

School Plan 2015 – 2017

Burrumbuttock Public School 1453



Personal Best for All

School Plan 2015 – 2017

STRATEGIC DIRECTION 1

Students become confident and innovative learners striving for future success.

STRATEGIC DIRECTION 2

Build capacity of staff to consistently deliver excellence in teaching and learning in a supportive environment.

STRATEGIC DIRECTION 3

Establish effective systems to record monitor and plan for personalised learning.



School Vision Statement

Burrumbuttock Public School is committed to promoting equity and delivering excellence. Our ambition is to challenge, motivate and expand minds and equip all learners with the skills and attitudes required to be successful in the 21st Century.

A strong sense of belonging exists at Burrumbuttock Public School, where children and adults feel they make a contribution and are valued as individuals. Our school is a place of moral values where students learn respect for themselves, others and the environment.

We strive to facilitate every student in achieving their personal best within a safe, supportive, respectful and professional learning environment. Our school inspires and empowers resilient, self-motivated learners who are resourceful, creative, critical thinkers with high levels of emotional intelligence to contribute and engage within an ever-changing global community.

We are committed to embedding literacy, numeracy and technology into all aspects of professional practice. Our school evokes curiosity about the world and a desire to seek to discover and solve problems creatively, independently and collaboratively and be responsible community members.

School Context

Burrumbuttock Public School is a small rural school located 32 km north-west of Albury. It is situated on Wiradjuri Land. Students live in the village or surrounding farming areas. BPS commemorated its 125 years anniversary in 2014. Many students' parents and grandparents are ex-students of the school. Two multigrade classes exist for the current enrolment of 35 students. Outstanding teachers, support personnel and administrative staff work closely with parents, striving to cater for individual student needs within a supportive learning environment. The school is well respected and the Parents and Citizens Association play an active role in supporting the school.

Unique features of our school include the Stephanie Alexander Kitchen Garden Program and the Wirraminna Environmental Education Centre being adjacent to the school. These facilities support our innovative programs.

As a member of the 'Walbundrie Network of Small Schools' and the 'Durakar Learning Community', Burrumbuttock Public School has strong links with other local public schools, Murray High School and two universities ensuring combined enrichment and diverse educational programs are enabled and rich networking opportunities exist.

School Planning Process

Extensive and collaborative processes assisted in identification of strengths and areas of improvement, the key issues impacting student learning and determining the priorities for future planning.

As part of the planning process;

- Students, parents and staff completed value surveys underpinning everything we do. Confidence, cooperation, respect and resilience were deemed as most important.
- Workshops in SWOT Analysis and Simon Sinek's "Golden Circles" were held to ascertain our school's identity, strengths and areas to improve.
- A community consultation group "Bounce Team" was established. The Melbourne Declaration of Goals and recent DEC Policies (Every Student Every School; Great Teaching Inspired Learning, Local School Local Decisions) informed our decisions. The principal shared the teams' findings with the wider community at P&C Meetings, newsletters and our Annual Community Information Evening.
- Following the collation of responses a vision statement in terms of the school's educational focus was developed. The strategic directions were also framed based on parent perception, school data collection and annual school evaluation processes.
- A writing team was created and attended further professional learning. School staff were consulted and continued to work collaboratively to ensure collective understanding and efficacy.
- Adjustments were completed at the end of Term 1 2015 and were subsequently supported by the school staff, Bounce Team and the P&C.



STRATEGIC DIRECTION 1

Students become confident and innovative learners striving for future success.

Purpose:

21st Century students need to be self-assured learners with creative approaches to problem solving. Creative and critical thinking skills enable individuals to make sense of their world and act with moral and ethical integrity. Students need skills to collaborate in teams, connect globally and communicate their ideas. Confident and innovative individuals embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions. These skills will equip students to thrive and compete in a globalised world and maximise their potential.

STRATEGIC DIRECTION 2

Build capacity of staff to consistently deliver excellence in teaching and learning in a supportive environment.

