

School plan 2015-2017

Ballina Public School 1112

School background 2015–2017

School vision statement

At Ballina Public School, learning is at the forefront, underpinned by a growth mindset, reflecting resilience, persistence, innovation, excellence and critical thinking in its students.

School context

Ballina Public 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, 31% identify as being Aboriginal or Torres Strait Islander. Students come from diverse cultural and family backgrounds including some in care through Family and Community Services. The school is staffed by a dedicated team of 20 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 Public School provides a wide range of educational opportunities across the six Key Learning Areas and also many additional extra-curricular activities. 2017 saw the establishment of a multi-categorical support class at the school. 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 school information was delivered and interested parties were invited to join a school plan team. Five teachers, an 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 via email. The school planning team met and read all surveys and collated all the responses. 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



STRATEGIC DIRECTION 1

Learning and Wellbeing

Purpose:

Our school is centred on the educational and emotional needs of its students. We aim to create a culture of learning that focuses on the whole student. via a curriculum that reflects student need and a future focus.. Personalising and differentiating learning, coupled with a range of support systems, will lead to positive change and will foster wellbeing in our students.



STRATEGIC DIRECTION 2

Leadership

Purpose:

Leadership at Ballina Public School is dynamic, and is a feature of everything we do. The school enjoys strong strategic, financial and resource planning as features, and the staff and students are provided with ongoing opportunities to develop their leadership skills. The school has positioned itself as a leader in public education on the North Coast, being highly responsive with quality learning and wellbeing programs evident, for the benefit of all.



STRATEGIC DIRECTION 3

Our School Community

Purpose:

Our school's standing in the community is one of opportunity, support and pride. It has served the community since 1861, and has been a focal point of the township of Ballina. Our school sees the relationship between teacher and parent, as well as between it and the community as vital to student success. Our school maintains strong links with its Aboriginal community.

Strategic Direction 1: Learning and Wellbeing

Purpose

Our school is centred on the educational and emotional needs of its students. We aim to create a culture of learning that focuses on the whole student. via a curriculum that reflects student need and a future focus.. Personalising and differentiating learning, coupled with a range of support systems, will lead to positive change and will foster wellbeing in our students.

Improvement Measures

Individualised learning programs across classrooms K–6

Consistent data collection that shows student growth and that informs planning

Strong and consistent support structures that reflect need and that promote learning and wellbeing

People

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.

Staff

Teachers develop learning programs that are individualised and that cater for student need.

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 use evidence to reflect on and refine their practice so as to improve their performance and thus the learning outcomes of students.

Support staff work to support teachers and students through intensive, targeted programs.

Parents/Carers

Parents and carers participate in personalising student learning, identifying and relaying key information to staff.

Parents and carers participate in summative and formative evaluations of student progress and of class programs through regular feedback initiatives.

Community Partners

Processes

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 that move students along the learning continuum. Teachers utilise effective assessment data to generate key literacy and numeracy targets.

Teachers 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 develop a K–6 assessment schedule in Literacy and Numeracy that provides consistent data and thus informs future planning

Evaluation Plan

Classroom program supervision that specifically relates to school plan and student need

Evidence gathering processes that reflects learning continua

Feedback processes involving all key stakeholder.

Practices and Products

Practices

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

Regular feedback from parents and carers as to success of learning programs

Products

Students progressing along the Literacy and Numeracy continua

Class programs that include opportunities for individualised learning in students

Class programs that reflect explicit teaching and differentiation of the curriculum so that they are meeting the needs of the students

Improved student outcomes as a result of teacher professional learning being reflected in classroom practice and program development

Parents and carers being able to provide input into the learning needs of their children

Strategic Direction 1: Learning and Wellbeing

Improvement Measures

People

Parents and community members build capacity to participate in learning and support programs

Leaders

School leaders systematically assess 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 support learning outcomes for students.

Processes

Practices and Products

Strategic Direction 2: Leadership

Purpose

Leadership at Ballina Public School is dynamic, and is a feature of everything we do. The school enjoys strong strategic, financial and resource planning as features, and the staff and students are provided with ongoing opportunities to develop their leadership skills. The school has positioned itself as a leader in public education on the North Coast, being highly responsive with quality learning and wellbeing programs evident, for the benefit of all.

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 needs

People

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/Carers

- Parents and carers are provided with opportunities to contribute to the

Processes

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

Evaluation Plan

- Data gathering systems, including:
 - Classroom program supervision
 - Monitoring of assessment schedule development
 - Feedback processes involving students and parents/carers

Practices and Products

Practices

Staff Products 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

Newly Embedded Practices:

- 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

Products

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

Parent and Carer Products:

Strategic Direction 2: Leadership

Improvement Measures

People

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

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 well-being of students

Processes

- PLAN software
- Staff reflections on Performance and Development Plans
- Student and community feedback initiatives

Practices and 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 indicate success and acceptance of school direction and planning

Strategic Direction 3: Our School Community

Purpose

Our school's standing in the community is one of opportunity, support and pride. It has served the community since 1861, and has been a focal point of the township of Ballina. Our school sees the relationship between teacher and parent, as well as between it and the community 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

Students

- Students lead and participate in a range of activities that showcase 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/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

Processes

- 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
 - YarningCircle
 - Flagpoles

Evaluation Plan

- Data gathering systems, including:
 - Classroom program supervision
 - Monitoring of assessment schedule development
- Feedback processes involving students

Practices and Products

Practices

Newly Embedded Practices:

Key school stakeholders accept and support the values of the school and its strategic directions.

Products

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:

- 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:

Strategic Direction 3: Our School Community

Improvement Measures

People

- Community partners involve themselves in school initiatives where possible
- Community partners support school's vision and strategic directions

Leaders

- School leaders highlight focus on 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

Processes

- and parents/carers
- PLAN software
- Staff reflections on Performance and Development Plans
- Student and community feedback initiatives

Practices and 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 indicate success and acceptance of school direction and planning