



School plan 2018-2020

Ballina Public School 1112

School background 2018–2020

School vision statement

At Ballina Public School we develop in our students a love for learning. As life-long learners, they strive to become successful, confident, creative and active individuals. To this end, the school provides high quality, innovative teaching practices, as well as visible and instructional leadership.

Our school is a key part of the Ballina community and it enjoys quality partnerships with its families and the wider community.

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 247 students enrolled at the school in 11 mainstream classes, and 2017 saw the establishment of a multi-categorical support class at the school. Of the student body, 40% 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 teachers which is supported by a thorough Learning and Support Team, School Learning Support Officers, an Aboriginal Education Officer and highly organised and professional 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 Key Learning Areas as well as many additional extra-curricular activities. The staff and students strive to maintain a positive learning and social environment reflective of the Wellbeing Framework.

School planning process

As part of the continual review of school planning, and in transitioning between the 2015–2017 plan and this current one, a range of processes were initiated across the school. School staff reflected on the previous plan's milestones and improvement measures, and related these to departmental priorities and the current school context. This was carried out through staff meetings and a self-assessment survey reflective of the School Excellence Framework. The results informed the school's vision and draft strategic directions, which were shared with the parent body via P&C meetings, newsletter updates, the school website and focus group sessions. A student voice as to these directions was garnered through the school's student leaders and the Student Representative Council.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 A Culture of Learning

Purpose:

To develop an inclusive culture of learning which focuses on the whole student through data analysis and a curriculum that reflects student need and a future focus: Personalising and differentiating learning under the umbrella of a growth mindset in all our learners; offering a range of innovative and engaging learning experiences both in and out of the classroom, to lead to growing a culture of learning across the entire school setting.



STRATEGIC DIRECTION 2 Quality teaching

Purpose:

For teaching at Ballina Public School to be dynamic and thorough with strong strategic, financial and resource planning with staff delivering engaging learning opportunities for students which are reflective of need. Support structures will be featured for all students as they progress through stages of their cognitive and emotional growth. Staff will be provided with ongoing opportunities to develop their teaching and leadership skills through a multi faceted approach to reflective practice.



STRATEGIC DIRECTION 3 Effective Leadership

Purpose:

For effective leadership to raise the school's standing in the community as a school of learning opportunity, high expectations and pride. Leading school partnerships to support student growth and wellbeing for an ever changing world through future focused communication, innovation and effective curriculum resulting in increased student and staff capability.

Strategic Direction 1: A Culture of Learning

Purpose

To develop an inclusive culture of learning which focuses on the whole student through data analysis and a curriculum that reflects student need and a future focus: Personalising and differentiating learning under the umbrella of a growth mindset in all our learners; offering a range of innovative and engaging learning experiences both in and out of the classroom, to lead to growing a culture of learning across the entire school setting.

Improvement Measures

100% classes and teacher programs reflect How2Learn pedagogy and grow student capacity to discuss learning

Consistent data collection shows student growth– informs planning, shows evidence against Syllabus outcomes.

Students demonstrate 1 year of growth for 1 year of learning.

AEC meetings discuss Aboriginal student data: Students know PLP targets and achievement is acknowledged.

100% of PLPs K–6 are current, and clearly build on data and observations gathered during the preceding period.

Aboriginal Education Action Plan develop to drive Aboriginal Education targets.

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.

All students will learn about Aboriginal and Torres Strait Islander Australia as part of their experience in class, co–curricula and extra–curricula

Staff

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

The instructional leader work closely with school executive and teachers and assist them to use evidence to drive their teaching 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 speak positively of their own student's engagement at the school and the cultural proficiency of the staff when dealing with Aboriginal students.

Leaders

Leaders ensure strategic directions inform planning with all staff reflecting regularly on milestones

Processes

Teachers become more familiar with the literacy and Numeracy progressions and mapping them against the Syllabus, and be able to develop learning processes that enable students to progress along them.

Teachers are confident in being able to deliver Aboriginal and Torres Strait Islander–focused content. Detailed curriculum plan references to ATSI Australia are evident across all year levels and across a wide range of learning areas.

All students will learn about Aboriginal and Torres Strait Islander Australia as part of their experience at Ballina Public School in class, co–curricular and extra–curricular.

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.

Evaluation Plan

Regular 5 weekly data analysis to inform programming and address student learning needs.

Student growth recorded on learning progressions.

PLPs for Aboriginal students are regularly updated and authentically addressed in the classroom setting.

All staff reflect PBLand How2Learn focus in PDP

Practices and Products

Practices

Consistent data collection:

Parental contact and feedback

PLAN 2 data

Classroom handovers

Formative and summative assessments

Personalised Learning Plans

Syllabus access and adjustments

Progressions used to support students not achieving expected benchmarks

How2Learn pedagogy embedded in teacher practice to support a growth mindset in all learners

Ongoing Professional learning for all staff resulting in reflective practice

Staff across a range of roles (Principal, DP, Executive) systematically collect and analyse data relating to the Aboriginal students' engagement, progress, pathways and achievement (as a cohort and as individuals).

Ballina Public School has specific and targeted transition for ATSI students.

Products

Classroom learning environments will reflect H2L philosophy and a clear focus for learning.

