**Barkers Vale Public School**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| Our school strives to be a place where every child can learn and develop the skills to effectively function in and actively contribute to society. We want to encourage & empower people, link our community and develop an environment where every student can succeed, through excellence, innovation and team work... "It's up to us."  Our aim is to provide a vibrant and responsive school that produces well educated citizens with the capability and confidence to succeed in the 21st century. To honour this commitment we will...  · Ensure that quality teaching and learning are the central focus of every classroom.  · Provide students with the knowledge, understanding, skills and values for productive and rewarding lives.  · Provide an education that values and supports the intellectual, creative, physical, social and emotional development of each child and their learning style.  · Provide a safe, secure and disciplined quality learning environment.  · Involve parents, caregivers and community in all aspects of their child's education.  · Assist students to develop the foundations for a commitment to lifelong learning in preparation for the world of work, leadership, self-discipline, creative output, problem solving and decision making |  | Barkers Vale Public School is a supportive and active community situated on the scenic plateaus of the north coast. The school is positioned at the top of a picturesque valley and values its large playing fields, climbing equipment and park-like grounds. Barkers Vale has luscious surroundings which are distinct features of the high rainfall area, as it is located 35 km from Lismore and 55 km from Murwillumbah. Embedded in the Kyogle Shire, Barkers Vale boasts a friendly and devoted school community.  Our reputation is founded on delivering quality education, and nurturing the individual talents, interests and abilities of our 57 students. Our aim is to provide a vibrant and responsive school that produces **confident, resilient, future ready learners, leaders and citizens** with the capability and confidence to succeed in the 21st century.  Barkers Vale Public School thrives on **community input and participation**, and each person involved is dedicated to providing the optimum learning experience for the children through unity. Our reputation is founded on **delivering quality education**, in partnership with our local community and our COLOURSS small schools network.  Our students and staff take pleasure in well-resourced classrooms and facilities where students learn in a family environment.  . |  | The consultation process has involved:  The Community of Schools in deciding directions for our planning. All School Community members have participated in consultative processes such as annual surveys, evaluation and planning opportunities and committee meetings, Student Representative Council, P & C meetings.   * Staff has participated in ongoing planning, assessment, analysis and evaluation processes. Our three Strategic Directions reflect the identified needs of our students, the preferences of the families and the requirements of the community, organised within the NSW Department of Education and Training School Excellence Framework. * P&C meetings & Staff meetings: information provided term 4, 2014. New plan documents shown, new process for consultation discussed. * Parents surveyed Term 1, 2015 regarding their opinions of how the school is going and any improvements that can be made for the future. * Principal attended workshop with Principal School Leadership and other small school principals to raise knowledge of 5P template and expectations.   Staff meetings in term 1, 2015 to seek opinions on:   * + Where the school is now, what the school does well, what could we do to improve performance and what do we want the school to be like in 5 years’ time.   + Evaluation of current practices, Analyse findings and devise 3 strategic directions for improvement, review school background and participate in the 5P process |
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| *focused on personalized, dynamic, 21st Century learning in a supportive environment* |  |  |  |  |
| **Purpose:**  *To improve develop students who are literate, numerate and socially, environmentally and culturally aware.*  *To provide student learning experiences that result in development of students’ abilities to think critically, creatively and ethically.* |  | **Purpose:**  *To increase student outcomes and engagement through the seven elements of the BOSTES NSW Teaching Standards.* |  | **Purpose:**  *To maximise each students’ outcomes by providing flexible learning opportunities, fostering partnership that overcome rural and remote challenges while celebrating small schools’ strengths.* |

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| Strategic Direction 1: *STUDENTS–**Nurturing confident, resilient, future ready learners, leaders and citizens* | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |

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| **Prepare** students to be contributing citizens by cultivating critical thinking, collaboration, creativity and communication skills.  **Improve** individual student outcomes and engagement while increasing capacity to learn.  **Create** a positive culture towards and instilling a love of learning and how to learn as lifelong learners  **Cultivate** a desire to challenge yourself and strive for personal excellence  **Create** a safe, supported and nurturing educational environment  **Empower** each student with essential skills and attributes to adapt to a rapidly changing world |  | **Students:**  Are focussed on learning, monitor their progress and reflect on how to improve their achievement.  Are provided with understandings, strategies and tools tofoster 21st century learning skills including collaborative learning and technology opportunities.  **Staff:**  **Provide** opportunities to include optimism, perseverance, resilience and strategies (including ‘Rock and Water’ program and Mindfulness) to support well-being in learning activities.  **Extend** knowledge of differentiation, learning technologies and 21st century learning opportunities for students  **Provide** a supportive learning environment  **Promote** and perpetuate a positive school culture  **Develop** student willingness to engage with creative opportunities and programs such as mindfulness to develop a positive wellbeing.  **Increase** student voice and engagement in the development of personalised learning  **Leaders:** Explicit in leading professional learning and reflective practice to improvestudent well-being  **Community**: Support learning at school by links at home, understand and therefore support the learning of all students  **Community Partners:** The Community of Schools works together to enhance student well-being and critical capabilities at education transition points. |  | **Provide** a challenging, engaging and inclusive curriculum focused on personalized 21st Century learning  **Analyse and review** school-based systems of wellbeing including behaviour management system, attendance procedures (including rewards for improved attendance), student management/self-control plans and WHS risk assessments  **Incorporate** strategies to support well-being and resilience into KLA and mentoring programs.  **Differentiate and individualise** learning which caters for student needs, abilities and styles of learning    **Parents & Community Partners:**  Lay the foundations that will encourage students to step up to the challenges of the classroom and meet their commitments.  All school community members work together to support students |  | Teaching, welfare and school wide programs incorporate explicit activities to support student wellbeing.  Teachers differentiate curriculum delivery to meet the needs of individual students.  Teachers are more confident in utilising learning technologies to maximise 21st century learning opportunities for students.  Greater **student engagement,( including attendance up by 10%)** and achievement  Greater student **responsibility** for learning resulting in increased ownership and empowerment.  Students more equipped with understanding and skills to be global and local community citizens |
| **Improvement Measures** |  |
| * Explicit assessment that provides evidence of improvement and high standards in targeted areas * Student engagement and satisfaction gauged in surveys and products * Regular student self –evaluation tools and opportunities |  |  |  |  |  |  |

