Buronga Public School Plan 2015 – 2017

High Quality Positive 
Teaching 
Engagement 
Communities 
Building Educational 
Expectations 
Learning 

Buronga Public School
**Buronga Public School background 2015 - 2017**

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| Buronga Public School is an environmentally aware school with a proactive staff and community who are inclusive of all students. We believe strongly in creating life-long learners through engagement in all aspects of the curriculum enabling all students to be successful 21st century learners. | Buronga Public School is a PP5 school with an enrolment of 84 students. We are located on the NSW/VIC border, near the Murray River. Our school's Family Occupation and Education Index (FOEI) is currently 151, which is significantly higher than the average of 100 and reflects our school's socio-economic status. We are a dynamic school providing a comprehensive education for all students. The school is part of the Sunrayaia Learning Community that is dedicated to assisting students to become successful learners. Buronga Public School provides an extensive range of opportunities across all key learning areas, to allow our students to achieve and develop their unique skills and talents. Technology is embedded into all aspects of the curriculum. The school is well equipped with interactive whiteboards, video conferencing facilities, laptops and ipads. Buronga Public School is part of the City/Country Alliance project, encompassing nine schools throughout the far west and northern suburbs of Sydney. We have a proud indigenous community with strong links to country, with 38% of our students identifying as ATSI (Aboriginal and Torres Strait Islander) and all students assisted by our Aboriginal Education Officer. We have access to an Instructional Leader providing support for our K-2 staff and students in literacy and numeracy. | Buronga Public School undertook a number of consultative processes and gathered information from a number of sources to help inform this plan including:  
- DEC State Reforms and Strategies.  
- NAPLAN results  
- PLAN data  
- Benchmarking  
- ECC data  
- Individual assessment and class data  
Surveys were distributed to staff, parents and students, including the use of school life questionaries, 3-way interviews and survey monkeys. Parents also provided feedback through formal and informal meetings with staff. The consultation process also included;  
- Surveying staff, students and parents to determine their priority areas  
- Rigorous consultation and discussion with all staff at planning meetings  
- Providing feedback to all stakeholders – delivered via the P & C, Parent Information sessions and the school newsletter  
As a result of these processes and findings, the following strategic directions were developed;  
1. Learning, Engagement and High Expectations  
2. Quality Teaching  
3. Building Positive Educational Communities |
Buronga Public School Strategic Directions 2015 - 2017

Learning, Engagement and High Expectations

We will provide excellent educational programs and learning opportunities for all students, embedding high expectations, innovation and evidence based best practices. Our students will be successful 21st century learners.

Quality Teaching

We will continue to build the capacity and capabilities of all staff within the school to ensure consistent, professional and supportive learning opportunities for all.

Building Positive Educational Communities

We will build a culture of collaboration with our community, staff and parents that fosters an environment where students aspire to and achieve their learning potential.
Strategic direction 1: Learning, Engagement and High Expectations

PURPOSE
We will provide excellent educational programs and learning opportunities for all students, embedding high expectations, innovation and evidence based best practices. Our students will be successful 21st century learners.

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

Students: Will become responsible active participants in their education, focussing on identifying their own learning goals.

Staff: Will understand and implement programs based on new curriculum models which develop students ability to define and critically analyse their own learning goals.

Parents: Will become more engaged in their child’s learning through improved communication and greater access to information.

Leader: School leaders will build their capacity to assist teachers in the analysis of student data including PLAN, EaFS, and NAPLAN.

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

Student Focus: Teach students how to learn independently and actively articulate their understanding of how they define their own learning.

Staff: Will increase collaboration and build on evaluating programs (in line with the Professional Teaching Standards) and the learning environment to assess their effectiveness.

Professional Development: Provide quality training for meeting the needs of identified targeted areas, which include; further developing the analysis of PLAN and NAPLAN data and 21st century pedagogy.

Teacher Quality: Focus on quality teaching experiences that allow problem-solving, creativity, reflection and critical thinking.

Financial Administration: Financially targeting programs and resources utilising school data to drive reforms.

Organisation and System Innovation: Develop school based data recording systems that assist in the effective monitoring and reporting of student learning.

Evaluation Plan
Review of data collected through “Tell them from me” surveys.

PLAN and NAPLAN data.

PRODUCTS AND PRACTICES
What is achieved and how do we know?

80% of K-2 students will be achieving age appropriate Early Action for Success benchmarks in literacy and numeracy.

100% of students to achieve expected growth between Yr 3 to Yr 5 in NAPLAN.

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

Students to be able to articulate and review their own learning goals through shared discussion with teachers, parents and peers, leading to; students and teachers using reflection in assessment, reporting processes and feedback to plan learning.

Learning environments engage students, reflect current pedagogical practice and result in improved student outcomes.

