



School plan 2015 – 2017





School vision statement

Balarang Public School provides a caring environment where safety, respect and learning are valued. Our mission is to foster high expectations and build community partnerships.

We are committed to delivering excellence within a rich and diverse learning environment where every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

We are Safe, Respectful Learners.



School context

Balarang Public School is located in the southern Wollongong suburb of Oak Flats, within close proximity to Shellharbour. In 2014 the school had a student enrolment of approximately 365 students, with 14 mainstream classes.

The school's enrolment trend is reducing in numbers, consistent with the maturing demographics of the area, but remains the first choice school for local families. The school's ICSEA, at 961 (ACARA website), shows a broadly average socio-educational spread with 39% in the lowest quartile and 5% in the highest quartile. The NSW DEC measure of family occupation and education index (FOEI) is 114.

Enrolments of Aboriginal students are increasing (28 or 7.5% in 2014) and indigenous student performance is consistent with all other students in each cohort.

Teacher turnover and leave is trending upwards, consistent with the ageing profile of the staff.

The introduction of L3 in 2013 has resulted in significant gains in literacy levels for Kindergarten students.

Balarang Public School is a Positive Behaviours for Success (PBS) school where our three values of Safe, Respectful, Learners is reinforced by the community, students and staff at all times. Our PBS rewards program is aligned with our student welfare programs which ensures acknowledgment of the efforts of all our students.

School planning process

Our school plan has been developed in consultation with students, staff and the wider Balarang Public school community, all of whom have proactively engaged in the process to assist in setting the strategic directions of our school. A review of the 2012-2014 school plan was conducted in Term 4 with a series of opportunities for stakeholders: parents, staff and students, to contribute to an evaluation of our achievements and identifying areas for further improvement.

Consultation processes included:

- A sharing and analysis of NAPLAN and school based data
- A series of meetings by curriculum teams identifying where are we now and where to next in the context of implementing an integrated curriculum
- A series of team workshops with all staff
- Electronic surveys for parents and the community, with a focus on the teaching of reading and community engagement, using the school app.
- Students assisting parents to access and complete surveys using ipads
- Student electronic surveys
- Focus group meetings with parent groups
- Individualised meetings with members of our school's Aboriginal community.



STRATEGIC DIRECTION

1

Student Learning
Continue to develop and implement consistent, high quality educational programs that enhance student achievement in literacy and numeracy

STRATEGIC DIRECTION

2

Build Teacher Capacity
To build teacher and leadership capacity to enable all staff to deliver innovative quality teaching practices

STRATEGIC DIRECTION

3

Culture and Welfare
To provide a safe, secure and engaging learning environment so that all students can reach their full educational potential

Purpose:

Literacy and Numeracy are the foundations for learning in all of the key learning areas and the core of our work as a school.

Our purpose is to inspire excellence in teaching and learning through focussed professional learning in literacy and numeracy that promotes high quality learning environments and provides personalised learning and clear expectations, where all students achieve success to become successful, creative and confident life-long learners.

Purpose:

Through the provision of quality professional development for teachers and leaders, teachers and support staff will have the capacity to provide curriculum that is sufficiently flexible to meet the needs of all students. Teachers engage in individualised, team and shared professional learning for the 21st Century and will engage with *the Australian Professional Standards for Teachers* to identify the explicit elements of quality teaching practices. By building teacher and school leader capacity staff will have the capacity to support sustainable school improvement and student learning.

Purpose:

Expanded focus on school culture and practice that respects and responds to every student's aspirations, culture, gender and learning potential
By working within and across the school and community students will experience a personalised, engaging and safe learning environment where the social and emotional well-being of all students will be supported and parents feel valued as partners in their child's education. Our school's core values of being *Safe Respectful Learners* will enhance a positive learning culture so that all students can reach their full potential

Strategic Direction 1: Student Learning- Continue to develop and implement consistent, high quality educational programs that enhance student achievement in literacy and numeracy

Purpose

Literacy and Numeracy are the foundations for learning in all of the key learning areas and the core of our work as a school.

Our purpose is to inspire excellence in teaching and learning through focussed professional learning in literacy and numeracy that promotes high quality learning environments and provides personalised learning and clear expectations, where all students achieve success so that they may become successful, creative and confident life-long learners.

Improvement Measures

- ❖ Increase of students achieving or exceeding grade appropriate benchmarks.
- ❖ Increase of students in Years 3 and 5 achieving at or above NMS in NAPLAN and number of students in top 2 bands in NAPLAN
- ❖ 100% of staff engaged in school based professional learning to support the implementation of literacy and numeracy programs.

