



School plan 2018-2020

Burrumbuttock Public School 1453



School background 2018–2020

School vision statement

Burrumbuttock Public School is committed to providing quality learning and teaching.

The school facilitates opportunities for students to achieve their personal best within a safe and respectful learning environment.

Learners are encouraged to be creative, collaborative and critical thinkers who are able to communicate ideas and concepts effectively.

Students' academic, social, cultural and physical needs are considered on their journey to becoming resilient, resourceful, reflective and respectful global citizens.

School context

Burrumbuttock Public School is a small rural school located 35 km north-west of Albury. It is situated on Wiradjuri Land. Students live in the village or surrounding farming areas. Burrumbuttock Public School commemorated its 125 years anniversary in 2014. Many students' parents and grandparents are ex-students of the school. Two multigrade and multiage classes exist for the current enrolment of 32 students. Quality teachers, support personnel and administrative staff work collaboratively with parents to provide a caring and supportive learning environment that encourages and enriches student success..

The school is well respected and the Parents and Citizens Association play an active role in supporting the school community.

Unique features to the school include the onsite Kitchen and Kitchen Garden facilities and the adjacent Wirraminna Environmental Education Centre. Both features utilise local community expertise to support innovative learning programs.

As a member of the Walbundrie Network of Small Schools and the Durakar Learning Community the school has strong links with other local public schools, high schools and universities ensuring enriched and diverse educational programs.

School planning process

At the end of 2017 the school reviewed the 2015–2017 School Plan and the process of evaluation on the annual milestones was discussed at staff meetings. Information and data from the process was used to devise surveys to sort feedback from the school community on the school's progress on the current priorities and to gather information to assist in the development of the 2018 –2020 School Plan.

The consultation process included an initial discussion at a staff meeting and staff designed a 3–2–1 survey focusing on teaching, learning and leading. These surveys were completed by staff, students and parents. The information was collated and shared at a parent information session. Staff, students and parents were invited to engage in some discussions on the information received and identify strategic priorities for our school to achieve excellence in learning, teaching and leading.

The school staff then used the information and data to establish two strategic directions focusing on high quality practice across learning, teaching and leading.

Adjustments were made in Term 1, 2018 following consultation and feedback from a Principal, School Leadership was provided and the plan was before being endorsed by the Director, Public Schools NSW – Albury Network.

School strategic directions 2018–2020



Purpose:

To apply evidence based pedagogy and collaborative practice thus enriching and improving learning outcomes collectively and meet the needs of learners, within our community of schools. Quality learning experiences will contribute to an aspirational learning culture. Students welcome feedback in order to self-regulate and reflect upon their learning. Feedback challenges, motivates and supports learners to reach their goals.



Purpose:

To develop skilled and high performing educators through collaborative and capacity building practices. Teachers will apply evidence based pedagogy and consistent practices to meet the needs of learners within our community of schools.

Strategic Direction 1: Quality Learning

Purpose	People	Processes	Practices and Products
<p>To apply evidence based pedagogy and collaborative practice thus enriching and improving learning outcomes collectively and meet the needs of learners, within our community of schools. Quality learning experiences will contribute to an aspirational learning culture. Students welcome feedback in order to self-regulate and reflect upon their learning. Feedback challenges, motivates and supports learners to reach their goals.</p>	<p>Students</p> <p>Articulate how they learn and continually develop reflective strategies in order to become self-regulated learners. Students have a personal commitment to their learning and successfully set and review learning goals.</p> <p>Staff</p> <p>Differentiate teaching practices in order to meet students' learning needs. Staff implement effective mechanisms and strategies that will enable students to develop critical, creative, collaborative and communicative skills.</p> <p>Leaders</p> <p>Lead innovative learning community structures. Establish systematic professional development to build teacher capacity to support every student's learning needs and monitor learning and growth.</p> <p>Parents/Carers</p> <p>Support students in achieving their learning goals and become collaborative partners in their child's education.</p> <p>Community Partners</p> <p>Lead and implement evidenced based practices to inform teaching and learning initiatives within the Walbundrie Small Schools Network.</p>	<p>Enriching Learning</p> <p>Develop and deliver quality teaching programs and provide self-regulated learning experiences, enabling students to develop an understanding of how they learn and use this knowledge to set and achieve their learning goals.</p> <p>Formative Assessment</p> <p>Ensure students develop and understand formative classroom practices to inform areas of improvement. Build capacity of students to develop and utilise collaborative feedback skills, enabling them to independently regulate, reflect and report upon their learning.</p> <p>Evaluation Plan</p> <p>Analysis of:</p> <ul style="list-style-type: none">PLAN 2 dataStudent TTFM SurveyComparative Box Plot DataLearning Progression TrackingPersonalised Learning GoalsTeaching and Learning ProgramsStudent observations	<p>Practices</p> <p>Students are self regulating and taking ownership of their progress as a result of differentiating and personalising learning.</p> <p>Staff use assessment data to monitor learning and identify areas for development to inform planning.</p> <p>Feedback is utilised by all stakeholders. Students are reflective partners in their learning and apply various strategies to achieve their educational goals.</p> <p>Products</p> <p>A student centred learning environment exists. Individualised learning programs are in place to support student growth.</p> <p>Formative assessment practices are embedded within teaching and learning programs to enable students to self-regulate and monitor their learning.</p>

Strategic Direction 2: Quality Teaching

Purpose	People	Processes	Practices and Products
<p>To develop skilled and high performing educators through collaborative and capacity building practices. Teachers will apply evidence based pedagogy and consistent practices to meet the needs of learners within our community of schools.</p> <p>Improvement Measures</p> <p>Teachers have embedded evidence-based pedagogy in learning and teaching programs.</p> <p>Teachers actively engage in collaborative and reflective practices to improve teacher capacity.</p>	<p>Students</p> <p>Provide feedback to their peers and teachers on their learning experiences.</p> <p>Staff</p> <p>Engage in collaborative professional learning. Utilise developed system to reflect on and adjust teaching practices.</p> <p>Leaders</p> <p>Support teacher's professional learning in effective use of data and encourage evidence based teacher practices across the school. Facilitate opportunities for collaboration within and across schools. Create a culture in which collaborative planning and reflection on instruction are embedded in everyday school life.</p> <p>Parents/Carers</p> <p>Support school assessment practices and engage in opportunities to provide feedback.</p>	<p>Collaborative Practice</p> <p>Provide opportunities for teacher collaboration and professional learning within our Walbundrie Small Schools Network to strengthen teacher capacity to ensure continuity and consistency of practice.</p> <p>Evidence Based Teaching</p> <p>Provide professional learning and opportunities to build capacity of staff in the use of systematic and reliable information sources to inform their teaching practice and support consistent evidence based judgements.</p>	<p>Practices</p> <p>Highly skilled teachers embed systematic approaches towards analysing and reflecting upon student performance and achievement.</p> <p>Teachers collaboratively employ evidence based, effective teaching strategies to build their capacity.</p> <p>Products</p> <p>Collaborative evaluation is an embedded practice. Decisions, interventions and initiatives are evidenced by the collection and analysis of data to inform future direction.</p> <p>Structures are in place to support collaborative and reflective practice across the community of schools.</p>
		<p>Evaluation Plan</p> <p>Analysis of:</p> <p>What Works Best in Practice Survey</p> <p>Teacher TTFM Survey</p> <p>Teaching and Learning Programs</p> <p>PDP Goals and Reviews</p> <p>Collaborative Planning Meeting Minutes</p> <p>Formative Assessment Action Plans</p>	