Targeted professional learning provided through regular collegial stage meetings

Strategic Direction 1: A Culture of Learning

Practices and Products

and 1:1 meetings with Instructional Leader focused on data and student growth against EAFs benchmarks

Strategic Direction 2: Quality teaching

Purpose

For teaching at Ballina Public School to be dynamic and thorough with strong strategic, financial and resource planning with staff delivering engaging learning opportunities for students which are reflective of need. Support structures will be featured for all students as they progress through stages of their cognitive and emotional growth. Staff will be provided with ongoing opportunities to develop their teaching and leadership skills through a multi faceted approach to reflective practice.

Improvement Measures

NUMERACY

100% teacher programs to reflect a pedagogical shift in the teaching of numeracy.

K–2 show a growth of 20% of students at stage expectation in multiplication and division

Increase of 20% K students at stage expectations in backwards number

K–2 show a growth of 10% of students at stage expectation in patterns

READING: to increase student growth from K to end of Yr 2 by at least 30%

WRITING

Improve student growth from K–2 into a positive growth of at least 10% of students by the end of year 2 (baseline data shows decline in achievement from end of year Kindergarten to end of year 2; 54% of students achieving stage expectations end

People

Students

Students will experience differentiated learning at point of need and be clear of learning intentions and success criteria in all lessons

Staff

Staff will engage in whole school programs and professional learning to build capacity in teaching and leadership across the school.

Leaders

Leaders will develop strategic programs to strengthen teaching capacity and student outcomes across the curriculum. Leaders will support staff in reflective practice and development of PDP.

Parents/Carers

Support staff will be supported to understand the learning intentions, success criteria and whole school programs in place to improve student outcomes.

Community Partners

Community partners will add to the rich educational opportunities provided to students and volunteers will be supported with training.

Processes

How 2 Learn professional learning, rigorous and ongoing, for all staff. All classrooms to reflect How to Learn practices and procedures to support student learning.

Staff supported in the implementation of Seven Steps Writing across the school; supporting students to build writing skills to improve the standard of writing K–6

Teaching programs reflecting effective curriculum and differentiation responding to data and student need at point in time.

Building Numeracy Leaders Project BNL will extend participants' knowledge and capabilities to enhance the numeracy outcomes of students in *Early Action for Success* schools. The professional learning of BNL is designed around evidence from research, school and state-wide data and identified needs of participants. It strives to build the pedagogical and mathematical knowledge of teachers, enhancing their knowledge and practices

Intervention programs with professional and trained personnel will be implemented to address individual student need. Multitilt will be coordinated with volunteers

SLSOs will be used to provide quality, targeted support for students with additional needs in line with whole class programs.

Learning Support Teachers will support teachers to develop their skills for identifying and supporting students with additional academic and wellbeing needs.

Students in Out of Home Care will be

Practices and Products

Practices

Lessons will utilise learning intentions and success criteria to build lesson focus and student understanding

All classes will have daily literacy incorporating Seven Steps to Writing program

Modelled, guided and independent procedures will be followed in literacy and numeracy sessions

Numeracy programs will include a clear focus on quality Number Talks, addressing conceptual maths instruction and clearly articulate the use of current and authentic data to plan for and track student growth

Products

Teacher programs and learning environments reflect a shift in practice to differentiate student learning

Students will understanding learning intentions and classes will reflect growth mindset dispositions

All staff will have purposeful and authentic PDP targets to address their own professional needs

Strategic Direction 2: Quality teaching

Improvement Measures

of K to yr 2

Processes

supported with individualised learning programs and cooperative processes with carers and relevant agencies.

Students with additional needs including those with identified disabilities will be supported with individualised learning programs and cooperative processes with family and relevant agencies.

Evaluation Plan

PDPs will be authentically developed with all staff members by supervisors and evidence of achievement reviewed each semester.

Teacher PL will be reflected in teacher practice and improved student outcomes.

Student data will be effectively analysed and reflected in teaching programs and differentiated learning in all classes.

Strategic Direction 3: Effective Leadership

Purpose

For effective leadership to raise the school's standing in the community as a school of learning opportunity, high expectations and pride. Leading school partnerships to support student growth and wellbeing for an ever changing world through future focused communication, innovation and effective curriculum resulting in increased student and staff

Improvement Measures

Technology will be an integral part of all class programs.

PBL will be evident across all settings with data showing decrease in problem behaviour

How2Learn

AEC

L&S

People

Students

Will understand themselves as learners and have access to technology which supports innovative and future focussed learning.

Student leaders will be an integral part of school events and have responsibility for leading the SRC

Staff

Staff will deliver an effective, future focussed curriculum to increase student capability in understanding their own capacity to make a difference

Leaders

Will support staff and students to have access and understanding of future focussed innovative practices which build the capability of students and their families

Parents/Carers

Will be supported to engage in all aspects of student learning and school life

Community Partners

Will continue to be valued and encouraged as an integral part of the whole school community

Processes

All class programs will be evidence of effective and innovative curriculum implementation to support student learning with the integration of technology

How2Learn will build staff capacity enabling students to understand themselves as learners who can grow in capability

PBL team regularly analyse student and teacher data to build on effective implementation of PBL across the school

Regular communication with parents and carers to authentically implement PLPs, learning support and wellbeing programs

Evaluation Plan

Practices and Products

Practices

PBL team meets weekly to analyse data. Program for PBL focus every 5 weeks.

Staff and students will integrate technology into all aspects of the school curriculum.

Products

Consistent application of PBL across all settings supporting student wellbeing.

Innovative and effective curriculum implementation reflecting learning opportunity, high expectations and pride

Aboriginal student data will be monitored to inform PLPs and academic improvement measures and procedures