

# Bexhill Public School plan 2015 – 2017



# School background 2015 - 2017

## SCHOOL VISION STATEMENT

Bexhill Public School's motto is "Learn, Share, Care." The school aims to develop responsible, caring, confident and engaged students with an ethos based on mutual respect.

Bexhill School offers innovative and individualised learning programs and experienced teachers. We are proud of our outstanding record of academic, environmental, sporting, performance and cultural success.

Our school community works together with the school to ensure our students are well resourced and supported, inspired and equipped with the skills and tools necessary for life long learning.

Bexhill Public School promotes and practises strong environmental sustainability values, which emphasise being part of a global society whilst still retaining a strong sense of local community.

Bexhill Public School seeks to provide an inclusive, safe, caring and engaging school environment in which all are inspired to think critically and develop the necessary skills to achieve to their potential as caring, resilient and productive citizens in the twenty first century.

## SCHOOL CONTEXT

Bexhill Public School is situated in a small scenic rural community ten kilometres north of Lismore along Bangalow Road. Many students are from families who live on small rural properties and work in Lismore and neighbouring towns. Bexhill Public School has a current enrolment of 104 students.

Bexhill Public School has highly dedicated staff that consistently focus on providing quality educational programs for our students.

Excellence is promoted across all areas of the curriculum with an emphasis on providing a broad range of learning opportunities to meet the needs of all students.

The strong academic focus and positive learning environment of Bexhill School enables students to set and achieve their personal best.

School programs also focus on the development of thinking skills and wellbeing for all students.

Digital technologies and environmental sustainability programs are integrated across the curriculum.

We offer a balanced curriculum which offers opportunities for cultural, performance, environmental and sporting development and enrichment including choir, dance, whole-school sport and fitness programs, public speaking, debating, Student Voice, Science and Technology Challenges, Movie Making, Green Team and Garden Club.

The community is seen as an integral part of the school's organisation. Positive community and school interaction is a feature of Bexhill Public School.

We are aligned with the First North Community of Schools and Rivers P- 12 which offers a diverse range of professional learning experiences and diverse opportunities for our students and staff.

Bexhill Public School is also proud of the strong links we have forged with Southern Cross University particularly in the areas of science and environmental sustainability.

## SCHOOL PLANNING PROCESS

Our 3 strategic directions reflect the identified needs of our students, staff and school community and are in line with the NSW Department of Education and Training School Excellence Framework.

Our school has consulted with community, staff and students in deciding directions for our planning. All school community members have been invited to participate in consultative processes such as annual surveys, evaluation and planning opportunities and P&C meetings,

The Student Representative Council has ably represented the student body at our regular meetings.

Staff have participated in ongoing planning, assessment, analysis and evaluation processes at staff and individual meetings where we have re-examined the school context, curriculum, pedagogy, student needs and resource management.

Finally, the school executive has consulted with our First North Community of Schools and Rivers P-12 to ensure we have a shared understanding of the collaborative resources and programs that could be utilised for all our students.

# School Strategic Directions 2015 - 2017

This plan identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- Define the key improvements which combine for the school to achieve excellence
- Represent a high level and future focused educational priority which is evidence based and data informed
- Be a succinct statement that drives the development of the school's educational and organisational leadership culture
- Make explicit links to the dimension of the school excellence framework



## STRATEGIC DIRECTION 1 COMMUNITY

Bexhill Public School is a collaborative, innovative learning community, connecting with other small schools as part of a larger community of schools.

## STRATEGIC DIRECTION 2 QUALITY

Bexhill Public School ensures quality educational leadership, 21<sup>st</sup> Century learning and teaching practices.

## STRATEGIC DIRECTION 3 SUCCESS

Bexhill Public School ensures success for our students as learners, leaders and citizens.

