

School plan 2018-2020

Berrigan Public School 1207



School background 2018–2020

School vision statement

'Play Your Part' the school motto, emphasises how we all, students, staff and parents work together to provide a welcoming, inclusive and safe learning environment, where expectations are high for all participants in our school community.

School context

Berrigan Public School services a small rural community of approximately 1500 people. For over 100 years this school has provided quality public education to the children of Berrigan and the surrounding district. The school has a teaching Principal and maintains four classes.

Our goal is to develop students who are self-motivated learners who work both cooperatively and independently whilst striving to reach their full potential. We are committed to the development of their whole being: academically, culturally, physically, socially and morally.

The implementation of personalised learning, highly qualified teachers and support staff, excellent resources and a supportive parent and wider community provide an environment conducive to achieving excellence for all students. Programs and learning opportunities that focus on the arts, environment, technology, healthy life styles, leadership, sport and appreciation of others are evident across the school.

Berrigan Public school is a founding member of the BiJOU Learning Community of Berrigan, Jerilderie and Urana. This partnership was formed in 2013 to provide a vehicle to develop teachers capacity to meet the Literacy and Numeracy needs of all students. Professional learning with others is valuable tool in self improvement.

The school attracts equity funding in a range of areas to support its targeted programs.

To find out more information relating to Berrigan Public School please visit our website at:
www.berrigan-p.schools.nsw.edu.au

School planning process

In 2017 the school sought the opinions of parents, students and the BiJOU Learning Community staff, on teaching and learning and the school's achievements.

The evaluation process included a review of the strengths (what we do well), opportunities and areas of development across the school at a time of departmental realignment, changes, mandatory curriculum change and Local Management Business Reform (LMBR).

The consultation included:

- Surveys and consultation workshop for parents and community members.
- Community of school's staff consultation workshop.
- Facilitated discussion workshop with K-6 students.
- Student leadership groups SRC and class groups.
- Staff discussion meetings
- Sharing of draft plan
- Community of School Principals analysis of consultation feedback and school data

School strategic directions 2018–2020



Purpose:

Improve student learning and outcomes across all curriculum areas through the development and delivery of consistent high-quality collaborative, reflective teaching practice using quality evidence and data to inform teaching and through the delivery of innovative programs.



Purpose:

By creating a culture of collaboration and partnerships, we will generate a place where everyone unies to engage and invest in the development of our teaching and learning outcomes.



Purpose:

Ensure student and staff wellbeing is enhanced by a positive school culture and effective wellbeing initiatives, based on inclusivity, trust and respect.

Strategic Direction 1: Engaging quality teaching and learning

Purpose

Improve student learning and outcomes across all curriculum areas through the development and delivery of consistent high-quality collaborative, reflective teaching practice using quality evidence and data to inform teaching and through the delivery of innovative programs.

Improvement Measures

All students will demonstrate growth in literacy and numeracy capabilities as measured against the new progressions, external data and internal school data.

Increase the proportion of students in the top2 NAPLAN bands in literacy and numeracy by 6% (2020)– Bump itUp

Personalised learning goals for teachers show improvement as measured against relevant frameworks.

People

Leaders

To foster and develop staff skills for the implementation of innovative curriculum across the school.

Ensure school practices, procedures and resources support colleagues to provide evidence-based learning experiences to drive excellence in teaching and leading.

Students

Students develop the capacity to self-evaluate, reflect on their learning, set goals and take responsibility for their future learning.

Staff

Participate in professional learning that will increase their skills in differentiated teaching.

Develop skills to plan and implement sustained, sequential and differentiated learning activities.

Will apply their knowledge of formative assessment to assess student understanding and progress towards outcomes in order to evaluate the effectiveness of instructional design.

Will develop their skills as facilitators of learning by stimulating thinking, encouraging exploration and promoting discussion in a shared learning environment.

Parents/Carers

Families will engage with children's

Processes

Data–Reflection and Feedback

Develop the staff skills and knowledge around the use of data to inform engagement, learning and assessment.

Ensure learning is data driven and based on formative assessment practices and learning progressions, targeted intervention and feedback that reflects the evidence and allows access to tailored support, extension or enrichment programs including Bump it Up.

Innovation

Design and implement learning experiences for students that employ 21st century learning skills using innovative and emerging technology to ensure curriculum delivery is future focused.

Evaluation Plan

All data will be analysed collaboratively:

- Individual Teaching/Learning Programs
- Internal data collected 5 weekly
- External data NAPLAN in Term 3
- PAT Tests (Twice Yearly)
- Teacher feedback and PDPs reflections
- Term teacher reflection
- PLAN data
- Student reflection on goal setting

Practices and Products

Practices

Learning intentions, success criteria, self-evaluation, peer/teacher feedback and assessment practices are visible in learning activities, supporting students to analyse their progress, reflect on their successes and plan future learning

Qualitative and quantitative evidence of teacher practice, student achievement and student engagement are collected, analysed and evaluated to inform effectiveness of teaching practice and school performance.