People

Students: Promote learning environments where learning intentions and success criteria are clear, and feedback is a two way process that allows students to communicate what they are learning, how they will achieve set goals, and where they need to go next.

Staff: All staff to engage in professional learning to apply research and evidence based pedagogy that will support excellence in practice. Staff will be supported with ongoing professional learning to embed formative assessment in teaching programs that drive high quality programs and support the design of tailored learning and student self-regulation of learning.

Parents: Communicating learning intentions to parents/carers and providing information and feedback on skills, knowledge and concepts needed at different stages of learning.

Community partners: Promoting collective efficacy through the development of school networks, sharing information and resources that support learning and celebrate success.

Leaders: Collaborative planning and consulting with professional learning communities internally and externally to build leadership capacity laterally across schools.

Processes

- Mentoring of teachers in quality teaching pedagogy in literacy and numeracy that supports the design of high quality teaching and learning programs that are underpinned by syllabus documents and the K-6 learning continuums.
- PL in analysis of internal and external data to inform teaching and learning programs and monitor student achievement.
- Whole school professional learning and implementation of programs that support the use of formative assessment and differentiated learning–Focus on Reading, L3, TEN.
- Implementation of additional programs for Aboriginal and ESL students.
- Collaboration with community of schools and school networks to share and refine best practice.

Evaluation plan:

- Surveys & professional learning plans used to monitor professional learning.
- Evaluate the use of formative assessment and feedback that ensures students are actively involved in their learning.
- Conduct internal audit using the School Excellence Framework
- Teacher feedback in evaluation of mentoring programs

Products and Practices

What is achieved and how do we measure?

- Increase of students achieving or exceeding grade appropriate benchmarks.
- Increase of students in Years 3 and 5 achieving at or above NMS in NAPLAN and number of students in top 2 bands in NAPLAN
- 100% of staff engaged in school based professional learning to support the implementation of literacy and numeracy programs.

Products:

- Staff meet accreditation requirements and design professional learning plans with reference to the Australian Professional Standards for Teachers.
- Ongoing professional learning that is school based and embeds current research based pedagogy.
- Teaching and learning programs show evidence of formative assessment processes that allow students to self-regulate learning and work towards achievement of their personal goals in collaboration with teachers and parents/carers

Practices:

- A collaborative approach to professional learning that is school based and responsive to student needs.
- The Australian Professional Standards for Teachers used to evaluate and guide professional learning
- Students are active in decisions and choices around their learning as they collaborate with teachers and parents/carers to improve outcomes.

Strategic Direction 2: Build Teacher Capacity - To build teacher and leadership capacity to enable all staff to deliver innovative quality teaching practices

Purpose

Through the learning for teachers and leaders, teachers and support staff will have the capacity to provide curriculum that is sufficiently flexible to meet the needs of all students. Teachers engage in individualised, team and shared professional learning for the 21st Century and will engage with *the Australian Professional Standards for Teachers* to identify the explicit elements of quality teaching practices and used these to identify . By building teacher and school leader capacity staff will have the capacity to support sustainable school improvement and student learning.

Improvement Measures

- ❖ All teachers engaged with the Australian Professional Standards for Teachers
- ❖ 100% of staff engaged in school based professional learning and evidenced in teaching practice.
- ❖ 100% of staff supported in reaching professional learning goals through mentoring and PL opportunities

People

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

Students: Students think deeply and critically and make relevant connections in a local and global context.

Staff: All staff to engage in professional learning to apply research and evidence based pedagogy that will support excellence in practice. Staff will be supported with ongoing professional learning and mentoring opportunities

Parents: Communicating professional learning priorities and events to parents/carers and providing information and feedback on skills, knowledge and concepts acquired at different stages of learning.

Community partners: Collaborative planning and consulting with professional learning communities externally to build teacher leader / mentoring capacity within and across schools.

Leaders: Collaborative planning and consulting with professional learning communities externally to build leadership capacity within and across schools.

Processes

- Implement professional learning plans which are informed by personal goals, school priorities and curriculum needs.
- All staff participate in teacher led weekly staff meetings dedicated to professional learning in FOR and targeted priority PL.
- Teachers engaged in mentoring and lesson observations through targeted use of RAM funding.
- Strengthening of the teacher performance and development process with direct links to the Australian Professional Standards for Teachers through the development of personalised learning plans.
- Enhanced opportunities for the sharing of quality teaching practice to develop a culture of self-evaluation and collegial feedback.

Evaluation Plan

- Surveys & professional learning plans used to monitor professional learning.
- Evaluate internal audit using the School Excellence Framework to facilitate the consistent improvement of student outcomes and the narrowing of achievement gaps between student.