To meet the continually changing needs of our students through:

- Innovation, excellence and continuous improvement
- Building positive relationships and strong partnerships, between parents, students, staff and community, including our First North / Big Scrub and Rivers P-12 Community of Schools
- Providing opportunities and pathways for all student to achieve their full personal, educational and social potential
- Building strong links between Rivers Secondary and Primary Schools

To ensure a quality continuum of learning for our students through:

- Outstanding pedagogy and strong leadership.
- innovation, excellence and continuous improvement
- Expectations of high standards and strong values
- Professional learning and shared practice
- Relevant and engaging learning

To develop students who are engaged learners and confident, well rounded, creative individuals, with a strong social conscience and sense of self through:

- An inclusive, safe, nurturing and well managed school environment
- Citizenship and social skills continuum
- Student leadership programs
- Highly effective wellbeing and behaviour programs
- Providing opportunities and pathways for every student to reach their full personal, educational and social potential
- Skills and understanding for self-regulated learning
- Relevant and engaging learning

## Strategic Direction 1: **COMMUNITY** : Bexhill Public School is a collaborative, innovative learning community connecting small schools as part of a larger community of schools

PURPOSE	PEOPLE	PROCESSES	PRODUCTS AND PRACTICES
<p>To meet the evolving needs of our students through innovation, excellence and continuous improvement</p> <p>To further develop positive relationships and strong partnerships between parents, students, staff, community and other public schools</p> <p>To facilitate opportunities and pathways for every student to achieve their personal, academic and social potential</p> <p>To build confidence, capacity, leadership and sustainability of practice for students, staff and school community members</p>	<p>Students are provided with opportunities to engage with peers from Community of Schools at a personal, social and educational level.</p> <p>Students build confidence in leadership through experiencing regular and strategically targeted interaction with peers from Communities of Schools.</p> <p>Staff members build leadership capacity through regular and strategically targeted professional interaction with colleagues from our Community of Schools.</p> <p>Staff members engage in professional learning to increase confidence to provide Quality Teaching to all students within their classrooms and across our Community of Schools.</p> <p>Staff can accurately reflect on their capabilities and identify their future professional learning directions.</p> <p>Parents and community members build capacity to participate in consultation and decision making processes.</p> <p>Parents and community members build capacity to support and enhance student learning outcomes.</p> <p>Parents from school communities confidently engage with the Community of Schools and appreciate that our small schools are part of a larger network of schools that provide opportunities to meet the personal, social and educational needs of all students.</p>	<p>Planning to provide students with the opportunity to experience regular and strategically targeted interaction with peers from our Community of Schools.</p> <p>The school communicates the planned opportunities to the community.</p> <p>Evaluation of the positive impact of opportunities by the level of student engagement, and community feedback.</p> <p>Communication of pathways for all students K-6 to reach their full potential in all facets of school life.</p> <p>Staff will have the opportunity to participate in training to lead Professional learning for colleagues. This will occur regularly through currently established collegial groups.</p> <p>Staff will be given the opportunity to plan the student enrichment and interest days, including communication and evaluation.</p> <p>Increased communication and information tools and strategies between home and school.</p> <p>All opportunities that are provided by the learning community for students and parents are clearly communicated and articulated to parents within all school communities</p>	<p>Innovative enrichment program is established to meet the needs of all students within the learning community.</p> <p>Students build relationships and participate in learning activities which allow them to confidently transition to High School.</p> <p>Students confidently transition to Secondary School.</p> <p>All students have the opportunity to successfully engage in enrichment activities.</p> <p>Create pathways for all students K-6 to reach their full potential in all areas of school life.</p> <p>Students engage and participate in offered opportunities, indicating community support.</p> <p>Students are confident and successful learners.</p> <p>Targeted Professional Learning for all staff is provided through regular collegial meetings. (First North, Infantry, TOTS, TPs).</p> <p>All staff members are supported in the accreditation process.</p> <p>Student enrichment program planning and implementation provides leadership opportunities for all staff.</p> <p>Improved student outcomes as a result of Teacher Professional Learning being reflected in classroom practice across the community of schools.</p> <p>Staff develop, through consultation, a personal and relevant Professional Learning Plan that aligns with school plan.</p>

## IMPROVEMENT MEASURES

Evaluation of First North/ Big Scrub Small Schools and Rivers P-12 Community of Schools combined network opportunities, events and programs through analysis of participation and engagement data via:

- Staff surveys
- Student surveys
- Meeting minutes
- Anecdotal observations

Parents value, and are able to clearly communicate and articulate the role that the learning community plays in the personal, educational and social development of their children.

