Strategic Direction 1

QUALITY SYSTEMS

Purpose
To provide clear, accessible processes and systems that will enhance the efficient delivery of high quality practice in all areas of school life.

Strategic Direction 2

QUALITY TEACHING & LEARNING

Purpose
To build increased student engagement and learning outcomes through the quality provision, instruction and review of all curriculum.

Strategic Direction 3

QUALITY COMMUNITY

Purpose
To foster positive relationships and strengthen the bonds that exist within the school and our wider community.

This plan is devised by Bilambil Public School staff after consultation with colleagues, students and parents. Our school is a positive community of 300+ students set in a tranquil rural setting. School staff work earnestly to meet the agreed school vision that “Bilambil PS aims to be an inspiring and engaging environment where children are enabled to have maximum choices for their life”.

BILAMBIL PUBLIC SCHOOL
“Inspiring 21st Century Learning”
## Strategic Direction 1: Quality Systems

### Purpose
To provide clear, accessible processes and systems that will enhance the efficient delivery of high quality practice in all areas of school life.

### People

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

**Students:**
To engage students to be positive participants in school life through an understanding of school expectations and a desire to be a positive contributor to their school environment.

**Staff:**
To ensure all staff consistently and appropriately demonstrate and deliver agreed school protocols and policies in all areas of school life.

**Parents/Carers/Community:**
To support a collaborative relationship between school and home through the availability and support of clear, transparent school processes and routines.

### Processes

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

**The school will:**
- Create opportunities and processes to create a whole school assessment schedule to use data to inform our future teaching practice for individuals and whole groups.
- Review, modify and facilitate consultation before implementing a key school policy or school routine each term.
- Review, modify and implement processes and strategies to support students with social, emotional, physical, mental or learning needs.
- Develop and implement a personalised learning plan for every student and staff member in our school.
- Source, train and administer a new school administration platform and processes.
- Develop an agreed school based process to support and oversee the new staff accreditation process.
- Clarify all school & departmental expectations with processes streamlined to ensure the safe & maximum participation of all stakeholders in all school experiences.

### Product/Practices

#### What is achieved and how do we know?

**The school will implement and measure:**
- An assessment schedule which recognises departmental and school assessments which measure individual and cohort improvements as well as drive future teaching practice. All shared collegially through planning and evaluations.
- Transparent, consistent application of school practices by all students, staff and parents minimising any potential issues which may arise.
- Consultation, documentation and strategies which meet national Disability Standards and show improved outcomes for targeted students.
- Consultation between stakeholders and assessment data drive personalised learning goals thus explicit growth observable on Sentral.
- Implement effective efficiency review and changes on the administration load of all teaching and non-teaching staff creating clear processes to meet all admin requirements.
- All staff engage in the teaching standards accreditation process with improved teaching & learning practices documented & observed.
- All staff comply with & follow all school & DoE expectations with minimal negative incidents but maximum participation rates recorded.
### Strategic Direction 2: Quality Teaching and Learning

#### Purpose
To build increased student engagement and learning outcomes through the quality provision, instruction and review of all curriculum areas.

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

**Students:**
Meaningfully increase each student’s academic capacity and positive mindset to their own learning. Increase each child’s awareness of their current skillset and where they can explicitly focus their next learning goals.

**Staff:**
Increase staff capacity to set a dynamic learning environment where data drives explicit practice and where measurable achievements by students in all areas are celebrated. Support the delivery of experiences which build collaborative and inquisitive learners, teachers and leaders.

**Parents/Carers/Community:**
Promote collaborative learning communities by providing opportunities for the school to work together with others to improve the practical understanding and delivery of educational experiences and opportunities within the school, home and wider community.

#### Processes
How do we do it and how will we know?

**The school will:**
- Explore and embed staff knowledge and effective delivery of all new NSW Curriculum.
- Ensure the effective implementation of the Australian Professional Teaching Standards into daily practice of all school staff.
- Review, modify and implement individual and whole group processes and strategies to support students with social, emotional, physical, mental or learning needs.
- Develop and implement a personalised learning plan for every student and staff member in our school.
- Nurture professional peer coaching skills amongst all staff for formal and informal peer reflection and improvement.
- Build upon agreed expectations and skills for technology to aid teaching and learning.
- Formalise processes and expectations of extra-curricular experiences being offered in the school over each calendar year.

#### Product/Practices
What is achieved and how do we know?

**The school will implement and measure:**
- Teacher’s understanding and application of the BOSTES NSW curriculum into classroom practice reflected by teacher planning and observation.
- Staff demonstrate high level practice in line with expected standards through planning, data collation, observation and interview scrutiny.
- Structured professional learning experiences and high level collaboration to devise measured personalised learning goals on Sentral for every student which reflect their individual needs.
- Executives then teachers use generative dialogue and coaching to support reflective practice, provide feedback and celebrate success whilst identifying areas for further focus.
- Teachers & students skill focus and engagement on innovative resources & strategies that engage & promote 21st Century learning.
- High participation, satisfaction and growth ratings of students with curricula and extra-curricular experiences offered at Bilambil PS.
### Purpose
To foster positive relationships and strengthen the bonds that exist within the school and throughout our wider community.

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

**Students:**
To engage students in being quality participants in school life with all actively seeking to make a positive contribution to their school, home and wider community environment.

**Staff:**
To engage school staff in being quality participants in school life with all actively seeking to make a positive contribution to their school, home and wider community environment.

**Parents:**
To engage parents, carers and community members in being quality participants in school life with all actively seeking to make a positive contribution to their school, home and wider community environment.

### Processes
#### How do we do it and how will we know?

**The school will:**
- Enhance and consolidate strong bonds between school, home and our community.
- Review and build upon current school welfare practices to develop and implement a whole School Wellbeing Plan.
- Consult, plan and expand the school grounds focusing on parking and play areas.
- Support efficient and effective information dissemination and communication streams through a School Promotions Team.
- Examine, clarify and build a shared culture of learning with appropriately high expectations for all stakeholders.
- Foster relationships with and enhance the outcomes for Aboriginal students within our community.
- Develop professional relationships and processes to enhance our Early Action for Success school initiatives.
- Consolidate our Professional Learning Community to build improved practice.

### Product/Practices
#### What is achieved and how do we know?

**The school will implement and measure:**
- Maintain measured high participation rates at regular school coordinated community activities.
- Wide consultation to review, source, draft and implement a school framework for supporting the measured positive behaviour of students.
- Visible improvement in school facilities.
- Measured parent and community participation in school life through the different communication streams offered.
- Visible Learning surveys demonstrate increases in student’s attitudes to learning and awareness of learning goals with improved results recorded.
- Evaluate participation rates of school Aboriginal students in all whole school initiatives.
- School and department measures show the success of implemented school transition to Kindergarten program.
- Staff PDPs reflect specific learning goals appropriate to teachers needs through a multiple support strategies.