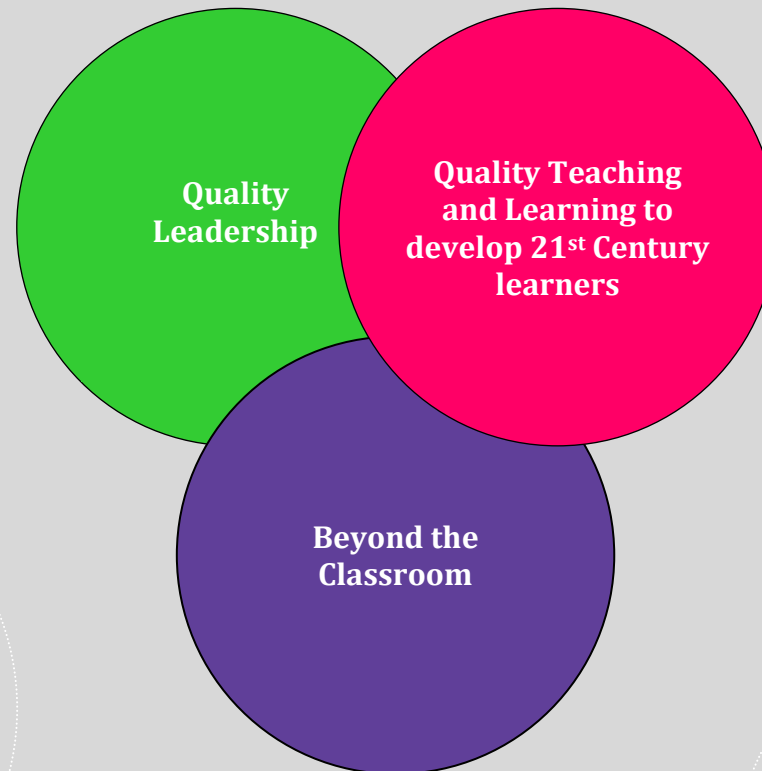
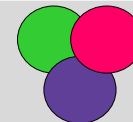


Bargo Public School

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School vision statement

Bargo Public School staff and community work towards every child becoming a highly skilled, educated, vibrant and inclusive 21st Century learner.

Our goal is to develop an inclusive, caring, differentiated and successful learning environment for students. The ultimate goal is to promote a love of life-long learning where students can take their place in the wider community as happy, independent and successful citizens.

We provide an environment where students can:

- ✚ achieve their potential,
- ✚ learn to build social and economic prosperity,
- ✚ engage in activities that promote well-being,
- ✚ contribute as informed citizens to our society.

We encourage our students to be [Safe](#), [Respectful Learners](#) who are capable of:

- ✚ building positive problem solving strategies as well as developing levels of resilience for use now and in the future,
- ✚ developing positive and connected relationships with all,
- ✚ taking responsibility for their own learning and the learning of others with a focus on being inquisitive, risk taking and on achieving personal success.

School context

Bargo Public School is in a semi-rural township located in the lower plains of the Southern Highlands of NSW, serving a varied socio-economic context.

There are approximately 370 students with a small percentage of students with Aboriginal and Torres Strait Islander backgrounds (8%) and students from language backgrounds other than English (2.5%). The school consists of 15 classes, including one Multi-categorical Class for students with Autism.

Staff and parents have high expectations of excellence for students across academic, cultural, social and sporting programs. Parents are active participants in the classroom supporting reading, mathematics, creative and performing arts and sporting programs. Parents show an interest in their children's learning. This strong parental commitment is also reflected by a very active P & C which supports students, learning programs as well as the school's plan and all consultative processes.

The school has a proud history of strong engagement with all levels of community. We are a professional and energetic staff who embrace a positive relationship with parents and caregivers.

Our school plays an important role within the local community.

School planning process

Throughout 2014 staff, students, parents and community participated in vigorous discussions, research and thought provoking conversation around the needs of our students over the next three years.

The process has involved the following:

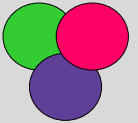
- ✚ ongoing collection of evidence and analysis of data,
- ✚ open and ongoing communication, discussion and review of student progress compared to syllabus outcomes and Literacy/Numeracy Continuum,
- ✚ ongoing review of 2012 -2014 targets,
- ✚ consultation with our parents and P & C through workshops and meetings, reviewing quality teaching and learning, school directions and the progress of students;

The school plan is designed to support, guide and improve learning outcomes for all students.

