# School Plan 2015 – 2017

**Ballina Public School**     **School Code: 1112**

# **School Background** 2015 - 2017

## School Vision Statement

Ballina Public School strives to be a safe and supportive environment where…

- ✓ FRIENDSHIPS are made;

- ✓ LEARNING and FUN takes place every day; and

- ✓ Students are inspired to BE THE BEST THEY CAN BE

## School Context

Ballina Primary School is situated in the large regional community of Ballina, on the Richmond River in northern New South Wales. Ballina stands on Bundjalung land and continues to have a thriving Aboriginal Community. It has a long history as being a regional centre, servicing the rural, tourism, fishing and agricultural industries of the district. Ballina Primary School was first established in 1861. The school is part of the Plateau to the Sea learning community.

There are currently 251 students enrolled at the school in 11 classes. Of these, 27% identify as being Aboriginal or Torres Strait Islander. Students come from diverse cultural and family backgrounds including some in care through the Department of Community Services. The school is staffed by a dedicated team of 18 teachers. The team is supported by School Learning Support Officers, an Aboriginal Education Officer and a professional team of administrative staff. The school has strong links with the Ballina-Cabbage Tree Island Aboriginal Education Consultative Group.

Ballina Primary School provides a wide range of educational opportunities across the six Key Learning Areas and also many additional extra-curricular activities. The staff and students strive to maintain a positive learning and social environment through the implementation of the Positive Behaviour for Learning Program.

## School Planning Process

During Term 4, 2014 an invitation was sent to parents, community, AECG and local Aboriginal organisations to attend an information session about the new school plan. At this meeting a power point was delivered and interested parties were invited to join a school plan team. Five teachers, and Aboriginal Education Officer and a P & C representative formed this new team.

The executive team developed survey questions for staff, students, parents and the wider community. These were taken to a whole staff meeting for discussion and approval. Surveys were then distributed to these groups via newsletter, the school website, handed out in class and emailed. The school plan team met and read all surveys and collated all responses on post-it notes and then into tables. Strengths and weaknesses were identified through this process. The team met weekly to discuss the feedback. The previous school plan was distributed and discussed, identifying areas that should remain in the new plan.

# School Strategic Directions 2015 - 2017

## Student Learning and Wellbeing

**Purpose:**
*Our school is centred on the educational and emotional needs of its students. A curriculum that meets student needs and that creates 21st Century learners is presented. Personalising learning, so that students have full access to the curriculum while delivering long-life skills is our focus.*

## Teaching and Leadership

**Purpose:**
*The art of teaching in our school is maintained and monitored continually so that students receive the best possible tuition. Teachers identify areas of their performance to improve through their professional development plan. Peer collaboration and the sharing of expertise are evident, as is a rigorous program of teacher assessment. Leadership is dynamic, with strong strategic, financial and resource planning as features.*

## Our School in the Community

**Purpose:**
*Our school is recognised as a leader in education on the Far North Coast. Our school's standing in the community is one of opportunity and pride. It sees the relationship between teacher and parent as vital to student success. Our school maintains strong links with its Aboriginal community.*

# Student Learning and Wellbeing

## Purpose

*Our school is centred on the educational and emotional needs of its students. A curriculum that meets student needs and that creates 21st Century learners is presented. Personalising learning, so that students have full access to the curriculum while delivering long-life skills is our focus.*

### Improvement Measures

- ❖ Personalised learning programs across classrooms K-6
- ❖ Consistent data collection that shows improved student performance and that informs planning
- ❖ Targeted professional learning programs that reflect school planning

## People

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

**Students:**
- Students are provided with rich and engaging learning activities that reflect syllabus requirements as well as their needs and interests. They work collaboratively with their teachers, support staff, peers and parents to continually build their skills and knowledge.
- Students participate in assessment activities which help them identify areas of strength and areas for further development.

