FAULCONBRIDGE PUBLIC SCHOOL 4534

School Plan 2015-2017
### Mid Mountains Schools of Excellence

<table>
<thead>
<tr>
<th>School</th>
<th>Est.</th>
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<tbody>
<tr>
<td>Ellison Public School</td>
<td>1986</td>
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<tr>
<td>Faulconbridge Public School</td>
<td>1964</td>
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<tr>
<td>Springwood Public School</td>
<td>1879</td>
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<tr>
<td>Winmalee Public School</td>
<td>1972</td>
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**Mid- Mountains Schools of Excellence**

This School Plan encompasses the four schools of excellence in the mid-mountains network. It was a collaborative effort involving all schools. We share a vision and a community. We lead learning in the Blue Mountains and our students are always our focus.
At Faulconbridge Public School we believe in 'Educating for Excellence' within an inclusive environment so that students reach their true potential and become confident, creative individuals who are prepared to embrace 21st century changes to build our community for today and tomorrow.

Faulconbridge Public School was established in 1965 and will celebrate 50 years of operation in 2015. Our school is set in the beautiful Blue Mountains and is surrounded by bushland. The school enjoys close ties with the community and its range of programs acknowledges the community, staff and individual student needs.

The school focus is on improving student outcomes and at the same time, ensuring all students develop skills needed for life. Faulconbridge Public School maintains a learning balance that focuses on literary, numeracy, and a wide range of extra curricula experiences.

The school grounds continue to be maintained in order to provide an environment that is typical of the Blue Mountains. All classrooms are equipped with the accessibility to 21st technologies including interactive whiteboards and the connected classroom.

At Faulconbridge Public School there are many programs and initiatives that are part of our school. These include:
- SAKG
- PSSA Sport
- Green Team
- SRC
- Junior and Senior Dance Groups
- Choir
- Band
- Reading Recovery
- ICT multimedia lessons
- Participation in ICAS Competitions
- Premier's Reading Challenge
- Various Speaking Competitions
- Debating
- Winmalee Cup
- Summer Games
- RFF Music
- Kindergarten Transition Program

Towards the end of 2014, the school embarked on an extensive education and survey process involving all stakeholders. Information about the new plan featured in newsletters and information sessions were held at staff and P&C meetings. It was at these meetings that volunteer members of the Planning Committee were sought. The staff, the P&C, the community and the student body were surveyed with a view to what they saw as important to keep around our school and what they might like to see at the conclusion of the new plan.

The data generated by these surveys was then collated and the three major directions teased out. With the major directions exposed, the Planning Committee met to define the schools Vision Statement. A draft was then discussed with staff and community and was included in the plan.

Staff were then invited to assist with the addition of required learning skills and activities, knowledge, professional capabilities, processes and improvement measures. These were finally reviewed and confirmed by the Planning Committee.

All of this planning and preparation was supported by regular meetings with colleague Principals from within the Learning Community, as well as regular input from Principal Support Officers and our Director, Public Schools NSW.
School strategic directions 2015 - 2017

Faulconbridge Public School has identified 3 strategic directions

This page identifies the 3 strategic directions and the purpose of each one.

Our strategic directions will be translated into actions, programs or initiatives that are data driven and accountable.

Purpose:
Enhance organisational effectiveness and strengthen community partnerships through the implementation of effective communication frameworks and school planning. Planning that is in partnership with an informed school community.

Purpose:
All school community members have the opportunity to engage in curriculum that is sufficiently flexible to meet the diverse needs of our students. Teachers engage in individualised team and shared professional learning for the 21st century. The capacity to develop learning within our wider school community.