Purpose:

Excellent schools embed a teaching culture where mutual responsibility for ongoing learning, innovation and improvement exists. Staff needs to have the highest expectations of themselves and the students they teach. Our teachers deliver student learning which is relevant, challenging and engaging for *each* child that they *teach* and *every* child that they *influence* which is responsive to the 21st Century world. Schools need to support high-quality teaching, reflect on best practice and create a learning culture that embraces an integrated, innovative approach to curriculum delivery, leading to relevant, differentiated learning experiences and improved student learning outcomes.

STRATEGIC DIRECTION 3

Establish effective systems to record monitor and plan for personalised learning.

Purpose:

Our school community recognises student individuality and celebrates student learning in a holistic way. We promote learning success by developing ways to plan and monitor student progress levels against curriculum outcomes, general capabilities and individual student needs. Each staff member strives to personalise learning for every student so students are successful learners, achieving their full potential. Student-centred learning approach and evidence based teaching and learning needs to be recorded, monitored and evaluated to improve student learning outcomes and provide the basis for accountability to all stakeholders.

Strategic Direction 1:

Students become confident and innovative learners striving for future success.

Purpose

21st Century students need to be self-assured learners with creative approaches to problem solving. Creative and critical thinking skills enable individuals to make sense of their world and act with moral and ethical integrity. Students need skills to collaborate in teams, connect globally and communicate their ideas. Confident and innovative individuals embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions. These skills will equip students to thrive and compete in a globalised world and maximise their potential.

Improvement Measures

- ❖ 100% of all teaching and learning programs will show evidence of the explicit teaching of 21st Century skills and capabilities.
- ❖ 50% of students achieve Stage comprehension skills within their clusters and markers on the Literacy Continuum, across all Key Learning Areas.

People

Students: Students know themselves as learners and strive to become resourceful, responsible, resilient and reflective learners, who are willing to collaborate with others as part of the learning process.

Staff: Staff promotes personalised learning and innovative classroom practices to fulfil the diverse capabilities of each student. Professional learning enables staff to deliver programs based on the pedagogies, culture and principles of the 21st Century.

Parent/Carers: Parents/carers are involved in the learning process by having the opportunity to develop their knowledge, skills and understanding about the way children learn and develop a shared understanding of innovative classroom practices.

Community Partners: Encourage community support of whole school learning programs through the sharing of expertise and funded support. Strengthening the partnership with learning communities to build capacity in quality planning, teaching, assessing and reporting in literacy and numeracy.

Leaders: Effective allocation of resources and professional learning to facilitate a culture of change and support the development of innovative, quality teaching practices. Develop skills in analysing data to improve student outcomes.

Processes

- Teachers continually aspire to improve their understanding of current educational practice. Teachers implement higher order pedagogy across the school, enabling students to become collaborative, resourceful, responsible, resilient and reflective 21st Century learners.
- Build staff capacity to confidently develop authentic and differentiated curriculum in literacy and numeracy using 21st Century pedagogy to create school wide systems and structures.
- Staff reflects, collaboratively plans and uses quality research-based teaching practices to ensure that every student is engaged, challenged and learning successfully. That students are encouraged to problem solve and collaborate whilst developing their 21st Century skills and capacities.

Evaluation Plan:

- Students, teachers and parents complete surveys to show their comprehension of 21st Century learning skills and capacities.
- Teachers collect, analyse and interpret a variety of data from school and external assessments to inform teaching and whole school planning.
- Utilise School Performance and Development Toolkit to evaluate the implementation of research-based teaching practices.

Products and Practices

Product: Effective and explicit whole school pedagogy which incorporates research-based teaching practices for 21st Century learners is evident. Students are actively engaged in learning that is authentic, challenging and develop learning capabilities and positive learning habits.