Teachers to share with all students, outcomes and expectations of what is to be achieved during each lesson. Reviewing syllabus outcomes and putting them into student’s language and understanding.

IMPROVEMENT MEASURE/S

- 80% of K-2 students will be achieving age appropriate Early Action for Success benchmarks in literacy and numeracy.
- 100% of students to achieve expected growth between Yr 3 to Yr 5 in NAPLAN.
Strategic Direction 2: Quality Teaching

PURPOSE
We will continue to build the capacity and capabilities of all staff within the school to ensure consistent, professional and supportive learning opportunities for all.

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

Students: Develop student capacity in monitoring their own wellbeing and reflecting on their school progress.

Staff: All staff will have a solid understanding of the Performance and Development Plan and be responsible for their professional learning.

Parents/Carers: Parents will be informed concerning current teaching practices, student wellbeing, and opportunities to be partners in their child’s education.

Community Partners: Develop working relationships with community groups to enhance professional learning opportunities for teachers, parents and students.

Leaders: Working with the Far West District of schools, Sunraysia Learning Community and the City Country Alliance, sharing expertise, resources and learning opportunities.

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

School: Embedding Kids Matter in the school’s operations to support wellbeing.

Staff: Access professional learning in current pedagogy and technology to further support the learning experience.

School: Development and implementation of negotiated PLPs (Personalised Learning Plans) and PLSPs (Personalised Learning and Support Plans) and further develop 3 way interviews as a way of sharing progress and developing plans.


Staff: Focus on improved student assessment practices, introducing collaborative marking by making available professional learning time and release days for teachers with similar cohorts.

Staff: Focus on student improvement; targeting outcomes through careful PLAN and NAPLAN analysis, made possible with further professional development led by the school’s Instructional Leader.

Evaluation Plan
Monitoring teacher Performance and Development Plans
Monitoring and analysing student assessment data School Excellence Framework

PRODUCTS AND PRACTICES
What is achieved and how do we know?

100% of staff will have Performance and Development plans that clearly focus on current pedagogical practice and school need. National Teaching Standards will feature in the plans. These plans will be in place from the beginning of 2016.

100% of staff to have engaging teaching programs which are differentiated and flexible to meet the needs of individual students and reflect 21st century pedagogies.

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

All staff are engaged in regular reflection using formal and informal feedback to develop deeper insights into the effectiveness of their own teaching practice.

All staff fully implements mandatory syllabus documents with student assessment, success criteria and explicit learning intentions aligned to improving student learning outcomes.

IMPROVEMENT MEASURE/S

- 100% of staff will have Performance and Development plans that clearly focus on current pedagogical practice and school need. National Teaching Standards will feature in the plans. These plans will be in place from the beginning of 2016.

- 100% of staff to have engaging teaching programs which are differentiated and flexible to meet the needs of individual students and reflect 21st century pedagogies.
## Strategic direction 3: Building Positive Educational Communities

### PURPOSE

We will build a culture of collaboration with our community, staff and parents that fosters an environment where students aspire to and achieve their learning potential.

### PEOPLE

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

**Students:** Will develop leadership skills through whole school programs, and inform planning through consultative processes.

**Staff:** Continually develop and refine effective communication with parents on a regular basis.

**Parents & Community:** Will engage with the school by having input into school planning processes through consultative decision making processes.

**Parents & Community:** The school community supporting and valuing the importance of learning.

**Leaders:** Further develop our close ties with pre-schools, other school leaders within the Sunraysia Network of Schools, City Country Alliance and Far West Principals Group.

### PROCESSES

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

**School:** All stakeholders are encouraged in planning and decision making processes by inviting parents, students and staff in for joint planning days and from feedback through “Tell Them From Me” surveys.

**Staff:** Will communicate regularly with parents, students and school leaders through a variety of channels such as newsletter, notes, website, email, 3-way meetings, formal and informal meetings.

**Leaders:** Will collaborate regularly with other Sunraysia, City Country Alliance and Far West Principals to maintain positive and strong networks and support each other in organisational practices and joint programs which will benefit all schools.

**School:** All stakeholders are provided with opportunities to engage with a variety of technologies to enhance learning and make it more engaging.

**Community:** Building conversations with all stakeholders around identifying and achieving learning goals.

**Evaluation Plan**

Review of data through surveys; including Kids Matter, Tell them from me and Parent Satisfaction surveys.

**Increase in attendance K-6.**

### PRODUCTS AND PRACTICES

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

Increased numbers of parents involved in decision making and school activities.

Student attendance at or above state average.

### IMPROVEMENT MEASURE/S

- Increased numbers of parents involved in decision making and school activities.
- Student attendance at or above state average.

A proactive leadership culture that supports students in project managing collaborative, cross-stage school activities.