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| Strategic Direction 2: *STAFF- developing and enhancing quality educational skills and learning practices* | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| * Develop and/or enhance teacher practice to implement differentiated teaching and learning programs that meet individual student needs. * Ensure all students confidently and creatively reach their full potential by targeting writing, numeracy, creative arts and student wellbeing.   To increase student outcomes and engagement through the seven elements of the Quality Teaching and Leadership Standards:   1. Teachers know their subject content and how to teacher that content to their students. 2. Teachers know their students and how they learn 3. Teachers plan, assess and report for effective learning 4. Teachers communicate effectively with their students 5. Teachers create and maintain safe and challenging learning environments through the use of classroom management skills 6. Teachers continually improve their professional knowledge and practice 7. Teachers are actively engaged members of their profession and the wider community |  | **Students:**  Actively engage in learning that integrates twenty first century learning.  Develop an array of technology skills and understandings    **Staff:**  Build student capacity so they can effectively monitor their learning by understanding what they know and where to next.  Engage in professional learning to increase confidence to provide Quality teaching to all students within their classrooms and across our Community of schools.  Staff can accurately reflect on their capabilities and identify their future professional learning directions.  Implementation of new syllabuses seeking targeted quality professional learning and teaching resources  All staff engage in quality pedagogy practices  Mentor and lead other staff to synergise strengths and experience  Integrate technology in all learning |  | **Students:**  Student outcomes improved measured against syllabus outcomes and standardised testing  **Staff and Leaders**  Effective implementation of all new syllabuses.  All staff actively participating in relevant and targeted professional learning and mentoring programs.  Differentiated and individualised learning in all classrooms and programs  Professional learning opportunities focus on 21st century learning technologies and student centred learning  Regular and targeted **staff review** and evaluation of units of work, pedagogy and **tracking of student progress** and achievement.  **Parents & Community Partners:**  Greater capacity, understanding and support through increased participation in information and reporting strategies and whole school community activities  Community mentoring and participation    **Evaluation plan:**  Regular targeted reflection and evaluation processes with relevant school community members. Gathering of evidence measured against baseline data and ongoing milestones |  | **Products and Practices:**   * Successful implementation of new Syllabuses. * Targeted Professional Learning and support for all staff is provided. * Accredited Teachers meeting Quality Teaching Standards – Performance and Development Framework including professional learning plans. * Greater capacity in staff, students and parents evidenced by increased confidence of staff and stronger links between school and home. * Increased individualised and differentiated learning in all classrooms and programs * Improved student outcomes and engagement.   **Practices:**   * Best practices in teaching and learning, and student wellbeing. * Increased opportunities for staff, students and parents to mentor and lead improvement |
| **Improvement Measures** |  |
| * Analysis of NAPLAN data and anecdotal evidence which demonstrates increased progress for all students in Literacy and Numeracy. |  |
| Strategic Direction 3: *Maximising learning opportunities utilising all school partnerships* | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| *Flexible learning opportunities fostering partnership to overcome rural and remote challenges while celebrating small schools’ strengths to maximise each students’ outcomes.* |  | **Students**: will have access to:-   * a diverse range of extra-curricular activities to build skills and talents outside the classroom   • understandings, strategies and tools to **foster** 21st century learning skills  • Leadership skill learning and opportunities  • Communication and understanding of the purpose of learning activities   * Global and community citizenship skills   **Parents**: will be included in the Educational partnership of their child through various roles.  **Staff**: interact with students and staff of other COLOURSS schools to provide high quality, engaging learning opportunities regularly each term  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. |  | Implement a diverse range of highly engaged curriculum options for students  Audit of parent skills and match to learning opportunities and utilise availability  Focus on specific curriculum areas and give staff the opportunity to organise and guide curriculum development around new syllabus and special interest activities. |  | School and national data using formative and summative measures indicate improvement in focus areas of writing, numeracy and creative arts.  Practice: Implement a diverse range of curriculum options for students to become highly engaged in  Practice: Maintain and inspire more parent involvement within the school/ school community  Practice: Specialised learning days to engage students with different aspects of the curriculum. |
| **Improvement Measures** |  |
| * COLOURSS schools interact in an engaging and meaningful educational processes * Use of community, parent and CoS skills and interests for the betterment of 100% of Barkers Vale students. |  |