**Staff:**
- Teachers strive to develop learning programs that cater for student need. They utilise modern learning systems such as L3 and TOWN.
- The L3 tutor and instructional leader work closely with school executive and teachers and assist them to use evidence to drive their teaching.
- Teachers continually reflect on and refine their practice so as to improve their performance and thus the learning outcomes of students.
- Support staff includes School Learning Support Officers, Speech and Occupational Therapists and they work to support teachers and students through intensive, targeted programs.

**Parents and Carers:**
- Parents and carers participate in personalising student learning, identifying and relaying key information about their children to staff.
- Parents and carers participate in summative and formative evaluations of student progress and of class programs through regular feedback initiatives.

## Processes

**How do we do it and how will we know?**

- Teachers develop quality learning programs that marry syllabus requirements with student needs and interests. Teachers work collaboratively with colleagues and parents to identify the specific needs of their students and to find solutions and strategies that move them along the learning continuum. Together they identify and utilise effective sources of assessment data to generate key literacy and numeracy targets. Teachers then use this data to look at whole class, small group or individual strategies that aim to achieve targets.
- Teachers will become more familiar with the clusters of the Literacy and Numeracy continua, and be able to develop learning processes that enable students to progress along them.
- Staff will develop a K-6 assessment schedule in Literacy and Numeracy that provides consistent data and thus informs programming
- Examples of modern learning systems utilised include:
  - L3 for Early Stage 1 and Stage 1 students;
  - Instructional Leadership support for Stage 2 and 3 students;
  - Targeting Effective Numeracy Strategies (ES1 and Stage 1)
  - Taking Off With Numeracy (Stage 2)
  - A whole-school School Learning Support Officer Program that sees each class supported by extra SLSOs
  - The Ready Set Go program for students moving into Kindergarten in the following year
  - Year 6-7 Transition activities
  - National Consistent Data Collection
- Aboriginal Education Initiatives include
  - Year 6-7 Transition activities

## Products and Practices

**What is achieved and how do we measure?**

### Student Products
- Students progressing along the Literacy and Numeracy continua
- Class programs that include opportunities for students to read and write independently every day
- Class programs that reflect explicit teaching and differentiation of the curriculum so that they are meeting the needs of the students

### Staff Product and Practices
- Learning programs that reflect the needs of the students as well as syllabus requirements
- Consistent data collection:
  - Parental contact and feedback
  - PLAN data
  - Classroom handovers
  - Formative and summative assessments
  - Personalised Learning Plans
  - Syllabus access and adjustments
- Targeted professional learning provided through regular collegial stage meetings
- Improved student outcomes as a result of Teacher Professional Learning being reflected in classroom practice and program development

### Parent and Carer Products
- Parents and carers being able to provide input into the learning needs of their children
- Regular feedback from parents and carers as to success of learning programs

**Community Partners:**

- Parents and community members build capacity to participate in consultation and decision making processes.

**Leaders:**

- School leaders develop skills in systematically assessing school and student performance and in identifying areas of need.
- School leaders work closely with key stakeholders to identify initiatives that utilise available resources and ultimately help achieve learning outcomes for students.

- o Norta Norta
- o Bro Speak/Stronga Sistas
- o Rock and Water
- Health Support Programs include
  - o Speech Therapy
  - o Occupational Therapy
  - o Early Intervention
  - o Bullinah Aboriginal Health Service support
  - o Breakfast Club
  - o Kids Matter
- School Resourcing and Improvement Initiatives
  - o School Furniture improvements
  - o Technology Support – Data (Sentral)
  - o Classroom Sound Fields
  - o Extensive Literacy and Numeracy resourcing

**Evaluation Plan**

- Classroom program supervision specifically relating to school plan and student need
- Monitoring of assessment schedule development and data gathering
- Collegial meetings show process implementation
- Feedback processes involving students and parents/carers.

