### School background 2015 - 2017

#### School vision statement
Great expectations, Great attitudes, and Great opportunities…

Together create a purposeful, stimulating, supportive and inclusive environment where successful, creative and responsible learners achieve excellence.

#### School context
Bega Valley Public School, a proud member of the Sapphire Coast Learning Community (SCLC), is the only public primary school in Bega. The current enrolment of approximately 360 students includes the newly formed multi-categorical class, and 17% of our students are Indigenous.

The school receives a significant amount of its funding via the Resource Allocation Model, part of the Department's Local Schools Local Decisions educational reform.

Targeted (individual student) funding support is received for students who require high, moderate or low level adjustment for disability, or who require specific support. Equity loadings provide funds to support Aboriginal students and students from low socio-economic backgrounds, as well as a rural and remote component.

The school is an Early Action for Success school, meaning we receive additional staffing and funds to access the highest quality support aimed at improving literacy and numeracy performance of our students K-2.

A range of additional learning and support programs are in place to improve performance in literacy and numeracy across years 3-6. Student progress is continually monitored and achievement data is analysed regularly to ensure that teaching and learning activities meet student needs.

The school has a strong sporting culture with outstanding performances by teams and individuals being a highlight of each year.

A range of extra-curricular engagement programs operate each week, including bike, gardening and band programs.

#### School planning process
The school vision was initially developed with input from staff, students and community as part of the amalgamation process in 2012. The vision was revisited and modified to reflect the new school in 2014.

Consultation around the 2015 – 2017 school plan has taken place through a number of meetings (staff and executive), and planning days.

A range of data has been analysed to inform what is working and what can be improved. This has included the analysis of student achievement, welfare and attendance data.

The whole school community, has had the opportunity to have input into the development of the plan through two school self-evaluations; one for the newly established multi-categorical class and the other in the area of whole school student welfare.

Staff participated in the Focus on Learning survey and the school will take part in Tell Them From Me student feedback survey and the Partners in Learning parent survey to further inform planning throughout 2015.
**Purpose:**
To provide staff and students with opportunities for continuous learning

**Evidence based curriculum programs implemented K-6,** informed by rigorous analysis of school and external data, with a focus on literacy and numeracy, quality teaching and syllabus implementation.

**Effective professional learning strategies** include classroom observations, visits to other schools, collaborative planning and implementation of the performance and development framework.

**Leading to** increased understanding of best practice and the ability to deliver flexible needs-based learning programs that meet the diverse needs of our students, and ultimately, higher levels of student achievement.

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**Purpose:**
To implement quality programs and strategies to meet the personal, social and learning needs of all students

**A holistic approach** to student health and wellbeing K-6 is underpinned by proven programs that support and enhance learning opportunities

**Consistent implementation** of policy and procedure, with clearly defined behavioural expectations.

**Leading to** students accepting responsibility for their own behaviours, caring for self and others and contributing to an overall positive school culture.

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**Purpose:**
To strengthen partnerships between the school and key community stakeholders

**A whole school community** approach to meeting the needs of our students is underpinned by strategic partnerships with parents, families, community groups, external agencies, other education providers and local industry.

Regular ongoing communication and publicity enhances the profile of BVPS and increases opportunities and outcomes for all

**Leading to** sustainable partnerships that support the school and improve students' opportunities and outcomes.
## Strategic Direction 1: Expert teaching for engaged learners

### Purpose

Why do we need this particular strategic direction and why is it important?

To provide staff and students with opportunities for continuous learning

**Evidence based curriculum programs implemented K-6**, informed by rigorous analysis of school and external data, with a focus on literacy and numeracy, quality teaching and syllabus implementation.

**Through**, effective professional learning strategies, including classroom observations, visits to other schools, collaborative planning and implementation of the performance and development framework

**Leading to** increased understanding of best practice and the ability to deliver flexible needs-based learning programs to meet the diverse needs of our students, and ultimately, higher levels of student achievement.

### People

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

- **Students**: are engaged in high quality learning activities and strive to improve their learning outcomes and performance results.
- **Staff**: are engaged in needs based professional learning to develop capabilities, demonstrate best practice in teaching and learning, and actively participate in the performance and development framework.
- **Parents/Carers**: are actively supporting their child/ren’s learning through engagement in school activities that focus on learning.
- **Community Partners**: contribute to the school’s success through support which may include sponsorship, use of facilities, access to expertise
- **Leaders**: are committed to enabling staff, students and community members to succeed as continuous lifelong learners

### Processes

How do we do it and how will we know?

- A *continuous cycle of implementation and review of curriculum programs K-6*
  
  Early Action for Success K-2, systematic use of PLAN to monitor student progress and inform teaching and learning in literacy and numeracy K-6, new syllabus implementation

- Effectively cater for students requiring learning adjustments by acting on the recommendations of the Learning and Support self-evaluation.

- **Implement Performance and Development Framework process** - underpinned by Australian Professional Standards for Teachers, Australian Professional Principal Standard for Principals and the Australian Charter for the

### Products and Practices

What is achieved and how do we measure?

- Students achieve at or above expected benchmarks in literacy and numeracy
- Sentral data indicates a reduction in negative behaviours
- Successful accreditation at Proficient by all new scheme teachers and at higher levels by all teachers who volunteer to undertake accreditation at the higher levels
- All teachers perform successfully within the performance and development framework

**Product:**

- Individual Learning Plans are in place for all students identified as needing learning adjustments
- Learning and Support processes are documented and easily accessible.
- Thorough teacher programs reflecting quality teaching practices and leading to successful learning outcomes for all students are in place
- BVPS performance and development support processes documented.
- By the end of 2015 students K-6 will be achieving at or above expected benchmarks in aspects of the literacy and numeracy continuums as per targets set in attachment 1.
- A decrease of 10% in negative incidents resulting in Open Doors consequence as measured by Sentral.
- 100% success in gaining accreditation at Proficient by all new scheme teachers and at higher levels by all teachers who volunteer to undertake accreditation at the higher levels.

