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 executive 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

75% of students demonstrate proficiency in their integration of 21st century skills and use of Solution Fluency 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 Solution Fluency in classroom
100% teachers confident implement Solution Fluency

Writing

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

Increase % of students in Band 7 and Band 8 by at least 2%.

Well-Being

All executive 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 Soltuion Fluency.

75% 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.

A 50% reduction in repeat incidents of the same nature by using the Positive Outcome Process.(Sentral Data)

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 one 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

- School google calendar established T1
- parent google calendar established T2
- Community google calendar established T3 (BCCC)
- Parents working as ongoing partners with our school to provide environmental/gardening education. K-6
- Y3-Y6 students involved in community events (Feros Village, Show, Bangalow Billycart Derby, ANZAC Day)
- BOMBB units on shared weebly

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.

Increased parent engagement with the school and its priorities through better use of communication tools.

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.