I Aspire, I Achieve.

Respect, Responsibility and Fairness

School Context
Byron Bay Public School is situated in the centre of the town of Byron Bay. The school serves a diverse community with families from different financial, ethnic, religious and cultural backgrounds.

In 2012 the total enrolment of 635 was distributed in 25 stage classes.

Byron Bay Public school has a reputation for:

- excellent academic results
- professional, committed and caring teaching, learning support and administration staff
- outstanding programs and facilities to stimulate and extend student learning in technology, creative arts, music, public speaking and sport
- a school environment which is safe, caring and secure
- the promotion of success and excellence with high expectations
- a school spirit and a sense of belonging
- a supportive and dedicated parent group and community.

School Belief
We believe students are at the centre of what we do. Our goal is to improve education and learning outcomes for all students.

Teachers are a key factor impacting on student learning and that Byron Bay Public School provides stimulating and challenging learning experiences to develop a well-rounded individual child capable of meeting life’s challenges.

School Priority Areas and Team Leaders

<table>
<thead>
<tr>
<th>Area</th>
<th>Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>Merran Campbell</td>
</tr>
<tr>
<td>Literacy</td>
<td>Cheryl Booker</td>
</tr>
<tr>
<td>Student Welfare and Learning Support</td>
<td>Cheryl Booker</td>
</tr>
<tr>
<td>Sport, Fitness, Physical Education and Active Life Style</td>
<td>Tony Hutchinson</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>Geoff Spargo</td>
</tr>
<tr>
<td>Building a Sustainable Environment</td>
<td>Athol Lane</td>
</tr>
<tr>
<td>Building Partnerships in the Byron Community</td>
<td>Geoff Spargo</td>
</tr>
</tbody>
</table>

Long-term Strategic Directions (Three Year Horizon)

- Improved literacy outcomes for all students with a focus on explicit teaching in the literacy session context using modelled, guided and independent learning.
- Support student access to a broad and differentiated curriculum with a focus on maximising achievement and engagement in mathematics and build the capacity of staff to work collaboratively and effectively.
- Embedded in the school is a support mechanism that ensures all students have equity of educational outcomes and feel secure in the learning environment.
- Ensure a quality program that encourages a positive attitude to general fitness, participation and good health habits for all students.
- All students are provided with opportunities in the creative and performing arts to explore and reach their potential, building their self-confidence and self-worth in the school community and beyond.
- Students have a broader understanding of climate change and life style required to sustain our quality of life.
- Establish an educational service that is linked to local organizations to enhance the opportunities for Byron Bay children.

This plan has been endorsed and approved by:

<table>
<thead>
<tr>
<th>Principal</th>
<th>Date</th>
<th>School Education Director</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geoffrey Spargo</td>
<td></td>
<td>Daryl Jacobs</td>
<td></td>
</tr>
</tbody>
</table>
• Increased levels of staff and student competency in the use of information and communication technologies with increased effective communications and teaching within the school community.

School Budget
Estimated annual total budget $900 000
Estimated salary budget $3 500 000
Estimated annual budget $4 400 000

Human Resources
• 5 Executive staff
• 25 Classroom teachers
• 8 Support teachers
• 5 Teacher’s Aides
• 6 Administration staff

School Self Evaluation
<table>
<thead>
<tr>
<th>Year</th>
<th>Educational and management practices</th>
<th>Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Programming</td>
<td>Mathematics</td>
</tr>
<tr>
<td>2013</td>
<td>Student assessment</td>
<td>English</td>
</tr>
<tr>
<td>2014</td>
<td>Technology for learning</td>
<td>Science and Technology</td>
</tr>
</tbody>
</table>
Intended Outcomes 2012-2014

- Improved literacy outcomes for all students with a focus on explicit teaching in the literacy session using modelled, guided and independent learning using quality teaching and quality learning pedagogy and technology initiatives.
- Implementation of new syllabus incorporating the Australian curriculum.

Targets

- Increase the percentage of students achieving minimum growth in reading Years 3 to 5 by 5 points and spelling by 5 points.
- Increase the percentage of students achieving minimum growth in reading Years 5 to 7 by 3 points and Year 5 spelling by 3 points.
- Increase the percentage of students achieving top two bands in Year 3 NAPLAN in writing to 66%, reading to 57% and spelling to 51%, Year 5 NAPLAN in writing to 28%, reading to 54% and spelling to 41% and Year 7 NAPLAN in writing to 20%, reading to 37% and spelling to 27%.
- Provide opportunities to all students in Stage 1, 2, 3 to develop skills, strategies and confidence to participate in public speaking with a class audience and to challenge students with an interest and talent in public speaking with a wider audience.

