

# School plan 2018-2020

**Banora Point Public School 1129**



**Banora Point**  
Primary School

# School background 2018–2020

## School vision statement

***'A collaborative & harmonious learning community supporting, engaging & challenging all learners to achieve success.'***

## School context

Banora Point Public School operates under the banner 'Engaging Minds, Empowering Success'. The school is set in park like grounds with a large oval & rainforest area situated near the Tweed River in the suburb of Banora Point.

The staff at BPPS is experienced, enthusiastic & committed to providing quality education opportunities that meet student needs & develop the talents of each individual child.

Our banner reflects a contemporary school with future focused learners & educators. The school provides a range of opportunities to explore & extend learning experiences so that children can achieve in a variety of academic, sporting, cultural & social activities. Success is celebrated by the school community. The school provides a happy, safe & 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.

## School planning process

School planning is an ongoing and cyclical process including all stakeholders.

Our school undertakes an ongoing and thorough self-evaluation & consultation process with the school community to develop and sustain our **school vision, strategic directions & improvement measures**.

This includes focus group meetings with parents, yarns with indigenous parents, surveys of students & staff surveys/workshops.

Student & parent input – surveys, presentations, information forums & expectations.

BPPS staff input – staff meetings, expectations & resource allocation.

DoE input – Departmental guidelines, mandatory guidelines, compliance training, 3 year cycle, milestones, resource management & implementation framework.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Engage & empower all students to achieve success

### Purpose:

BBPS 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.

## 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.

## 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.

# 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**.

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

## Improvement Measures

BPPS NAPLAN performance **meets BiU targets**

Internal assessment measures (including PLAN) evidence **sustained growth for all students**

## 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

### Staff

***Staff lead & engage in selected school improvement*** areas to facilitate improvement.

### Leaders

***Leaders support & enable learning throughout the community*** with deliberate focus on evidence, reflective practice & feedback.

### Parents/Carers

***Parents engage in learning opportunities, focus groups & forums*** relevant to ongoing school improvement building a cohesive school community.

### Community Partners

***Community members have the opportunity to lead & engage in a range of school-related activities*** which help build the school as a cohesive educational community.

## Processes

***Creative deployment of school physical, fiscal & human resources*** to meet student, staff & community learning needs (Non-Teach AP, QTSS Exec RFF, Comp Tech 0.8, Staff PL Space, etc).

***Development of improved channels of communication***; including improved facilitation of student learning progress, parent feedback & whole school communication .

## Evaluation Plan

The leadership team develops processes to collaboratively review teaching practices to affirm quality.

## Practices and Products

### Practices

***A culture of effective, evidence-based teaching*** & ongoing improvement is established/maintained.

***Staff are supported / challenged to progress & achieve***; growth recognised with teacher accreditation.

***Systematic/regular monitoring of evidence*** to gauge the impact of strategies & inform changes including the gathering of community feedback.

***Effective deployment of staffing/resources*** to meet the needs of students.

### Products

***Increasingly high levels of community satisfaction*** with teaching and learning programs evidenced in TTFM/other surveys.

***High staff satisfaction & attainment of professional learning goals.***

***Increased community engagement in student learning progress & school life.***