### School background 2018–2020

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>'A collaborative &amp; harmonious learning community supporting, engaging &amp; challenging all learners to achieve success.'</td>
<td>Banora Point Public School operates under the banner 'Engaging Minds, Empowering Success'. The school is set in park like grounds with a large oval &amp; rainforest area situated near the Tweed River in the suburb of Banora Point. The staff at BPPS is experienced, enthusiastic &amp; committed to providing quality education opportunities that meet student needs &amp; develop the talents of each individual child. Our banner reflects a contemporary school with future focused learners &amp; educators. The school provides a range of opportunities to explore &amp; extend learning experiences so that children can achieve in a variety of academic, sporting, cultural &amp; social activities. Success is celebrated by the school community. The school provides a happy, safe &amp; inclusive environment for its students. Our school plan outlines the goals and strategies we have developed to achieve this in close consultation with our school community.</td>
<td>School planning is an ongoing and cyclical process including all stakeholders. Our school undertakes an ongoing and thorough self–evaluation &amp; consultation process with the school community to develop and sustain our school vision, strategic directions &amp; improvement measures. This includes focus group meetings with parents, yarns with indigenous parents, surveys of students &amp; staff surveys/workshops. Student &amp; parent input – surveys, presentations, information forums &amp; expectations. BPPS staff input – staff meetings, expectations &amp; resource allocation. DoE input – Departmental guidelines, mandatory guidelines, compliance training, 3 year cycle, milestones, resource management &amp; implementation framework.</td>
</tr>
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</table>
School strategic directions 2018–2020

Purpose:
BPPS students are provided a wide range of high quality, evidence based learning opportunities designed to engage, enrich, support & challenge. Explicit instruction, differentiated expectations & intensive intervention underpin the development of foundation literacy & numeracy skills & all learning K–6.

An emerging contemporary learning design & culture supports students to own their learning through deep reflection, self assessment (evidence) & goal setting. As students grow they are carefully guided to develop learning purpose through deep engagement in authentic, engaging real world learning tasks with real audiences; working collaboratively, thinking critically, seeking feedback & applying & developing creative/agile thinking to produce work of quality. Students use technology proficiently, confidently & creatively to support, accelerate & empower their learning/growth.

Students flourish socially & emotionally; experiencing a sense of purpose, achievement, connection, inclusion, resilience & capacity to contribute to their peers, classroom, school & wider community.

Purpose:
Teachers at BBPS take ownership of their personal professional learning & growth; developing their capacity to empower & lead learning across the school community. They independently & collaboratively reflect & build on improved classroom practice & embed changes for improvement in the design of student learning & transparent learning culture.

Staff support & guide students to reflect, consolidate & flourish in stimulating, challenging & evolving learning environments. A focus on evidence based practice, differentiated curriculum, explicit instruction/feedback & student led, authentic real–world connected learning sequences underpin student learning purpose & engagement.

Staff leverage technology to enable & transform personal professional growth, to empower student learning & collaboration K–6. Staff work together to lead a calm, caring & consistent school–wide approach student wellbeing.

Purpose:
School & community leadership enables a school wide culture of progress, improvement, high expectations & a shared sense of responsibility for the growth, happiness & success of all students. Proactive community engagement & positive connections with local schools & the wider education community support transparent decision making (evidence) & actions ensuring all learners are well supported, engaged & challenged to achieve & thrive.
Strategic Direction 1: Engage & empower all students to achieve success

### Purpose

BPPS students are provided a wide range of high quality, evidence based learning opportunities designed to engage, enrich, support & challenge. Explicit instruction, differentiated expectations & intensive intervention underpin the development of foundation literacy & numeracy skills & all learning K–6.

An emerging contemporary learning design & culture supports students to own their learning through deep reflection, self assessment (evidence) & goal setting. As students grow they are carefully guided to develop learning purpose through deep engagement in authentic, engaging real world learning tasks with real audiences; working collaboratively, thinking critically, seeking feedback & applying & developing creative/agile thinking to produce work of quality. Students use technology proficiently, confidently & creatively to support, accelerate & empower their learning/growth.