Strategies

Teaching and Learning
Literacy sessions are the focus of the morning session in all classes.
Teaching is explicit and includes modelled, guided and independent practice in reading and writing.
Public speaking is a focused area of talking and listening strand of the English syllabus.
Real purposes for writing are provided for students.
Spelling skills are reflected in students’ writing.
Continue to resource the school in a systematic manner so that reading can be taught explicitly across the school.
The K to 6 continuum is used in ES1/S1 to develop early learning plans for programming and assessment.

Professional Learning
Teachers will work on developing their knowledge and understanding of the Best Start Continuum.
Professional learning has a component for the integration of technology into the literacy session.
Professional learning and resources will be provided to support the implementation of new syllabus.

Boys and Girls Education Strategy
Provide opportunities for students to engage in learning suited to their learning style.

Gifted and Talented Education
Challenging learning experiences are provided for exceptional students in reading, writing and speaking.

Learning Assistance
Learning support for students achieving in lowest two bands through targeted support.
Reading Recovery Program is provided for students in Year 1.
Peer reading support literacy programs with the students of Byron Bay High School.

Technology
All staff members use technology to support student learning in classrooms.
Communication with all staff members, parents and the Byron community is enhanced by email, the school’s and DET websites and future technology initiatives.

Assessment and Reporting
Each Stage team will develop an assessment plan which will provide student data on student learning and achievement, Training in use of SMART data and BEST START assessment strategies.
Analysis of NAPLAN data informs collaborative stage-based and classroom programs.

Resource allocation and funding source

This plan has been endorsed and approved by:

<table>
<thead>
<tr>
<th>Principal</th>
<th>Date</th>
<th>School</th>
<th>Director</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geoffrey Spargo</td>
<td></td>
<td>School Education Director</td>
<td>Daryl Jacobs</td>
<td></td>
</tr>
<tr>
<td>School literacy budget and Library Fund</td>
<td>Professional learning budget</td>
<td></td>
<td></td>
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<tr>
<td>----------------------------------------</td>
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</tr>
<tr>
<td>Literacy and Assessment and Reporting Teams</td>
<td>Learning Assistance, Reading Recovery staff allocation and budgets.</td>
<td></td>
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</tr>
</tbody>
</table>

## Numeracy

### Intended Outcomes 2012 - 2014

- Build the capacity of staff to work collaboratively, effectively and promote innovative practice in mathematics.
- Support staff to embed quality numeracy practices with the inclusion of technology.
- Develop and implement quality teaching practice that improves the outcomes for higher achieving students.
- Implementation of new syllabus incorporating the Australian curriculum.

### Targets

- Attainment of average growth in numeracy equivalent to the State mean for Year 3 to Year 5 (5.0) and Year 5 to Year 7 (7.0).
- Increase percentage of students achieving in the top two bands in numeracy in Year 3 to 53%, Year 5 to 30% and Year 7 to 30%.

### Strategies

#### Teaching and Learning

All mathematics programs use the North Coast Scope and Continuum to plan implementation of the syllabus.

A minimum of 300 minutes teaching and learning time is allocated per week to mathematics.

The numeracy session format with the components of warm-up, teaching and learning and reflection in each mathematics lesson.

Weekly homework has a component of mathematics learning activities linked to the teacher and learning.

Teachers work collaboratively to support student learning which includes students moving between adjoining classrooms.

Mental computation is a component of every numeracy session to reinforce number facts and tables.

Early Stage 1 and Stage 1 team to implement BEST START Problem solving activities, inclusive of NAPLAN practice examples, to be implemented.

#### Teacher Professional Learning

Deliver effective and meaningful professional development.

Build the capacity of teachers to identify and implement effective practices.

Promote and support innovative approaches through collegiality and teamwork.

DEC and external consultants support teachers with differentiation of the mathematics curriculum and implementation of technology for learning.

Professional learning and resources will be provided to support the implementation of new syllabus.

#### Aboriginal Education

Increase student attainment in numeracy.

Achieve quality partnerships between home, school and community.

Focus on talent, interests and engagement of student learning through PLPs and quality teaching programs.

#### Boys and Girls Education Strategy

Provide opportunities for students to engage in learning suited to his/her learning style.

#### Gifted and Talented Education

Provide access to challenging learning experiences for exceptional students in mathematics.

Provide ability groupings within classes/ across classes/ across stages.

Ensure the continuity of access to learning outcomes across the continuum.

#### Assessment and Reporting

Each stage team will develop an assessment plan which will provide student data on student learning and achievement.

Training in use of SMART data and Best Start assessment strategies will be provided for teachers.