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

**Practice:**

- Quality learning programs that marry syllabus requirements with student needs and interests
- Collaboration within and between teachers and parents to identify the specific needs of their students
- Explicit effective teaching across all Key Learning Areas, but especially Literacy and Numeracy, utilising current modern learning systems
- Targeted support programs that address equity issues and other needs

# Teaching and Leadership

## Purpose

*The art of teaching in our school is maintained and monitored continually so that students receive the best possible tuition. Teachers identify areas of their performance to improve through their professional development plan. Peer collaboration and the sharing of expertise are evident, as is a rigorous program of teacher assessment. Leadership is dynamic, with strong strategic, financial and resource planning as features.*

### Improvement Measures

- ❖ Personalised learning programs across classrooms K-6
- ❖ Consistent data collection that shows improved student performance and that informs planning
- ❖ Targeted professional learning programs that reflect school direction and staff need

## People

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

**Students:**
- Students are empowered to be active learners through involvement in lesson planning and direction
- Student capability is developed through quality lesson provision. Formative and summative feedback is provided linked to the Literacy and Numeracy Continua so that the students can visualise learning direction and skill development

**Staff:**
- Teachers work collaboratively to develop their understanding of the Quality Teaching domains and how they relate to the Australian Professional Standards for Teachers
- Teachers maintain a Professional Development Plan that reflects the Performance Development Framework and that meets their goals, strengths and areas for development
- Teachers collaborate with each other so as to share expertise

**Leaders:**
- School leaders set and reflect on school direction in consultation with staff, students and community
- School leaders use data to inform strategic decision making
- School leaders facilitate professional learning and constructive feedback as part of staff performance management

**Parents and Carers:**
- Parents and carers are provided with opportunities to contribute to the learning of students that is offered by the school
- Parents and carers are provided with the opportunity to have input into school evaluation and direction

## Processes

**How do we do it and how will we know?**

- The development of a needs-based professional learning system in staff, including:
  - Professional Learning Plans developed by teachers and Principal
  - Formalised professional learning within stage groups
  - Mentoring program
  - Beginning teacher and Aboriginal teacher support
  - L3 (Early Stage 1 and Stage 1)
  - Instructional Leadership (Stage 2 and 3)
  - Targeting Effective Numeracy Strategies (ES1 and Stage 1)
  - Taking Off With Numeracy (Stage 2)
- Leadership development initiatives, including:
  - Stronger Smarter Leadership Program
  - Visible Learning
  - North Coast Initiative for School Improvement
  - The Art of Leadership
- Teachers will become more familiar with the clusters of the Literacy and Numeracy continua, and be able to develop learning processes that enable students to progress along them
- Teachers will become more familiar with the Australian Curriculum through structured professional learning activities

## Products and Practices

**What is achieved and how do we measure?**

**Student Products:**
- Students learn in a safe, inclusive and engaging environment, leading to enhanced student wellbeing
- Students receive instruction that caters for their needs in conjunction with syllabus outcomes

**Staff Product and Practices:**
- School leaders who set and reflect on school direction in consultation with staff, students and community
- Leaders and staff who are highly knowledgeable of current thinking and methods
- Teachers who demonstrate their knowledge and understanding of professional standards and syllabus requirements through their daily practice.
- Professional Development Plans that reflect the Performance Development Framework and Australian Professional Standards for Teachers

**Parent and Carer Products:**
- Opportunities to contribute to the learning of students that is offered by the school
- Parents and carers being able to provide input into school direction
- Regular feedback from parents and carers that indicates success and acceptance of school direction and planning

**Community Partners:**
- Community partners are offered the opportunity to collaborate and cooperate with the school so as to deliver services that enhance the learning and wellbeing of students

**Evaluation Plan**

- Data gathering systems, including:
    - Classroom program supervision
    - Monitoring of assessment schedule development
    - Feedback processes involving students and parents/carers
    - PLAN software
    - Staff reflection on Performance and Development Plans
    - Student and community feedback initiatives
    - School plan milestone monitoring