Staff and students will use technology innovatively across the KLAs to enhance learning and engagement.

Products

All teaching programs are data driven and differentiate learning.

Formative assessment strategies are embedded into learning activities supporting students to set high expectations for learning, reflect on their achievement and engage with feedback

Teaching practices are evidence-based and informed by student achievement data to ensure teaching and learning programs are differentiated and personalised to meet individual learning needs.

Educational opportunities that engage and provide future focused learning for all learners are embedded in teaching and learning programs

Strategic Direction 1: Engaging quality teaching and learning

People

learning, and new and innovative programs will continue to build expectations of parents.

Community Partners

Provide networking opportunities to share and build capacity for staff and students to deliver on innovative and best practices.

Strategic Direction 2: Connecting & developing positive productive partnerships

Purpose

By creating a culture of collaboration and partnerships, we will generate a place where everyone unies to engage and invest in the development of our teaching and learning outcomes.

Improvement Measures

Networks of teachers and leaders are using and articulating research evidence and literature to inform self-improvement and school development.

Students will demonstrategrowth in the 'Soft C' skills of:

- Communication
- Creativity
- Curiosity
- Collaboration
- Cooperation
- Caring

People

Leaders

Grow external partnership to create mutual benefits for the school and community.

Students

Students will participate in various activities that involve working across schools within our networks to increase their understanding of supportive productive partnerships.

Staff

Create a culture of high expectations which provide clarity about what teachers are to teach and students are to learn whilst establishing a strong professional learning community and leading ongoing efforts to improve teaching practices.

Parents/Carers

The school will continue to be supportive of professional learning communities and innovative leadership practice.

Community Partners

The learning community will be a catalyst to creating a variety of ways for staff to collaborate, network and share professional learning

Processes

Teacher Professional Learning and Collaborative practice:

Enhancing staff knowledge and skills through implementation of high quality evidence based professional learning and collaborative structures to support shared learning.

Leadership

Develop and support the professional growth of leaders through innovative practices and shared opportunities across the learning community.

Evaluation Plan

All data will be analysed collaboratively:

- Annual BiJOU teacher survey
- Teacher reflections on professional learning events
- External data NAPLAN (Term 3)
- Teacher feedback and PDPs reflections
- Teacher reflection (Termly)
- Data on leadership of professional learning
- Student's reflection plus photos
- Anecdotal evidence

Practices and Products

Practices

Classroom teachers leading professional learning across the learning community.

BiJOU Learning Community provides mentoring and coaching support to ensure the ongoing leadership development of all staff.

Products

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice, leadership student outcomes

Professional learning that has an impact on teacher practice leads to improved student outcomes.

Strategic Direction 3: Wellbeing for all

Purpose

Ensure student and staff wellbeing is enhanced by a positive school culture and effective wellbeing initiatives, based on inclusivity, trust and respect.

Improvement Measures

School data indicates growth in student's social development and commitment to learning.

Acknowledging the growth in acceptance of a solutions-focused approach and the value of teamwork

People

Leaders

Grow external partnerships to create mutual benefit for the school and the community.

Develop a program of mentoring across the school community—staff, principals and students.

Students

Ensure they have skills to enable them to articulate themselves as self-regulated and self-directed learners who know how to seek support if required.

Staff

Support teachers to actively engage in the programs to seek a peer-assisted professional sharing of knowledge.

Parents/Carers

Develop a connection through effective communication that provides parents and carers with wellbeing information and strategies

Staff

Provide opportunities for shared wellbeing programs and students to join in ways to promote social development.

Community Partners

Promote the BiJOU learning community to strengthen the school as a professional networked learning community with a high level of intellectual capital in aspects of wellbeing.

Processes

Evidence Based Wellbeing Initiatives

Accessing, training for staff to implement with student's evidence-based wellbeing initiatives to embed an adaptive and resilient cultural mindset that is safe and open to risks, challenges and change.

Evaluation Plan

All data will be analysed collaboratively:

- Tell them from Me Surveys (Twice a year)
- Student feedback
- Parent feedback
- School satisfaction survey (annual)
- Student reports
- Learning Support Team data

Practices and Products

Practices

All staff and students being able to demonstrate a proactive and solutions-focused approach to the challenge of change or development.

Products

Increased numbers of students engaged in learning and being able to articulate aspect of their wellbeing.

Increase the number of staff and students identifying the value of mentoring/buddying programs.