Analysis of NAPLAN data to inform collaborative stage-based and classroom programs.

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</table>
Technology
All staff members use technology to support student learning in classrooms.
Students have access to challenging learning experiences using computers for learning in classrooms and the computer room to support their learning including Mathletics.
Increase the student access to computers for learning in classrooms.
Innovative technology using a range of resources.

Learning Assistance
Provide learning support for students achieving in lowest two bands.
Learning assistance plan that utilises additional funding to support the mathematics focus.
Students identified in student assessment data as requiring support will receive remedial teaching in the learning assistance program linked to their class program.
Providing ability groupings within classes/ across classes.

Resource allocation and funding source

<table>
<thead>
<tr>
<th>Teacher professional learning budget and time allocation</th>
<th>Teacher professional learning budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Education budget</td>
<td>Stage team allocation</td>
</tr>
<tr>
<td>Stage team meetings and gifted and talent team/budget</td>
<td>Assessment and reporting team</td>
</tr>
<tr>
<td>Technology team support and school budget</td>
<td>Learning assistance program time and funding</td>
</tr>
</tbody>
</table>

Student Welfare and Learning Support

Intended Outcomes 2012 - 2014

- Learning support and student welfare programs that provide equity of student outcomes for all students.
- Embedded in the school culture is a support mechanism that ensures all students have equity of educational outcomes and security in the learning environment.

Targets

- The welfare and learning support team is an integral body that supports students and staff.
- Personalized learning plans are developed for students with special needs and Aboriginal students.
- Student management is handled in a positive and consistent manner for all students, using a positive behaviour for learning framework and incorporating the whole school social skills program to achieve consistency for students and staff.

Strategies

The role of student welfare and learning support team
Establish systems for referrals of students in order to support classroom teachers.
Resources are purchased to support staff and students.
Professional learning is provided to all staff.
Allied health professionals and consultants are involved in the welfare and learning support team and case meetings.

Positive School Behaviour
Review and consolidate school discipline policy using the core values.
Team to be established and with core values and plans that have been developed.
Positive recognition as well as consequences for inappropriate behaviour is developed.
The use of the RISC system to be phased in for all staff to access and use for monitoring student behaviour.

Boys and Girls Education Strategy
Specific programs are developed in response to gender specific social and physical development.

Teacher Professional Learning
Teachers are provided with quality professional learning to support school’s core values.
Provide opportunities for all staff to continue their learning and understanding when working with a wide range of students with different needs.

Development of Personalised Learning Plans
Personal learning plans for students receiving support funding and Aboriginal students are embedded student support programs. Teachers to be released and funded to meet with parents and develop plans.

Transition to High School
Programs to increase awareness before beginning high school and provide links with the high school.
Include:
Special transition programs for high risk and special needs

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</table>
Drug education is taught across year 6 and 7 as a pilot program.

Literacy peer programs.

Social Skills Program
Revised the school’s social skill program so that it is an integral program that supports the core values of BBPS.
Keep the Social Skills program flexible for reactive behaviours that may occur.

Resource allocation and funding source

| Student welfare and learning support team and school budget | Teacher professional learning budget |
| School budget-Aboriginal Education and student support budget |

Sport, Fitness, Physical Education and Active Life Style

Intended Outcomes 2012-2014
- Ensure a quality program that encourages a positive attitude to general fitness, participation and good health habits for all students

Targets
- Students have opportunities to participate and experience success in a range of sports as team members and individuals.
- Students develop positive attitudes to physical activity and healthy life styles.

Strategies

Sport
All students participate in a weekly school sport program that will offer opportunities to develop skills, fitness and team building experiences.
Time allocation to organised stage sport per week Early Stage 1 and Stage 1 -45 minutes, Stage 2 and 3- 60 minutes.
School sport carnivals in swimming, cross country running and athletics provide opportunities for students to excel and be selected to represent the school at district, zone, region and State levels.

Teacher Professional Learning and Sports Management
Teachers continually aim to improve their skills and knowledge of teaching strategies in physical education and sport.
Teachers who manage teams have the opportunity to coordinate team sport and PSSA.

Boys and Girls Education Strategy
Stereotyping of sports according to gender is discouraged and all students are supported and encouraged to pursue sports of their personal aspirations.
The celebration of achievements becomes part of the school culture.
At times children are separated into gender for specific

Teaching and Learning
Every student is provided with a minimum of 120 minutes per week of physical education, fitness and sport lessons.

Provide challenging learning experiences for exceptional students
Students with exceptional ability in various sports are provided with the support to achieve at the highest level they aspire to in their selected sports.

