

School plan 2018-2020

Burren Junction Public School 1447



School background 2018–2020

School vision statement

At Burren Junction Public School we believe that children learn best when they are valued and secure. Children who come to our school:

- * are known as individuals,
- * are accepted and valued for themselves,
- * know that staff care about what happens to them,
- * have their needs, talents and aspirations known, and furthered through personalised, challenging and engaging learning,
- * have access to learning opportunities beyond the classroom, and
- * learn in a culture of high expectations and commitment to the pursuit of excellence.

At Burren Junction Public School our staff will use evidence based practice to think and reflect on what is best for our students. We believe that by strengthening the partnership with the parents and community we are creating an excelling school that will prepare the children for their future.

School context

Burren Junction Public School provides a comprehensive education for students living in the township of Burren Junction and on its neighbouring farms. Drawing children from a radius of up to 90 kilometres away, the school has an outstanding reputation for allowing students to reach their full academic, sporting and social potential with its unique student Parliament a feature of the curriculum.

The school has consistently achieved excellent results in external assessments with many students gaining scholarships at the start of their secondary education. The school experiences strong parental involvement with a very active School Council made up of parents and interested community representatives who meet up to 8 times a year. The Parents & Citizens Association (P&C) is a separate body made up of parents who take on the role of fundraising for the school and who have been very supportive of the school for many years. As a result of this involvement, the expectations of the parent body are very high with most students leaving Burren Junction Public School after Year 6 to continue secondary studies at either private boarding schools or Department of Education (DoE) residential agricultural high schools.

Student numbers at Burren Junction Public School sit at just over 53. Ongoing drought has meant we lost a number of students unexpectedly. We have, for a number of years, had approximately the same number of students enrolling in kindergarten as are departing Year 6.

School planning process

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Parent, teacher and student surveys will be used to ascertain parent satisfaction and aspirations for Burren Junction Public School and its students;
- Review of the previous School Management Plan by School Council to determine its success and establish future directions for the school;
- Review of the previous School Management Plan's progress by school staff to determine its success and establish future directions for the school;
- Regular review of student progress as per the school assessment schedule, NAPLAN Results and external tests, such as ICAS, to determine the success of existing programs and practices, and establish future directions for the school and
- Identification by teaching staff of key improvement measures and the purpose, people, processes, practices and products required to reach school aims in each strategic direction.
- Consultation with P&C and School Council to decide on goals of the school
- School Excellence Framework was considered. Areas that we could improve on helped establish future directions

School strategic directions 2018–2020

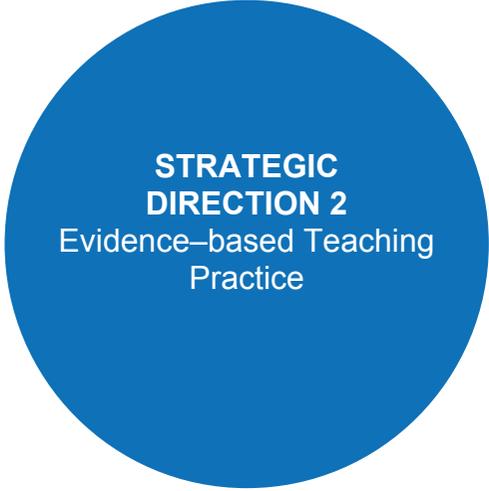


**STRATEGIC
DIRECTION 1**
Students Succeed and Thrive

Purpose:

Each individual child is known, understood and provided with opportunities and skills to reach their full potential as resilient successful learners.

Each individual child is able to reflect on their learning and to articulate their learning goals.



**STRATEGIC
DIRECTION 2**
Evidence-based Teaching
Practice

Purpose:

Our purpose is to create a reflective professional learning environment that delivers explicit teaching, based on evidence and research. We will collaboratively analyse data to inform planning, to effectively respond to student learning needs, to track their continuous improvement and to sustain a culture of excellence.

Strategic Direction 1: Students Succeed and Thrive

Purpose

Each individual child is known, understood and provided with opportunities and skills to reach their full potential as resilient successful learners.

Each individual child is able to reflect on their learning and to articulate their learning goals.

Improvement Measures

All students show at or above expected growth in literacy and numeracy.

K–6 students will be able to articulate their learning goals to show their understanding of their learning.

Increased levels of parent and student satisfaction with school wellbeing programs.