Purpose:
Our school staff supports wellbeing by building a positive culture and nurturing relationships with families and the wider community. Students support their own wellbeing within the school context requires a whole-school approach that covers practices across these four domains: Learning environment; Curriculum and Pedagogy; Partnerships; Policies and Procedures.
**Strategic Direction 1: Community**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tr>
<td>Enhance organisational effectiveness and strengthen community partnerships through the implementation of effective communication frameworks and school planning. Planning that is in partnership with an informed school community.</td>
<td><strong>Students:</strong> ~ Access other learning opportunities through broader community experiences to provide real world context; and ~ Engage and actively participate in learning through a variety of curricula and extra-curricula programs to achieve our purpose and develop empathy for others and value diversity <strong>Staff:</strong> ~ To be trained in the use of the smart phone/tablets/Iphone apps, ENews, Weebly, Website and Facebook (social media). These technologies are helpful in promoting effective communication ~ Professional learning around 21st Century learning including technologies <strong>Parents/Carers:</strong> ~ Opportunities to build understanding and engage with Faulconbridge Public School. This involves contributing to whole school planning of programs so they can contribute and be equipped to help with their child’s education and they ~ Participate in sessions and meetings to actively engage with children’s learning <strong>Community Partners:</strong> ~ Opportunities to engage with and support Faulconbridge Public School and to foster active communications between the school and community. <strong>Leaders:</strong> ~ Ensure time is given to meet with community representatives and continue to further nurture positive relationships between the Faulconbridge School Community.</td>
<td><strong>Students will:</strong> SRC, Prefects and Captains participate and help develop future plans <strong>Faulconbridge Public School</strong> Students participate in school and community programs. They will also be included in the transition programs for K &amp; Year 7. Develop proficiency in the key learning areas through engagement in a differentiated curriculum and through the utilisation of 21st century learning skills. <strong>Staff will:</strong> Continue to develop positive and meaningful relationships between Mid Blue Mountains Learning Team. Participate in the development of new policies and programs that support connectedness in the community. <strong>Leaders will:</strong> Review how we communicate information to parents and the community. Promote our school at popular events within the area by use of a stall/booth. <strong>Evaluation Plan</strong> ~ Tell Them From Me Survey- parents, students and staff ~ Collection of whole school data Increased attendance at school events Happy and well engaged students ~ Analysis and effectiveness of the use of modern technologies for communication</td>
<td>Increase in parent and community engagement; participation in assemblies, classrooms and other activities planned by the school and its community. School priorities are underpinned by the work of the whole school community. Sustained high levels of student engagement and learning as a result of strong and meaningful community partnerships. <strong>Products:</strong> ~ Defined vision for the school, its future and steps on achieving the vision. This plan developed as a result of community consultation. ~ School practices, policies and programs that acknowledge parents and community involvement. ~ Promotional video, user friendly website, weekly newsletters and a FACEBOOK account which clearly defines the school and promotes high levels of communication. <strong>Practices:</strong> ~ Demonstrated recognition and involvement of all cultural representatives including our indigenous culture. ~ Explicit systems of positive and effective communication are embedded to reach all members of our school community ~ Sustained high levels of positive student, staff parent/caregivers satisfaction with the school’s learning culture, values and environment are evident. ~ Create traditions that are linked to Federation in school assemblies, school celebrations and classrooms.</td>
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**Improvement Measures**
- Annual increase in volunteers committed to working in classrooms and in the capacity of the school
- Well attended P&C meetings.
- Increased interaction with Springwood High School and KU
- Stronger partnership between local schools
- Encouraging parents and caregivers to attend information nights

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### Purpose

All school community members have the opportunity to engage in curriculum that is sufficiently flexible to meet the diverse needs of our students. Teachers engage in individualised team and shared professional learning for the 21st century. The capacity to develop learning within our wider school community.

### People

**Students:**
1. Engage in quality learning of literacy and numeracy in the class and home environments.
2. Can expect that learning opportunities will be available to them that focus around 21st Century skill development and connections with local, national and global educational settings.

**Staff:**
Have a program of personalised professional development (Performance and Development Plan) using a range of innovative strategies, including planned team programming.

Undertake TPL and design and implement teaching and learning experiences that encompass deep thinking and creativity to help students to make sense of their world.

**Parents/Carers:**
~Contribute to a collaborative learning community by participating in opportunities for parents and teachers to make sense of their world.

**Community Partners will be encouraged to:**
~Contribute to a collaborative learning community by participating in opportunities for parents and teachers to make sense of their world.

**Parents/Carers:**
~Contribute to a collaborative learning community by participating in opportunities for parents and teachers to make sense of their world.

### Processes

**Students:**
~Will engage in learning that is tailored to their individual needs. Teaching and Learning programs will support student needs and build upon student strengths.

**Staff will:**
~ develop teaching and learning programs that include differentiation and support individualised learning.
~ provide students with quality and constructive feedback on work and assessment tasks to ensure continual improvements in learning.
~ engage in professional learning around new syllabus documents to ensure that quality teaching practice.