Physical Education
Weekly gross motor programs are provided for all students in Early Stage 1 and Stage 1 students.
The Triskills Program (a biennial event) provides a valuable program to support class’s physical education program.
Visiting sport promotion officers provide support to the physical education programs.

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</table>
learning and skill development, however not into stereotyped sports. Boys learn skills through games like netball and girls in cricket.

Stage 3 students participate in the CPR program. Stage 1 participates in a swim safety program.

Healthy lifestyle
The Life Education Program is included in every classroom’s health program. Child Protection is included in every teacher’s program. The Stage 3 growth and development is an inclusive program in the school’s personal development program. Year based Interepulate programs, drug education and safe living (child protection). LLW@s linking healthy life choices with physical education. All students participate in munch, crunch, sip program.

Fitness programs
Regular fitness programs are part of the Stage 2 and 3 programs. Fitness programs in Stage 2 focus on the fundamental movement skills.

Resources and funding source
<table>
<thead>
<tr>
<th>Sport, Fitness, Physical Education and Active Life Style team</th>
<th>Parent contributions and school fee payments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional learning budget</td>
<td>Sport budget</td>
</tr>
</tbody>
</table>

Creative and Performing Arts

Intended Outcomes 2012-2014
- All students are provided with opportunities in the creative and performing arts to explore and reach their potential, building their self-confidence and self-worth in the school community and beyond.

Targets
- Every student participates in the school music program.
- Students have the opportunity to learn to play an instrument and perform as a member of a band.
- Students have a raft of opportunities to perform, dance, act, and sing to an audience.
- Students have opportunity to create and appreciate visual art.
- Students are taught the fundamentals of public speaking as part of the school’s talking and listening program.

Strategies

School music program K-6
The school employs a specialist music teacher to teach a generic music program based on the DEC music syllabus to every class in the school.

Band and string ensemble
The school employs a band leader who coordinates the school bands. The school bands are graded into beginner, intermediate and senior band. The bands practice once a week in the school hall. A string ensemble group works with the string teacher.

Instrumental Music Program
Tutors are employed by the school community to teach instrumental music as part of the school’s extracurricular music program. Tutors in brass, woodwind, percussion and strings teach students for a maximum of eighteen lessons per year. Tuition is conducted during school hours. Students learn how to play the instruments using a range of music including music which is used in the school band program. The school bands perform in the Byron community, with a

Arts Extravaganza
The school community provides all class groups with an opportunity to perform for an audience consisting of members of the school community. Students have the opportunity to be involved in back-stage work (mechanist) and scenic art (painting the backdrop). In the last weeks of terms 2 and 3, students present an item which can relate to teaching and learning activities in the creative arts curriculum. Other student groups and individuals perform at the Arts Extravaganza.

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</table>
**Public Speaking**  
Students are taught the fundamentals of public speaking as part of the school’s talking and listening program. Students select their own topics and teachers design rubrics to assess their work. Students present their speech to their class. Students are selected to compete against other students from their stage. The winners of the stage public speaking competition receive perpetual trophies. Students are selected from Stage 2 and 3 to prepare and present a speech at the Multicultural Public Speaking Competition. Two students per stage are selected to represent the school at the regional finals.

**Visual Art**  
Visual art is an important part of all classroom creative arts programs. Displays of students’ visual art adorn the walls of classrooms with select art-works posted in the hall and in school’s display cabinets. The Biennial Art Show will be planned for 2013. Visiting artists are invited to assist teachers with their art program during the year.

**Visiting performers**  
Visiting performers are an important part of the school’s creative and performing arts program. Each year the Arts Committee selects performances to be presented at the school. The cost for students is included in the school fee which parents pay at the beginning of the year. During the year the school provides other visiting performances. These performances are optional attendance, with individual teachers deciding on the relevance to their class. Visiting school bands and choirs are welcome at school to expose students to the full potential of learning to sing or play an instrument.

**Providing challenging learning experiences for exceptional students**  
Creative Arts Camps  
Students with a talent in creative and practical arts are encouraged to attend the creative arts camp at Lennox Head. Teachers are encouraged to support the camp as part of their professional development.

School choirs  
The school has three choirs in which students work with teachers to improve singing as a group. The choirs perform at school and community events during the year.

Multimedia  
Stage 3 students have the opportunity to work with teachers in producing multimedia productions. The students write and produce a short film.

**Talent Identification Program**  
The school is committed to the identification of talented students in the creative arts.

**Dance**  
Opportunities for students to participate in dance and perform in groups are provided for students. The school provides opportunity for students to perform at school and interschool dance events.