<table>
<thead>
<tr>
<th>Professional Learning of Teachers and School Leaders</th>
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</thead>
<tbody>
<tr>
<td><strong>Evaluation Plan</strong></td>
</tr>
<tr>
<td>Regular (5 weekly) collection and analysis of data, analysis of school and external data, school surveys, accreditation and performance development framework data</td>
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<table>
<thead>
<tr>
<th>Practice:</th>
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</thead>
<tbody>
<tr>
<td>Teachers strategically programming, incorporating IEPs/PLPs, meeting Dec requirements and reflecting current key reform areas (Local Schools Local Decisions, Great Teaching, Inspired Learning and the Rural and Remote Education blueprint)</td>
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<tr>
<td>The learning and support team and SLOs are integral to the success of students needing learning adjustments</td>
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<td>Staff professional growth is underpinned by the Standards and supported by a culture of coaching.</td>
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Strategic Direction 2: Student health and wellbeing

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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</thead>
<tbody>
<tr>
<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
</tr>
<tr>
<td>To implement quality programs and strategies to meet the personal, social and learning needs of all students</td>
<td>Students: strive for the BVPS vision, model the values of BVPS and willingly display leadership qualities.</td>
<td>Revision and modification of the Student Welfare policy</td>
<td>Improved student engagement reflected in attendance and achievement data</td>
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<td></td>
<td>Staff: model the vision and values of BVPS and understand and consistently implement the student welfare policy and key initiatives.</td>
<td>Implementation of key initiatives/programs</td>
<td>A positive shift towards enhanced student health and wellbeing is reflected in regular evaluation results</td>
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<tr>
<td>Improvement Measures</td>
<td>Parents/Carers: are actively supporting their child/ren’s health and wellbeing through clear communication, reinforcement of high expectations and participation in key school initiatives.</td>
<td>Implement Student Leadership initiatives</td>
<td>Product:</td>
</tr>
<tr>
<td>- An overall increase in attendance from 92% to 94.8% (state average)</td>
<td>Community Partners: promote a shared responsibility to nurturing successful students in all areas</td>
<td></td>
<td>- BVPS student welfare and discipline policy published</td>
</tr>
<tr>
<td>- Identified students show an increase in attendance rates</td>
<td>Leaders: model the vision and values of BVPS and are committed to enabling the implementation of key programs and initiatives.</td>
<td></td>
<td>- Key initiative delivery resources stored centrally and accessible by all</td>
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<tr>
<td>- Student Tell Them From me survey results show improvement from term 1 to term 3 2015</td>
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<td></td>
<td>- BVPS student leadership policy and processes documented</td>
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</tbody>
</table>

Evaluation Plan

Monitoring and analysis of welfare data (incidents, attendance, suspension) Survey results (Tell Them From Me, Parent surveys).

Practice:
- BVPS Student Welfare policy is implemented consistently across the school.
- Health and wellbeing strategies are embedded into all aspects of school life
- Students actively embrace leadership opportunities.
### Strategic Direction 3: Effective partnerships and connections

#### Purpose

**Why do we need this particular strategic direction and why is it important?**

To strengthen partnerships between the school and key community stakeholders

#### People

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

- **Students:** are engaged in a range of activities designed to enhance their transition to and between schools and their participation in whole school community
- **Staff:** support the achievement of indigenous students, are actively involved in transition and links to learning programs and encourage and support community partnerships
- **Parents/Carers:** support their child/ren to be active members of the whole school community and positively promote the school to the broader community
- **Community Partners:** communicate and work with the school regularly ensuring that a team approach is in place to support student health and wellbeing.
- **Leaders:** enable the whole school community to work together to ensure processes are in place to support student health and wellbeing.

#### Processes

**How do we do it and how will we know?**

- Implement transition programs
  - P-K (Smooth Start), Yr6-Yr7
- Strengthen the focus on Aboriginal Education
  - Links to the community - AECG
  - Clearly defined roles for AEOs
  - Implementation of Norta Norta program
- Establish/re-establish community partnerships and continue promotion of the school
  - **Links to Learning** – SCLC, Bega CoS, University of Wollongong, Industry
  - **School support partnerships** – P&C, interagency groups, volunteers
  - **Publicity and promotion** – the face of BVPS

#### Products and Practices

**What is achieved and how do we measure?**

- Improved achievement results for indigenous students
- Increased enrolments
- Improved community perception as indicated in survey results

**Product:**
- Clearly defined roles for AEOs developed and documented.
- Effective transition programs documented

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**

- Community actively seek out opportunities to be involved in and support school programs
- Interagency collaboration effectively supports and enhances student health and wellbeing
- Representative groups are established and have structures in place to effectively represent the broader community and contribute to the success of the school

#### Improvement Measures

- Indigenous students show growth towards and beyond stage appropriate outcomes as measured by the literacy and numeracy continuums
- BVSP enrolments continue the upward trend with an increase in Kinder enrolments
- An overall increase in school representation in the wider community

**Evaluation Plan**

Monitoring and analysis of a range of data sources including enrolments, student achievement data, participation rates, surveys