Products and Practices

What is achieved and how do we measure?

- All teachers engaged with the Australian Professional Standards for Teachers
- 100% of staff engaged in school based professional learning and evidenced in teaching practice.
- 100% of staff supported in reaching professional learning goals through mentoring and PL opportunities

Product:

- Thorough understanding and application of the Australian Professional Standards for Teachers as evidenced through the Performance and Development Framework (PDF).
- Enhanced leadership capacity at all levels, fostering teaching and learning innovation to support and improve quality teaching.
- Establishment of professional learning communities within the Oak Flats COS sharing best practice.
- Evaluation of internal audit of the School Excellence Framework used to facilitate and identify areas for improvement of student outcomes

Practice:

- The Australian Professional Standards for Teachers used to evaluate and guide professional learning and used as a reflection tool to identify future learning goals
- Evidence of aligned professional learning goals and the annual performance and development cycle.
- A collaborative approach to professional learning that is school based and responsive to student and teacher needs.

Strategic Direction 3: Culture and Welfare- To provide a safe, secure and engaging learning environment so that all students can reach their full educational potential

Purpose

Expanded focus on school culture and practice that respects and responds to every student's aspirations, culture, gender and learning potential. By working within and across the school and community, students will experience a personalised, engaging and safe learning environment where the social and emotional well-being of all students will be supported and parents feel valued as partners in their child's education. Our school's core values of being *Safe Respectful Learners* will enhance a positive learning culture so that all students can reach their full potential.

Improvement Measures

- ❖ Increase of students, staff and parents engaged with student welfare/cultural programs in the school
- ❖ 100% of staff clearly understand and implement school PBS and Learning and Support procedures.
- ❖ 100% of students with additional learning needs supported through implementation of additional programs, including Aboriginal and ESL students.

People

Students: Students are supported to achieve individual goals through personalised programs and extra-curricular activities that take into account the learners' needs and strengths, talents and aspirations. All students identified with additional learning needs have access to individual learning programs and specialist support.

Staff: Staff are supported to design teaching and learning programs that develop the skills, knowledge and general capabilities reflected in the new syllabus documents. Staff have a shared understanding of Positive Behaviour for Success (PBS) principles that are consistently promoted. Learning Support work collaboratively with classroom teachers to build capacity in supporting students with learning needs.

Parents: School expectations are communicated with parents and caregivers to develop shared understanding. The school supports parents and caregivers to access community agencies that address family needs. Parent volunteers working alongside teachers to support student learning. Sharing of parents' skills and expertise within the school community.

Community partners: Develop community partnerships that support the delivery of tailored programs for identified students, including the Aboriginal community.

Leaders: Collaborative planning and consulting with staff in monitoring student achievement so that all students may reach their full potential.

Processes

- Develop processes that identify students with additional learning needs and match them to relevant intervention and support.
- Provide a variety of opportunities for students to participate in extra curricula events to build on students' strengths and talents, and build confidence in a variety of settings- co-curricula etc.
- Articulate clear expectations for learning and behaviour through PBS to foster positive and supportive relationships between students, teachers and the community. Student achievement is publicly acknowledged.
- Implementation of literacy intervention programs in learning hubs for students not meeting benchmarks in reading.
- Learning and Support Team work collaboratively with classroom teachers, parents and community to provide a range of welfare programs for all students, including ESL and Aboriginal students.
- On-going monitoring of student attendance data.

Evaluation Plan

- Parent, staff and student surveys.
- Supervision of teaching and learning programs – individualised learning .
- Implementation of Individual Learning Plans to meet the needs of students with additional learning needs.
- Enhanced electronic tracking of student data and recording of intervention programs (Well-Being, attendance, etc).

Products and Practices

What is achieved and how do we measure?

- Increase of students, staff and parents engaged with student welfare/cultural programs in the school
- 100% of staff clearly understand and implement school PBS and Learning and Support procedures.
- 100% of students with additional learning needs supported through implementation of additional programs, including Aboriginal and ESL students.

Product:

- Improved attendance rates that are equal to or better than state average.
- All students have access to differentiated programs that are engaging and support their specific needs. Programs are developed in response to new and changing needs with a variety of extra – curricular activities for students to engage.
- Enhanced engagement with communities, inter-agencies and business sectors.

Practice:

- Increased engagement and input from community in school decision making processes.
- Enhanced procedures for the sharing of student achievement information across the school and with parents
- Enhanced communication processes between staff and LST.
- Teachers understand and consistently follow school PBS and L&S procedures.