- **Practices:** Evidence based learning and innovative teaching practices exist. Learning is explicit and students are given clear directions for self-improvement.
- **Practices:** Quality teaching, assessment and learning practices are collaboratively designed between teachers and students across the school. Differentiated curriculum and assessments is used to improve student achievement.
- **Practices:** Teaching and learning includes student inquiry methods, evidence of flexible grouping practices and collaborative learning opportunities to develop problem solving, critical thinking, curiosity and technology skills.

Product: Students are critical and creative thinkers, who use effective communication skills to be collaborative, responsible and articulate citizens.

- **Practices:** Teaching and learning programs reflect the explicit teaching of interpretive, analytical and evaluative skills.
- **Practices:** Students understand, use and evaluate higher order ways to learn.

Strategic Direction 2:

Build capacity of staff to consistently deliver excellence in teaching and learning in a supportive environment.

Purpose

Excellent schools embed a teaching culture where mutual responsibility for ongoing learning, innovation and improvement exists. Staff needs to have the highest expectations of themselves and the students they teach. Our teachers deliver student learning which is relevant, challenging and engaging for *each* child that they *teach* and *every* child that they *influence* which is responsive to the 21st century world.

Schools need to support high-quality teaching, reflect on best practice and create a learning culture which embraces an integrated, innovative approach to curriculum delivery, leading to relevant, differentiated learning experiences and improved student learning outcomes.

Improvement Measures

- ❖ 100% of staff have an ongoing professional learning plan, that is shared and based on active participation in explicit and sustained professional learning.
- ❖ Teachers use data on a regular basis to monitor the effectiveness of their own efforts.
- ❖ 100% of teaching and learning programs are focused and quality, evidenced through collegial observation and feedback, showing improved practice over time.

People

Students: Student learning is underpinned by high quality teaching and leadership. Students are aware of the need to form a positive collaboration and partnership with their teachers in order to improve and own their learning.

Staff: Staff will strive for innovation and improvement through ongoing self-reflection and engagement in relevant, future focused professional development. They will engage in teaching practices aligned with the Australian Teaching Standards in order to achieve continual performance development.

Parent/Carers: Strengthen the home-school partnerships to work collaboratively to understand teaching and learning opportunities available to our students and commit to the school's strategic directions and practices to achieve educational priorities.

Community Partners: Develop community understanding of curriculum and its connectedness to the real world through shared dialogue between the community and the school.

Leaders: Excellent leaders have a capacity to lead innovation and change and foster a school-wide culture of high expectations, to create a shared sense of responsibility for student engagement, learning, development and success.

Processes

- Teachers develop a deeper, shared understanding of 21st Century skills, required for students to be effective learners. Improve school leadership capabilities through professional development to plan and evaluate current pedagogy.
- Strengthen staff performance development to maintain a culture that recognises and delivers systemic expectations for learning, teaching and leading.
- Establish a school based system to allow staff to participate in formal mentoring and coaching to reflect on and improve teaching practice.
- Build capacity of staff and support the implementation of development plans and systemic processes for academic learning with the "Performance and Development Framework" and the "Australian Professional Standards for Teachers & Principals".

Evaluation Plan

- Teachers to self-evaluate their own teaching, collecting qualitative data to reflect on improving their practice.
- Survey of staff leadership capacity through AITSL Self-Assessment Tool.
- Monitor and review progress of staff professional development plans, programs, and individual practice within the "Performance and Development Framework" and the "Australian Professional Standards for Teachers & Principals".

Products and Practices

Product: *Staff consistently innovates and seeks improved ways to deliver curriculum to students.*

- **Practices:** Teachers are highly committed to the continuous improvement of their own teaching and focused on high levels of contemporary content knowledge and teaching practices.
- **Practices:** Learning programs reflect high quality and effective evidence-based practice to enhance 21st Century learning skills to improve student learning.
- **Product:** *School-wide shared responsibility and a transparent learning culture which fosters high expectations and effective teaching practice.*
- **Practices:** Teachers take responsibility for changes in their practice to achieve improved school performance aligned with the school vision.
- **Practices:** Staff members understand and value themselves and each other and contribute to a culture of high expectations.