People

Students

Students collaboratively reflect upon learning, developing the capacity to set learning goals and determine how to achieve goals and progress to the next step of learning.

Staff

Create, implement, assess and monitor teaching programs in line with assessment data and needs.

Leaders

Lead the process that ensure milestones are in place and being met and fosters the collaboration process between all stakeholders.

Establish partnerships with outside agencies and other schools to develop programs to support students, and their parents, and their resilience as a result of issues around isolation.

Parents/Carers

Collaboratively develop programs to support students with transition to school and to high school.

Processes

STUDENTS' PERSONAL LEARNING PATHWAYS

Develop students' personal learning pathways focusing on literacy and numeracy with clear differentiation informed by data that meets students' point of need learning. .

STUDENT WELLBEING

Develop and implement whole school approach to student wellbeing.

Evaluation Plan

1. Summative and formative student assessment data: School Assessment Schedule: GAP analysis, PAT maths assessments, MultiLit programs, as well as teacher's class data.
2. Student goal setting proformas in the classroom and in parent / teacher meeting
3. Staff meeting and School Council meeting minutes to review Core Processes
4. Learning Partners (TTFM) surveys (end of T3)

Practices and Products

Practices

Students will engage with goal setting in their classroom on a regular basis.

Students and parents will engage with a range of programs supported by outside agencies and other schools to build resilience.

Teachers will collaboratively use data to identify student achievement and progress, in order to assess whether the student performance data is showing upward growth for all students.

Products

Systems are embedded where teachers make informed and consistent judgements about student progress based on the analysis of student data.

Wellbeing and transition program for students to build resilience for transition to school and to high school.

Systems are embedded within each classroom and across the school to enable students to set personal learning goals.

Wellbeing and transition program for students to build resilience for transition to school and to high school.

Develop evidence based whole school wellbeing programs for students and their parents to support learning, resilience and transition to high school.

Strategic Direction 2: Evidence-based Teaching Practice

Purpose

Our purpose is to create a reflective professional learning environment that delivers explicit teaching, based on evidence and research. We will collaboratively analyse data to inform planning, to effectively respond to student learning needs, to track their continuous improvement and to sustain a culture of excellence.

Improvement Measures

Increased use of collaborative practice across the school community, through professional learning and collegial networks.

Increased use of data to inform teaching, planning and point of need learning for each student.

All teachers working towards higher levels of accreditation or maintaining accreditation.

People

Students

Give clear and explicit feedback and reflection about how they learn.

Set goals and track own learning progress.

Staff

Develop skills to collect, collate and analyse a range of data sets to inform planning of teaching.

Develop deep understanding of the Australian Professional Teaching standards to reflect and improve their teaching practice.

Develop understanding and skills to employ evidence based practices, informed through data and collaborative teaching practices, as part of whole school approach to student learning.

Leaders

Establishes a professional learning community that focuses on distributive leadership and continuous improvement of teaching and learning.

Parents/Carers

Engage and develop understanding of how their children learn.

Understand the importance of professional learning and APST including accreditation in maintaining the continuous growth of all staff.

Processes

DATA USE SKILLS & PRACTICES

Collaboratively develop data literacy skills to effectively analyse data to inform teaching and planning.

COLLABORATIVE PROFESSIONAL PRACTICE

Research, implement and reflect on the effectiveness of evidence-based teaching practices for continuous improvement in student learning.

AUSTRALIAN PROFESSIONAL STANDARDS

Develop and implement structures to support teacher engagement with the Australian Professional Standards of Teaching.

Evaluation Plan

1. Programs
2. LST meeting / Staff meeting minutes
3. PDPs
4. Lesson observations (each term)
5. Learning Partners (TTFM) surveys (end of T3)

Practices and Products

Practices

Teachers will collaboratively use data to identify student achievement and progress, adjust teaching and learning, and reflect on their teaching effectiveness.

Teachers will use evidence-based effective teaching strategies.

Teacher engagement with the Australian Professional Standard to focus on attainment of the next level of accreditation.

Products

All teaching and learning programs show evidence of explicit teaching and evidence-based practice, and evaluation of their effectiveness for student learning.

Systems are embedded where teachers make informed and consistent judgements about student progress based on the analysis of student data.

Explicit systems in place for goal setting, observations, feedback, reflection and mentoring.