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<table>
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<tr>
<th>Improvement Measures</th>
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<tr>
<td>BPPS NAPLAN performance meets BiU targets</td>
</tr>
<tr>
<td>Internal assessment measures (including PLAN) evidence sustained growth for all students</td>
</tr>
</tbody>
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### People

#### Students

*Students own & have clear purpose* – enabling success in learning. They articulate their learning goals, growth & evidence to support their achievements & wellbeing.

**Staff**

Staff are reflective learners & practitioners who engage, empower & challenge students as they develop pedagogy & practice.

#### Parents/Carers

Parents/Carers are increasingly involved in their children’s learning; building a deeper connection with the school by engaging with student learning/projects & student reflections on learning.

#### Community Partners

Community partners are engaged with students & teachers connecting the classroom to the real world.

#### Leaders

School leaders guide & evidence growth in the staff they lead. They lead by example as learners, setting goals, evaluating practice, reflecting & seeking feedback for improvement.

### Processes

Students are supported to own and develop purpose for their learning through student–led assessment practices and project based learning.

Development of student social and emotional capacity by engaging with positive behaviour for learning.

Development of student writing & spelling skills knowledge through a clear & consistent, integrated & consolidatory K–6 program; supported by a culture of feedback & authentic learning experiences.

### Evaluation Plan

Frequent reflection on student learning data, continuum data, teacher programs and student portfolios / work samples will be used to inform and evaluate school directions.

Student engaged assessment ensures learning intentions / success criteria as basis for descriptive, targeted feedback to promote successful culture of learning for all students.

TTFM / parent feedback & engagement data is used to determine student engagement improvement.

### Practices and Products

#### Practices

- Students confidently articulate learning growth; pointing to evidence & identifying goals achieved & those yet to be realised.
- Students are deeply invested in their learning; they seek to collaborate with others to solve problems & craft writing/solutions/products of quality.
- Student learning is facilitated through explicit instruction/feedback & differentiated learning opportunities that target identified need (evidence).
- Students competently use technology as a tool for learning.

#### Products

- BPPS NAPLAN top two band performance meets or exceeds State performance in all aspects.
- PLAN data evidences sustained student learning growth each semester across all stages, gender & cultural groups.
- Increasing proportion of students are reported as 'sound' or above in semesterly reporting to parents.
- All classrooms / teaching & learning programs evidence student led assessment strategies & a culture of feedback.
Strategic Direction 2: A collaborative team with high expectations transforming learning

**Purpose**
Teachers at BBPS take ownership of their personal professional learning & growth; developing their capacity to empower & lead learning across the school community. They independently & collaboratively reflect & build on improved classroom practice & embed changes for improvement in the design of student learning & transparent learning culture.

Staff support & guide students to reflect, consolidate & flourish in stimulating, challenging & evolving learning environments. A focus on evidence based practice, differentiated curriculum, explicit instruction/feedback & student led, authentic real–world connected learning sequences underpin student learning purpose & engagement.

Staff leverage technology to enable & transform personal professional growth, to empower student learning & collaboration K–6. Staff work together to lead a calm, caring & consistent school–wide approach student wellbeing.

**Improvement Measures**

| Increased proportion of teachers with evidence that clearly links to NSW Professional Teaching Standards in their Performance & Development Plans. |
| Increased proportion of teachers reporting professional growth as a result of learning opportunities provided & access to quality resources. |

**People**

**Parents/Carers**
Parents & carers share school vision, are engaged in school activities & promote high expectations through a positive partnership & are provided with accurate & regular information to support learners.

**Leaders**
Leaders are informed in the areas they lead. Leaders support their teams to develop/implement their PDP goals & achieve success. Leaders seek feedback & forge a shared vision of improvement.

**Staff**
Staff support/guide students to reflect, consolidate & flourish. They use technology to empower student learning. Staff are collaborative & work together to lead calm, caring & consistent approach to wellbeing. Staff lead positive relationships with all students, colleagues, staff & parents.

**Community Partners**
Businesses, organisations & professionals work with teachers, executive & community to provide a shared approach to school programs & expertise & authentic audience.

**Students**
Students develop ownership of & purpose for learning driving deep engagement. Sequenced programs target specific learning needs. Students develop a sense of belonging & connection with self, peers & school community.

**Processes**

**Pedagogy coaching** – face–to–face & on–line professional learning to support/develop/refine pedagogy (ownership of & purpose for learning).