Each strategic direction provides details of purpose (why), people and process (how), products and practices (what) that are to be realised through the implementation of our plan.

Three key strategic directions have been identified and are:

1. to make a positive difference for the students we teach through **Quality Leadership**
2. to implement **Quality Teaching and Learning to develop 21st Century learners**
3. to support and develop students **Beyond the classroom**



STRATEGIC DIRECTION 1

To make a positive difference for the students we teach through 'Quality Leadership'

Purpose:

Bargo Public school staff aim to make a positive difference for the students we are teaching.

Using shared professional practices, we will strive to develop, support and sustain quality teaching and learning programs based on DEC requirements.

We aim to create an environment where students can strive to become highly literate, numerate, creative and confident through a challenging, engaging and inclusive curriculum.

This will result in clear, concise, accurate communication and reporting of students achievements to our school community.

STRATEGIC DIRECTION 2

To implement Quality Teaching and Learning while exploring qualities required for 'Students of 21st'

Purpose:

Bargo Public School staff aim to create 21st century learners.

We will constantly adapt teaching and learning to new technologies and the demands of the global environment, where knowledge and skills are the new global currency.

This will be achieved by providing quality teaching and learning practices where current technology is embedded across all curriculum areas.

This will result in students who are literate, numerate, creative and confident through a challenging, stimulating, engaging and inclusive curriculum.

STRATEGIC DIRECTION 3

To support and develop students 'Beyond the classroom'

Purpose:

Bargo Public School staff offer a range of opportunities beyond the classroom.

We will build on supportive community spirit and strong personal and social relationships, so that people feel valued and empowered to participate in activities, events and decisions.

We will form strong partnerships with others, including parents and families, to ensure all students get the teaching and support they need to learn, achieve and progress.

This will result in inclusivity, harmony and a celebration of belonging and diversity for all.

Strategic Direction 1: To make a positive difference for the students we teach through 'Quality Leadership'

Purpose

Bargo Public school staff aim to make a positive difference for the students we are teaching.

Using shared professional practices, we will strive to develop, support and sustain quality teaching and learning programs based on DEC requirements.

We aim to create an environment where students can strive to become highly literate, numerate, creative and confident through a challenging, engaging and inclusive curriculum.

This will result in clear, concise, accurate communication and reporting of students achievements to our school community

Improvement Measures

- ❖ Culture classes occurring weekly
- ❖ PBIS strategies in place:
 - reduction of green slips
 - addressing st. needs
- ❖ School stream delivering:
 - homework,
 - invitations,
 - last minute changes to events
- ❖ Staff attaining personal goals & accreditation
- ❖ Every teacher, a responsive and caring educator
- ❖ Every parent, a supportive school partner
- ❖ Every community partner, an advocate for public education

People

How do we develop capabilities to bring about transformation?

Students:

Engage student leaders in the development of their leadership capabilities which integrate skills and learning experiences in the area of intellectual quality:

- attaining Green Flag
- leading PBIS
- contributing to school culture
- develop leadership characteristics outlined in the 'Leader in Me'

Staff:

Engage targeted staff in various PL opportunities designed to enhance knowledge/application of QT for all st. across all KLA

Engage staff in teams to lead curriculum development
All staff in line with DEC TARS process identify goals

Parents/Carers:

Committee members supporting parents in their awareness and understanding of school protocols.

Community Partners:

Access technology support from our wider community - e.g. grants

Leaders:

Engage in PL to support leadership development across all levels of Bargo PS and within DEC

Supporting executive staff in developing quality leadership characteristics.

Processes

How do we do it & how will we know?

Establish & nurture K-2 & 3-6 indigenous culture class during scripture, supported by indigenous staff, icons/community reps

Aboriginal students developing leadership capabilities

Provision for staff to work with students:
environmental issues - Green Flag.
leadership issues - PBIS & Calmer CR
ITC goals

Learning effective behaviour management techniques that encourage a peaceful learning environment -

- Calmer C/R
- PBIS in C/R
- Differentiate learning activities

Implementation of TARS/EARs/PARs
Policy and procedures

Evaluation Plan

Regular reporting.

Products and Practices

What is achieved & how do we measure?