Parents and community members positively engage with opportunities to collaborate on, and contribute to, projects which benefit all students within the school and learning community.

## Strategic direction 2: **QUALITY:** Quality educational leadership, learning and teaching practices.

PURPOSE	PEOPLE	PROCESSES	PRODUCTS AND PRACTICES
<p>To ensure a quality continuum of learning for our students through:</p> <ul style="list-style-type: none"> <li>outstanding teaching and leadership</li> <li>High standards and strong values</li> <li>Professional learning and shared practice</li> </ul>	<p>Students will access high quality teaching and learning programs which are highly engaging and responsive to individual needs.</p> <p>Students will be able to articulate where they sit on the continuum and where they are progressing to.</p> <p>Staff will access professional learning to target specific goals, as identified in their professional learning, and aligned with the school plan.</p> <p>Staff will undergo a rigorous self and peer reflection and assessment.</p> <p>Staff will continually monitor student achievement and growth, and analyse student skills utilising evidence to appropriately plan and cater for individual needs.</p> <p>Staff mentor and lead other staff to share strengths and experience.</p> <p>Parents will be provided with information about student learning.</p> <p>Parents will be provided with explicit information regarding their child/ childrens' literacy and numeracy achievement.</p> <p>Parents will support opportunities to increase staff capacity to provide quality educational practices and leadership.</p>	<p>The new Performance and Development Framework is introduced and implemented effectively by all staff.</p> <p>Individual staff professional learning needs are identified through the Professional Development Framework (PDF) process.</p> <p>Professional Development Plans (PDP) are negotiated and developed to meet individual staff needs in line with the school plans.</p> <p>Differentiated professional learning opportunities will be offered to school administrative staff and Learning Support Officers.</p> <p>Staff will engage in a variety of targeted professional learning to address the implementation of new syllabus documents, including participation in online modules and working individually and collaboratively to develop new programs.</p> <p>Targeted professional learning for teachers, leaders and support staff to implement the Disabilities standards for education.</p> <p>Teachers will regularly and accurately collect, record and act on PLAN data K-6. The Literacy and Numeracy continuums will be used to ensure learning needs are assessed, consistently tracked and learning plans are developed to cater for individual needs.</p> <p>Continuation and maintenance of Reading Recovery, Multilit and Targeting Early Numeracy Strategies (TENS) programs.</p>	<p>A culture of intelligent accountability as measured through the Performance and Development Framework review process.</p> <p>All staff have a relevant and aligned professional learning plan.</p> <p>New NSW DEC reforms are understood and implemented.</p> <p>Staff skills developed in line with their short/long term professional goals. Lesson observations with structured feedback guidance and/or reflection on teaching practice.</p> <p>Staff will share resources and skills contributing to the overall skill base at the school, in turn reflecting positively on the quality of leadership/ teaching and learning at the school.</p> <p>More efficient delivery of educational and administrative services.</p> <p>100% of teachers' programs will reflect the use of PLAN data to guide their programming. Students are placed on the literacy and numeracy continuums and teachers' programs reflect the ongoing use of this data.</p> <p>100% of teaching programs reflect new syllabus requirements and learning sequences, as per the implementation timeline.</p> <p>Teachers and leaders are engaged in teaching and leadership practices and professional learning networks which are purposeful, inclusive and optimise success for all.</p>

## IMPROVEMENT MEASURES

- Analysis of lesson observations leading to staff Professional Learning Plans (PDP)
- Analysis of PLAN data by teachers
- Analysis of NAPLAN data and growth data
- Analysis of teaching and learning programs

Staff will engage in a variety of in depth professional learning to address the implementation of new syllabus documents, including participation in online modules and working individually and collaboratively to develop new programs.