**BIU professional learning pathway** supports staff to develop explicit practice & instruction in reading comprehension & numeracy.

**Whole school approach(es) developed to support & enable the consolidation of writing & spelling skills K–6.**

**Wellbeing policy & procedures reviewed/refreshed** including the implementation of Positive Behaviour for Learning K–6.

**Evaluation Plan**
Staff survey to measure staff satisfaction
People Matter / Tell Them From Me
Evaluation comment on PDPs

**Practices and Products**

**Practices**

**Staff build student engagement** through the deployment of student–led assessment & project based learning practices; providing students opportunity to own/develop purpose for learning.

**Staff collaborate in the design/delivery/evaluation of teaching & learning programs** targeting school priorities; spelling, writing, PBL.

**Staff identify & implement agreed effective teaching methods** including; collaborative practice, differentiation (evidence base) & explicit instruction/feedback for BIU focus areas reading comprehension & Numeracy.

**Technology is used to empower learning** by students & staff.

**Products**

**All staff articulate & can evidence improved pedagogy & practice.**

**All teaching & learning programs are evidence based & differentiated** to meet individual student needs.

**All teachers utilise technology effectively to support personal professional growth & student learning.**

**Literacy & numeracy programs reflect high expectations/explicit practice** – via BIU professional learning.

**Calm, positive & supportive classroom/school culture** supportive of student learning.
## Strategic Direction 3: Strong, supportive & transparent leadership

### Purpose
School & community leadership enables a school wide *culture of progress, improvement, high expectations* & a shared sense of responsibility for the growth, happiness & success of all students. Proactive community engagement & positive connections with local schools & the wider education community support transparent decision making (evidence) & actions ensuring all learners are well supported, engaged & challenged to achieve & thrive.

### Improvement Measures
*Increased evidence of school performance, culture & engagement* as a result of strong leadership.

*Local business, organisations, schools & families of BPPS are increasingly engaged* year on year in the learning our school leads.

### People

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td><strong>Staff</strong></td>
<td><em>Staff lead &amp; engage in selected school improvement</em> areas to facilitate improvement.</td>
</tr>
<tr>
<td><strong>Leaders</strong></td>
<td><em>Leaders support &amp; enable learning throughout the community</em> with deliberate focus on evidence, reflective practice &amp; feedback.</td>
</tr>
<tr>
<td><strong>Parents/Carers</strong></td>
<td><em>Parents engage in learning opportunities, focus groups &amp; forums</em> relevant to ongoing school improvement building a cohesive school community.</td>
</tr>
<tr>
<td><strong>Community Partners</strong></td>
<td><em>Community members have the opportunity to lead &amp; engage in a range of school–related activities</em> which help build the school as a cohesive educational community.</td>
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### Processes

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Creative deployment of school physical, fiscal &amp; human resources</strong> to meet student, staff &amp; community learning needs (Non–Teach AP, QTSS Exec RFF, Comp Tech 0.8, Staff PL Space, etc).</td>
</tr>
<tr>
<td><strong>Development of improved channels of communication;</strong> including improved facilitation of student learning progress, parent feedback &amp; whole school communication.</td>
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### Evaluation Plan
The leadership team develops processes to collaboratively review teaching practices to affirm quality.

### Practices and Products

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<tbody>
<tr>
<td><strong>Practices</strong></td>
</tr>
<tr>
<td><em>A culture of effective, evidence–based teaching</em> &amp; ongoing improvement is established/maintained.</td>
</tr>
<tr>
<td><em>Staff are supported / challenged to progress &amp; achieve;</em> growth recognised with teacher accreditation.</td>
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<tr>
<td><em>Systematic/regular monitoring of evidence</em> to gauge the impact of strategies &amp; inform changes including the gathering of community feedback.</td>
</tr>
<tr>
<td><em>Effective deployment of staffing/resources</em> to meet the needs of students.</td>
</tr>
<tr>
<td><strong>Products</strong></td>
</tr>
<tr>
<td><em>Increasingly high levels of community satisfaction</em> with teaching and learning programs evidenced in TTFM/other surveys.</td>
</tr>
<tr>
<td>*High staff satisfaction &amp; attainment of professional learning goals.</td>
</tr>
<tr>
<td><em>Increased community engagement in student learning progress &amp; school life.</em></td>
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