Product:

- Increase number of indigenous students who identify with traditional & contemporary Aboriginal life & identity
- Increase number of actively engaged st.
- Increase in number of happy students
- Improved academic results compared to syllabus and continuum documents
- Use School stream to issue invitations

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

Practice:

- ❖ Culture classes in operation & st. are participating in the learning
- ❖ Reduction of green slips from C/R T
- ❖ Reduction in the number of complaints made by parents & st.
- ❖ PBIS -phase 2 is addressing the needs of st. & staff
- ❖ Clear communication using technology i.e. School stream - to deliver homework, invitations, last minute changes to events
- ❖ Support all staff in the Performance Development Framework process and attainment of personal goals
- ❖ Support and assist staff in attainment of accreditation (beginning T; maintenance of accreditation executive accreditation)

Strategic Direction 2: To implement Quality Teaching & Learning while exploring qualities required for 'Students of 21st Century'

Purpose	People	Processes	Products and Practices
<p>Bargo Public School staff aim to create 21st century learners.</p> <p>We will constantly adapt T/L 2 new technologies & the demands of the global environment, where knowledge & skills are the new global currency.</p> <p>This will be achieved by providing QTL practices where current technology is embedded across all curriculum areas & st. r given opportunities 2 reach their potential</p> <p>This will result in st. who are literate, numerate, creative & confident through an engaging/challenging/stimulating/inclusive curriculum.</p>	<p>How do we develop the capabilities to bring about transformation? Students:</p> <p>Engage in relevant, purposeful learning experiences in</p> <ul style="list-style-type: none"> ▪ literacy/numeracy ▪ technology, research & global demands (SOLE &/or Genius Hour) ▪ music (band) ▪ support st. in the continuous evaluation of their 21st century skills development ▪ life long commitment to fitness (DEC) <p>Staff:</p> <p>Continued TPL thru internal/external programs:</p> <ul style="list-style-type: none"> ▪ staff meetings; SDD; stage planning ▪ SOLE & edmodo ▪ Genius Hour ▪ PBIS - phase 2 ▪ Technology ▪ Characteristics of 21st C Learner ▪ Cultivate Ts' ability to identify students' learning styles, intelligences, strengths and weaknesses <p>Liasing w LaST, agencies & parents re st. needs resulting in improved knowledge</p> <p>CT, in consultation w stage members & curric outcomes develop & implement QTL programs</p> <p>CT, in consultation w LAST, RR, counsellor & RFF will report on individual st progress as well as agencies (Sp Ed settings, DOCs, Sp, V, OT, ICAMHS, Area Health, AECG, paediatrician, psychologist, psychiatrist)</p> <p>Implement quality teaching & learning programs (including LIPA; LIPI, RR, LaST; IEPs, TEN, Lit & num continuum)</p> <p>Balance direct instruction with project-oriented teaching methods</p> <p>Parents/Carers:</p> <p>Parent meetings 2 build awareness & understanding of programs & projects designed to improve st. learning</p>	<p>How do we do it & how will we know?</p> <p>Identification of st need through assessment</p> <p>Delivery of literacy/numeracy QTL blocks</p> <p>Develop/implement syllabus based program</p> <p>Developm't/implementat'n of IEPs; with &/or without support from SLSO (for ATSI, LaST, GAT, integrated st)</p> <p>Gathering information; stage-based CTJ of achievement of curri outcomes & literacy & numeracy continuums; & thru T observation; verbalisation/questioning; formal & informal assessm't; peer &/or self-assessment; T/st conference; work samples; P/T interviews, NAPLAN; continuous, ongoing throughout the year and from year to year.</p> <p>Implementing relevant & approp assessment strategies</p> <p>Support in the C/R from LaST; SLSO &/or volunteers.</p> <p>Staff to explore, learn, implement SOLE & Genius hour across stage 3 then 2</p>	<p>What is achieved & how do we measure? Product:</p> <ul style="list-style-type: none"> ▪ Staff use syllabus documents to prepare & implement QT/L program ▪ Staff use assessment data (Best Start PLAN; L/N continuum, Syllabus o/come formative & summative data, Lexile, Running Records, IAF; diagnostic tests) to provide meaningful, approp lessons to target individual needs. ▪ Staff engage st. in a range of experiences developing an interest in life long learning, fitness and career <p>What are our newly embedded practices & how are they integrated & in sync with our purpose?</p> <p>Practice:</p> <ul style="list-style-type: none"> ❖ Syllabus-based programs developed, taught & reviewed by C/T ❖ T/L programs reviewed by supervisors ❖ IEPs written, implemented with st. making progress ❖ T build on student learning profiles & st. are progressing through levels (EAS & reading) ❖ Development of Focused Individualised Assessments (FIA) by LaST ❖ Use visual timetables in all C/R, which are adhered 2; improving amount of time spent on literacy/numeracy ❖ PLAN & L/N continuum are used to guide & inform T/L program developm't with differentiate QTL ❖ Parents /careers to receive ongoing, purposeful communication about their child's progress throughout the year ❖ St. learn essential skills for success in today's world, such as critical thinking,