**Leaders will:**
~ provide professional learning opportunities for staff to develop best practice in regards to teaching and programming.
~ provide supportive supervision around school priorities and staff professional goals.

### Products and Practices

1. Teaching and Learning programs will incorporate digital technology, differentiation, KLA integration and will feature Independent Education Plans and Behaviour Management Plans as appropriate.
2. School professional learning plans explicitly target developing teacher capacity to cater for learner diversity, new curriculum content and are aligned to Australian professional Teaching standards.
3. A coordinated plan of support for the introduction of National Curriculum and Teaching Standards.

**Practices:**
~ New syllabus documents will be effectively implemented through whole school programs and taught in classrooms.
~ Assessment for learning principles will guide teaching.
~ Students utilise feedback provided by staff against criteria to improve and achieve their learning goals.

~ Individual student progress will be monitored and assessed against literacy and numeracy continuums.

~ All students are encouraged to be confident, creative, collaborative, critical thinkers and this will be demonstrated in their daily learning

~ Student voice is evident throughout school programs, policies and practices

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Planning template – V2.0
### Strategic Direction 3: Fostering Success and Wellbeing

#### Purpose

To work across the school community to foster a positive culture based on the expectation of being a respectful and responsible learners and community members. To introduce PBL (Positive Behaviour for Learning) to achieve a culture where success is valued and strong character is developed.

#### Improvement Measures

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<tr>
<td><strong>Students:</strong></td>
<td><strong>Students:</strong></td>
<td><strong>Products:</strong></td>
</tr>
<tr>
<td>~ Can expect to engage in student welfare programs on an annual basis.</td>
<td>~ Address the diverse academic and social needs of students by implementing the Positive Behaviour for Learning framework across the school.</td>
<td>~ The analysis of STARS data will reveal a significant reduction in unproductive and challenging behaviours across the school.</td>
</tr>
<tr>
<td>~ Can expect regular feedback on their behaviour, wellbeing and learning, and to engage in academically appropriate classroom work.</td>
<td>~ Collaboratively develop teaching and learning programs that include differentiation and support individualised learning where necessary.</td>
<td>~ An increased number of students from Year 3 to Year 5 exhibit positive growth in the value added component of NAPLAN.</td>
</tr>
<tr>
<td>~ Will have the opportunity to engage in learning that is challenging, inquiry based and requires self-direction, team work and an element of “risk”.</td>
<td>~ Utilise professional learning and KidsMatter programs such as Bounce Back that focus on social and emotional learning.</td>
<td>~ Data informed, quality teaching programs are developed collaboratively and highly visible in all classrooms.</td>
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</tbody>
</table>

#### Staff:

~ Can expect to engage in professional learning that stems from analysis of school based and external data and opportunities to regularly reflect on data to inform welfare programs, teaching and learning and to guide programming e.g. PBL and KidsMatter.

#### Parents/Carers:

~ Have the opportunity to participate in the development of Independent Education Plans and/or Behaviour Management plans for their child.

#### Leaders:

~ School leaders have the capabilities to lead staff professional learning and ensure the development of our collective mindset that out students can and will achieve their potential.

#### Evaluation Plan

~ Analysis of learning support team data and referrals to the counsellor and/or LAST team.

~ Monitor and review the success of the PBL framework through STARS data.

~ Monitor teaching and learning programs to ensure they include opportunities for differentiation.

~ Student literacy and numeracy learning will be monitored through analysis of PLAN data and learning programs will be regularly refined and adjusted.

#### Products:

~ The analysis of STARS data will reveal a significant reduction in unproductive and challenging behaviours across the school.

~ An increased number of students from Year 3 to Year 5 exhibit positive growth in the value added component of NAPLAN.

~ Data informed, quality teaching programs are developed collaboratively and highly visible in all classrooms.

~ School Satisfaction surveys indicate that both staff and parents feel that there is a positive tone throughout the school and its community.

#### Practices:

~ Students know what to do in times of emotional stress or academic challenge as a result of social and emotional programs such as Bounce Back.

~ Community input is evident throughout school planning and selected activities.

~ KidsMatter initiatives and the PBL framework establish a continuum of supports that are intensified to meet the needs of all students.

~ Staff members deliver consistent responses to student learning and behaviour.

~ Respectful trust relationships are evident and recognised as important to achieving learning growth.