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

**Practice:**
- Students demonstrate a confidence as learners, being willing to take risks and to try new things
- Staff implement effective teaching and leadership practices based on research that reflects the ongoing learning and wellbeing needs of their students

# Our School in the Community

## Purpose

*Our school is recognised as a leader in education on the Far North Coast. Our school's standing in the community is one of opportunity and pride. It sees the relationship between teacher and parent as vital to student success. Our school maintains strong links with its Aboriginal community.*

### Improvement Measures

- ❖ Students learning in a happy and safe environment
- ❖ A high level of parental participation in school events and information sharing initiatives
- ❖ School feedback processes become a major part of school planning
- ❖ Ballina Public School's presence in community enhanced, as measured by community consultation

## People

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

**Students:**
- Students lead and participate in a range of activities that showcases the school
- Students participate in learning program development and evaluation
- Students communicate with and build relationships with the wider community through a variety of initiatives

**Staff:**
- Teachers develop their skills in maintaining positive parent partnerships
- Staff access community groups for classroom support and expertise
- Staff are encouraged to attend Aboriginal Education Team and Deadly Circle meetings
- Teachers access existing professional relationships with staff from other schools
- Teachers participate in presenting parent workshops and in student tutoring activities

**Parents and Carers:**
- Parents and carers participate in school-run training initiatives such as Merit Selection and parent-teacher information sessions
- Parents and carers contribute to school planning and decision-making through informal and formal means

**Community Partners:**
- School invites stakeholders to interagency meetings, highlighting the importance of these relationships
- Community partners involve themselves in school initiatives where possible
- Community partners support school's vision and strategic directions

**Leaders:**
- School leaders highlight focus on

## Processes

**How do we do it and how will we know?**
- Students are provided with opportunities to attend community and other school events so as to build on their leadership skills and their community awareness
- Students, staff, parents and the community are provided with opportunities to develop improved communication and promotion practices
- School organised community events such as working bees and school performances
- The employment of a Community Liaison Officer whose role is to enhance the school-community partnership and to highlight school achievements and successes
- Strong and productive alliances with other student wellbeing agencies
- Parent-Teacher Meeting Program
- Aboriginal Education initiatives that increase parental participation and input, including
  - Aboriginal Education Team meetings off-site
  - Staff attending Deadly Circle
  - NAIDOC Week
  - Awards Night
  - AECG participation
- School environment improvements, including
  - Murals
  - Yarning Circle
  - Flagpoles
- Plateau to the Sea initiatives
  - Careers Day
- Community Use of Facilities system that encourages community involvement in the school and that highlights its presence as part of the town
- Before and After School Care
- School Promotion initiatives including regular media releases

## Products and Practices

**What is achieved and how do we measure?**

**Student Products:**
- Students learn in a safe, inclusive and engaging environment
- Students participate in learning program development that involves school/community partnerships
- Students notice and appreciate school improvement initiatives

**Staff Product and Practices:**
- Teachers are provided with background information from parents regarding the students in their care
- Teachers collaborate within the Plateau to the Sea Learning Community, leading to improved and consistent curriculum delivery and staff mentoring
- Staff value collaborative planning that lead to improve student learning outcomes

**Parent and Carer Product and Practices:**
- Parents and carers value and appreciate collaborative planning that is aimed to improve student learning outcomes
- School's community standing is enhanced and appreciated
- Noticeably increased parent involvement in all school initiatives
- High level of attendance at school functions
- Collaborative feedback and reflection initiatives generate shared learning and innovation
- School practices that are responsive to community feedback

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

**Practice:**
- Key school stakeholders accept and support the values of the school and of its strategic directions

improving teaching and learning opportunities, utilising data sources to inform decision making and to reflect on performance

- School leaders enact a strong commitment to accessing current research, best practice and data analysis
- School leaders maintain highest degree of professionalism with dealing with all community stakeholders

**Evaluation Plan**

- Data gathering systems, including:
  - Student and community feedback initiatives including surveys, exit polls and focus groups
  - School plan milestone monitoring