	<p>Illustrate how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills for their children</p> <p>Community Partners: Meetings to build awareness & understanding of school programs & projects designed to improve st. learning</p> <p>Encourages knowledge sharing among communities of practitioners, using face-to-face, virtual and blended communications</p> <p>Leaders: Leaders will review the development & implementation of QTL programs as well as assessment data.</p> <p>Highlight ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice – and help them identify what activities they can replace/de-emphasize</p> <p>Help teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse st. & create environments that support differentiated T/L</p>	<p>Evaluation Plan</p> <p>Improved learning outcomes shown through assessments and CTJ observations; tabled & shared</p> <p>Collect, input and analysis appropriate statically progress of all students; thus giving T's required information to plan/prepare/implement meaningful, stimulating & challenging learning plans</p>	<p>problem solving, communication and collaboration.</p>
<p>Improvement Measures</p>	<p>Improvement Measures</p>	<p>Improvement Measures</p>	<p>Improvement Measures</p>
<p><u>TEN</u> end of K 85% will be @ perceptual I end of Yr 1 85% will be @ counting on and counting back end of Yr 2 85% will be @ Facile</p>	<p><u>PLAN (1-6) including Best Start - K</u> T build on student learning profiles & st. are progressing through levels (EAS & reading) Complete PLAN and L/N continuum data collection</p>	<p><u>Running records including Lexile (3-6)</u> Per policy ...end of Kinder 85% will be @ RR 8; of Yr 1 85% will be @ RR 1; of Yr 2 85% will be @ RR 26; Yr 3 & beyond 95% will be RR30 with comprehension skills to match</p>	<p><u>Stage based assessment tasks</u> Per policy and discussions at stage meetings</p>
<p><u>Focussed Individ'l Assessment</u> Per policy ... FAI completed by LaST as required & as part of LaST review</p> <p><u>Cognitive assessments</u> Per policy ... completed by Sch Counsellor as required and as part of LaST review</p>	<p><u>Syllabus-based programs</u> Per policy - developed, taught & reviewed by C/T in a fortnightly planning cycle, based on syllabus / PLAN/BS, L/N Continuum</p> <p><u>T/L programs reviewed by supervisors</u> Per policy - T1 wk 7; T 2, 3, 4 wk 5</p>	<p><u>IEPs written, implemented with st. making progress</u> Per policy - developed with parent, to address st. needs (ASTI, integrated st, LaSt st.)</p>	<p><u>Use visual timetables in all C/R.</u> Monitored by stage supervisors</p>

Strategic Direction 3: To support and develop students 'Beyond the classroom'