Product: *100% of staff have an agreed, documented professional learning plan to customise professional learning linked to the Australian Teaching Standards and the Burrumbuttock School Plan.*

- **Practices:** The school has explicit systems for improvement. Collaborative planning, evaluating, feedback and the modelling of effective practice to drive and sustain ongoing school-wide improvement.
- **Practices:** School-wide relationships provide mentoring and coaching support to ensure the ongoing development of all staff.
- **Practices:** School leaders and teachers reflect on the achievement of their own learning and leadership goals.

Strategic Direction 3:

Establish effective systems to record monitor and plan for personalised learning.

Purpose

Our school community recognises student individuality and celebrates student learning in a holistic way. We promote learning success by developing ways to plan and monitor student progress levels against curriculum outcomes, general capabilities and individual student needs. Each staff member strives to personalise learning for every student so students are successful learners, achieving their full potential.

Student-centred learning approach and evidence based teaching and learning needs to be recorded, monitored and evaluated to improve student learning outcomes and provide the basis for accountability to all stakeholders.

Improvement Measures

- ❖ School based assessment data will show an increase in students achieving at or beyond state benchmarks for reading and writing to 50% by the end of 2017.
- ❖ Students in Grade 3 to achieve growth in the 2017 NAPLAN, that is commensurate with, or above state growth.
- ❖ Students in Grade 5 to achieve growth in 2017 NAPLAN (at high school), that is commensurate with, or above state growth.
- ❖ Overall Numeracy growth in NAPLAN (grades 3 to 5) to improve by 10%.
- ❖ Students in Grades 3 and 5 to achieve levels in NAPLAN testing and school-based assessments, which reflect fulfilment of their individual ability.

People

Students: Students require opportunities to reflect on their learning and use assessment and feedback to plan future learning.

Staff: Teachers clearly understand and utilise *assessment for learning*, *assessment as learning* and *assessment of learning* in determining teaching direction, school performance levels and effectiveness.

Parent/Carers: Parents have an understanding of the learning continuums and are able to effectively support their children to learn.

Community Partners: Develop stronger partnerships with early childhood and secondary education organisations for successful transitions. Ensure high expectations are shared, promoting student learning.

Leaders: Develop a culture of high expectations for student growth. Build the capacity to establish effective systems to excel in student improvement.

Processes

- The *Learning and Support* team to identify and provide ongoing monitoring of personalised learning plans and support student learning needs.
- All teachers to be proficient in using PLAN software to inform future learning and school direction.
- Leadership team to analyse and use SMART Data to drive future strategic directions and improve teaching and learning.
- Provision of professional learning on effective assessment and ways to provide quality feedback to all stakeholders.
- Leadership team to deliver workshops to the school community about the Literacy and Numeracy Continuums.
- Reporting reflects student achievement and areas for improvement and the Literacy and Numeracy Continuums used to inform all stakeholders.

Evaluative Plan

- Student learning shows high levels of growth and specific learning needs are met.
- Teachers use reflective practice to deliver high quality and explicit teaching and learning in response to students' needs.

Products and Practices

Product: Students develop skills and capacity to become independent, reflective and evaluative of their own learning.

- **Practice:** Teachers provide quality feedback which is explicit, specific and timely to acknowledge student's strengths and how they can further improve on their learning.
- **Practice:** Students consistently demonstrate high levels of growth and are engaged in personalised learning.
- **Practice:** Teachers understand how to analyse and use data from ongoing formative and summative assessment tools to inform teaching and learning.

Product: All stakeholders are informed and active participants in students' education.

- **Practice:** Evidence of student performance relating to learning outcomes, strengths and areas for improvement is regularly recorded both formally and informally.
- **Practice:** Consistent and comparative teacher judgement of student achievement and growth against external and internal school performance measures informs strategic school improvement efforts.
- **Practice:** Teachers collaboratively reflect and monitor the effectiveness of teaching and learning programs ensuring tasks match the curriculum outcomes and set criteria.