Regular targeted reflection and evaluation processes with relevant school community members.

Gathering of evidence measured against baseline data and ongoing milestones and targets.

Increased confidence and support through greater links between school and home

Increased opportunities for staff, students and parents to mentor and lead school improvement practices.

## Strategic direction 3: SUCCESS: Success for our students as learners, leaders and global citizens

PURPOSE	PEOPLE	PROCESSES	PRODUCTS AND PRACTICES
<p>To ensure that all students are engaged in meaningful, challenging and future focused learning which encourages them to develop and achieve as successful and confident learners, leaders and responsible citizens</p>	<p>Students access an inclusive, safe, structured and nurturing environment</p> <p>Students will be supported across key transition years; P-K and 5-7.</p> <p>Students will be provided with enrichment opportunities to extend their learning experiences.</p> <p>Students will have access to a diverse range of engaging extra curricula activities to build skills and talents.</p> <p>Students receive differentiated curriculum to meet their learning and support needs.</p> <p>Staff review and implement the whole school wellbeing, social skills and behaviour plans, in consultation with parents and students.</p> <p>Staff facilitates leadership skills learning and opportunities.</p> <p>Implementation of all mandated elements of SAP Finance and SALM to move towards a more efficient delivery of schooling</p> <p>Staff facilitate strategies and tools for students to develop 21st century learning skills including collaborative learning and technology opportunities.</p> <p>Staff engage with the Learning and Support teacher, parents, counsellor and other support staff to plan and review students requiring support.</p> <p>Parents gain understanding of policies and programs including teaching and learning, and student wellbeing.</p> <p>Parents work in collaboration with the school to increase capacity of staff and students.</p>	<p>Consistently implement the school Wellbeing, social skills and behaviour programs.</p> <p>Implement a quality orientation program to successfully transition preschool students to BPS.</p> <p>In line with the Rivers P-12, coordinate transition programs, dates and protocols for students transitioning to high school. Provide consistent information across CoS regarding primary and high public schools in the Lismore area.</p> <p>Principal and SAM to undertake professional learning and implement SAP finance and SALM reforms as required.</p> <p>Implement a diverse range of enrichment opportunities to encourage high engagement of students.</p> <p>Implement 21<sup>st</sup> Century Skills including co-operative learning, inquiry based and student centred learning and digital technology understanding and skills.</p> <p>Multiple intelligences and learning styles are to be evidenced in learning and assessment plans.</p> <p>Student evaluation strategies to assess own progression and achievement in units of work.</p> <p>Regular and targeted staff review and evaluation of units of work, pedagogy and tracking of student progress and achievement.</p> <p>Parent participation in regular information sessions and reporting and consultation opportunities.</p>	<p>School systems are explicitly understood by all staff and implemented consistently across the school and in all settings.</p> <p>High expectations of all students in all settings relating to wellbeing, inclusivity, behaviour and learning.</p> <p>Efficient delivery of educational and administrative services.</p> <p>All students at key transition points will be given the opportunity to engage with the new setting reducing potential anxiety and building preparedness for the next educational level.</p> <p>New syllabuses implemented and outcomes achieved at individual student levels against measured stage standards.</p> <p>Greater student engagement, productivity and achievement</p> <p>Greater student independence and responsibility for learning resulting in increased ownership and empowerment</p> <p>Students equipped with skills and understandings to transition to next stage of learning including secondary school</p> <p>Students are equipped with understanding and skills to be global and local community citizens.</p>



## IMPROVEMENT MEASURES

- Staff evaluation of Student Wellbeing Plans to inform future directions via analysis of situational analysis data
- Evaluation of P-K and K-7 transition programs to inform future directions
- Student survey of extra curricula activities
- Analysis of Personalised learning and Support plans for students requiring adjustments

Parents working in partnership with the school and each other to support students in all aspects of their education