**School Discos**  
The school will conduct two student discos in terms 1 and 3 to raise funds for school programs.

**Resources and funding source**

<table>
<thead>
<tr>
<th>Arts Committee</th>
<th>School budget allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffing component- release staff</td>
<td>Parent contribution to instrumental music program</td>
</tr>
</tbody>
</table>

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</tbody>
</table>
Building a Sustainable Environment

Intended Outcomes 2012-2014

- Students have a broader understanding of climate change and lifestyle changes required to sustain our quality of life.

Targets

- All students have a broader understanding of climate change and lifestyle changes required to sustain our quality of life.
- The School Environment Management Plan plays an important role in the school management and decision-making.
- Teachers understand the importance of changing attitudes toward the environmental issues that face our world community and how important it is for every student to have a positive attitude and a good understanding of these issues.
- The school community embraces the concept of reuse and recycling.
- The school vegetable garden is used as a learning tool to inform students of the origin of our food.
- World Environment Day is used to promote learning about understanding climate change and the importance of changing the attitudes of everyone to ensure our planet can sustain life in the future.

Strategies

<table>
<thead>
<tr>
<th>School Environment Management Plan (SEMP)</th>
<th>School Vegetable Garden and Compost Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SEMP plays an important role in the school management and decision-making.</td>
<td>The school vegetable garden is used as a learning tool to inform students of the origin of our food. Students learn the skills of growing their own food in home gardens.</td>
</tr>
</tbody>
</table>

Curriculum Inclusions

- Within each unit of work teachers include learning on environmental issues. The units of work will include visiting environmental groups and aligning learning with environmental events and activities within the community.

<table>
<thead>
<tr>
<th>Recycling Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school community embraces the concept of reuse and recycling.</td>
</tr>
</tbody>
</table>

World Environment Day (WED)

- WED is used to promote learning about understanding climate change and the importance of changing the attitudes of everyone to ensure our planet can sustain life in the future.

<table>
<thead>
<tr>
<th>Teacher Professional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every teacher learn about the importance of changing attitudes toward the environmental issues that face our world community and how important it is for every student to have a positive attitude and a good understanding of these issues.</td>
</tr>
</tbody>
</table>

Science and Technology

- Within every teacher’s program there are opportunities for students to participate practical, hands-on, experimental Science learning activities.

<table>
<thead>
<tr>
<th>Resources and funding source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental team</td>
</tr>
<tr>
<td>Parent and community support groups</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>Geoffrey Spargo</td>
<td>School Education Director Daryl Jacobs</td>
<td>Date</td>
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</tr>
</tbody>
</table>
# Building Partnerships in the Byron Community

## Intended Outcomes 2014
- Establish an educational service that is linked to local organizations to enhance the opportunities for Byron Bay children.

## Targets
- Strengthened relationships within the school community- Byron Bay Preschools, Byron Bay High School, community organizations, sporting bodies, local businesses and allied health professionals.

## Strategies

<table>
<thead>
<tr>
<th>Preschools</th>
<th>Byron Bay High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build upon the relationship and understandings existing between the local preschools and long day care centres.</td>
<td>Explore and implement strategies to the transition of students between primary school and secondary school with developments in instrumental, sporting, technology, language and gifted programs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other local primary schools</th>
<th>Allied Health Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through the Lighthouse Valley Learning Community explore opportunities and implement strategies to develop closer working relationships between local primary schools.</td>
<td>Continue the positive working relationship with the local health service providers as part of the Student Welfare and Learning Support Team’s work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sporting Organizations in Byron Bay</th>
<th>Creative and Performing Arts Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidate relationships between the school and sporting bodies to enhance sporting opportunities for students. These include Little Athletics, soccer, rugby union, rugby league, horse sports, Byron Board Riders, AFL, cricket club, surf club and other community sports groups.</td>
<td>Organize student performances in the community and provide opportunities for local artist and performers to interact with the schools creative and performing arts programs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Byron Business Community</th>
<th>Local Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore and initiate opportunities for local businesses to participate in the school.</td>
<td>Continue the constructive relationships with local newspapers, radio and television to support the positive image of the school in the community with regular media releases and photographs of school events.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents of students</th>
<th>Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide pathways for family members to become involved in the school community by providing clear communications, transparency and an open door policy.</td>
<td>Provide opportunities for the Byron Shire Councilors and State member to interact with the school.</td>
</tr>
</tbody>
</table>

## Resources and funding source

<table>
<thead>
<tr>
<th>School budget</th>
<th>Local community organisations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lighthouse Valley Learning Community funding proposals</td>
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</tbody>
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Byron Bay Public
School
School Plan
2012-2014