Purpose	People	Processes	Products and Practices
<p>Bargo Public School staff offer a range of opportunities beyond the classroom.</p> <p>We will build on supportive community spirit and strong personal and social relationships, so that people feel valued and empowered to participate in activities, events and decisions.</p> <p>We will form strong partnerships with others, including parents and families, to ensure all students get the teaching and support students need to learn, achieve and progress.</p> <p>This will result in inclusivity, harmony and a celebration of belonging and diversity for all.</p>	<p>How do we develop capabilities to bring about transformation?</p> <p>Students: We will make it easy for students to participate in a range of learning activities which will help to develop a life-long love of learning, risk taking skills, a commitment to seeing a task through to completion while developing business skills</p> <p>Staff: We will make it easy for staff to share their passion for learning with students.</p> <p>To help practitioners integrate ITC skills into the teaching of core academic subjects</p>	<p>How do we do it and how will we know?</p> <p>Promote how easy it is to be involved in school activities</p> <ul style="list-style-type: none"> 'Meet the teacher': formal/informal meetings & information sessions MAD and home reading Excursions Assemblies and guest speakers Sporting events & carnivals Bike & pet safety Band Technology SOLE Genius Hour Minds in Motion (local schools) PBIS mural Live Life Well <p>Presentation by Sue Donovan (Respiratory nurse) - Asthma</p>	<p>What is achieved and how do we measure?</p> <p>Product:</p> <ul style="list-style-type: none"> Coordinator of event issues invitations via Schoolstream, website & media Planning, organisation & promotion prior to implementation Attendance is monitored & celebrated via media e.g MAD yr 3 - 6 all parents on school grounds listening 2 st. reading 1st thing in am 4 for 10 minutes. <p>What are our newly embedded practices & how are they integrated & in sync with our purpose?</p>
<p>Improvement Measures</p> <ul style="list-style-type: none"> ❖ Asthma plans prepared for st. ❖ No asthma related issues ❖ Increase in parent & community participation in events ❖ Increase use of & demand for ITC within classrooms ❖ Every student, an engaged learner ❖ Every teacher, a responsive and caring educator ❖ Every parent, a supportive school partner ❖ Every community partner, an advocate for public education 	<p>Parents/Carers: Increase parents knowledge of school protocol</p> <ul style="list-style-type: none"> ▪ Asthma ▪ Diabetes ▪ Curriculum/syllabus ▪ PBIS ▪ Learning needs (nutrition , BEH EXPECTATIOM ROLE OF PARENT V'D CHOLD <p>Community Partners: We will make it easy for people to become involved as volunteers & supporters of school events.</p> <p>Leaders: We will make it easy for executive to share their passion for learning with students, staff and the community. Actively engage in PL and dialogue with their teams.</p>	<p>Evaluation Plan <i>Parents confidently engage in school events, while students develop confidence, boost performance & social interaction through individual support & scaffolding.</i></p> <p><i>In line with Melbourne Declaration & Great Teaching, Inspired Learning, staff will develop the whole child enabling students to become secure in their own abilities (in particular risk taking) to develop fully - academically, physically, emotionally and socially.</i></p>	<p>Practice:</p> <ul style="list-style-type: none"> ❖ Parents work with doctor to produce an asthma plan for use at home & school ❖ Increase in st. carrying correct treatment 'on them' ❖ Attendance is monitored and celebrated via media e.g MAD yr 3 - 6 all parents on school grounds listening 2 st. reading 1st thing in am 4 for 10 minutes. ❖ ITC integrated in QTL program

CORE SUBJECTS AND 21st CENTURY THEMES

Mastery of **core subjects and 21st century themes** is essential for all students in the 21st century. Core subjects include:

- English, reading or language arts
- Mathematics
- Geography
- World languages
- Economics
- History
- Arts
- Science
- Government and Civics

In addition to these subjects, we believe schools must move to include not only a focus on mastery of core subjects, but also promote understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects:

- Global Awareness
- Civic Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Health Literacy
- Environmental Literacy

Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

CREATIVITY AND INNOVATION	Think Creatively	Work Creatively with Others	Implement Innovations
CRITICAL THINKING AND PROBLEM SOLVING	Reason Effectively	Use Systems Thinking	Solve Problems
COMMUNICATION AND COLLABORATION	Communicate Clearly	Collaborate with Others	Make Judgments & Decisions

People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

INFORMATION LITERACY	Access and Evaluate Information	Use and Manage Information	
MEDIA LITERACY	Analyse Media	Create Media Products	
ICT (Information, Communications and Technology) LITERACY		Apply Technology Effectively	
FLEXIBILITY AND ADAPTABILITY	Adapt to Change	Be Flexible	
INITIATIVE AND SELF-DIRECTION	Manage Goals and Time	Work Independently	Be Self-directed Learners
SOCIAL AND CROSS-CULTURAL SKILLS	Interact Effectively with Others	Work Effectively in Diverse Teams	
PRODUCTIVITY AND ACCOUNTABILITY	Manage Projects	Produce Results	
LEADERSHIP AND RESPONSIBILITY	Guide and Lead Others	Be Responsible to Others	

21st Century Learning Environments

- Create learning practices, human support and physical environments that will support the teaching and learning of 21st century skill outcomes
- Support professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice
- Enable students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work)
- Allow equitable access to quality learning tools, technologies and resources
- Provide 21st century architectural and interior designs for group, team and individual learning
- Support expanded community and international involvement in learning, both face-to-face and online