



# School plan 2018-2020

## Buronga Public School 1688



# School background 2018–2020

## School vision statement

Buronga Public School creates an enabling environment where students are empowered to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.

## School context

Buronga Public School comprises a diverse population who champion inclusivity. Our school is located on the banks of the Murray River in the Far West of NSW. where a rich cultural identity is valued and celebrated.

Our diverse school enrolment of 115 students includes 43% Aboriginal and Torres Strait Islander students. Currently we have five classes where we provide differentiated education and cater for mainstream students and students with mild to moderate disability. We have a strong Literacy and Numeracy focus combined with data driven and evidence based practice. Buronga Public School is an Early Action for Success School where we fully implement Language, Literacy and Learning (L3).

Staff implement a future focused approach to delivering the curriculum, incorporating digital technologies and computational thinking. We have a strong sporting program that is supported by the P&C and wider school community. We also have a valued and proactive approach to student wellbeing supported by the implementation of Positive Behaviour for Learning.

## School planning process

Buronga Public School engaged in discussions with the school community, including students, parents and staff. The discussions included formal meetings, less formal gatherings, individual consultation, seeking parental feedback at school events and during impromptu communications.

Staff included verbal and written requests at parent teacher interviews at the end of term three where we had 85% parental involvement.

The P&C were consulted on four occasions at advertised meetings where parents were given the opportunity to contribute verbally and as a written questionnaire.

Parents were invited to participate in The Tell From Me Survey and provided school facilities and support to complete the survey.

Staff completed analysis sheets at staff meetings on the elements within The School Excellence Framework, including current practices, evidence of impact, and planning for the future. The information gathered from these analysis sheets provided information to inform the planning process across the school.

As a result of discussions and directed feedback from all stakeholders over two terms our strategic directions were agreed upon.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Wellbeing and Learning

**Purpose:**

To provide an enabling school environment where students are actively connected to their learning, have positive respectful relationships and experience a sense of belonging.



**STRATEGIC  
DIRECTION 2**  
Building Capacity

**Purpose:**

To provide the most effective teaching methods, with a high priority given to evidence based teaching strategies. Professional learning is aligned to the school plan and its impact measured and evaluated.



**STRATEGIC  
DIRECTION 3**  
Leadership

**Purpose:**

To support a culture of high expectations, collaboration and professionalism, resulting in sustained and measurable whole school improvement.

# Strategic Direction 1: Wellbeing and Learning

## Purpose

To provide an enabling school environment where students are actively connected to their learning, have positive respectful relationships and experience a sense of belonging.

## Improvement Measures

60% of students achieving expected growth in reading – 14% increase

50% of students achieving expected growth in numeracy– 14% increase

80% students achieving Personalise Learning Plan targets.

80% of Year 2 and 3 students achieve Early action for Success benchmark.

## People

### Students

Identify explicit learning intentions that support academic and social development.

Students develop skills to reflect on and positively shape their behaviour with a strong sense of meaning and purpose.

### Staff

Provide a learning environment which allows students to succeed by delivering high quality differentiated learning experiences.

### Leaders

Provide opportunities, structures and support for teachers to deliver quality education in every classroom every day.

### Parents/Carers

Actively participate in supporting and reinforcing student learning.

### Community Partners

Support student learning and wellbeing in the school context.

## Processes

Teachers use data in a systematic and regular way to monitor the effect of their efforts and to inform teaching.

Implement an integrated approach to quality teaching, curriculum, planning, delivery and assessment.

Whole school approach to implementing the wellbeing framework, positive behaviour for learning strategies and school learning and support policy.

## Evaluation Plan

Whole school collection of data including class, Best Start L3, EAFs, PLAN 2, diagnostic, PLP & PLSP using time framed schedule

Implementation of Buronga Professional Development Support Plan

Wellbeing Framework embedded in the School Culture

Implementation of PBL across school supported by 100% of staff.

## Practices and Products

### Practices

Professional practice is valued and there is an ongoing commitment to improvement, student wellbeing and collaboration with students, staff, families and communities.

PL

Students and staff engage in authentic formative feedback providing students with the necessary connection to their learning and direct instruction for improvement.

QT

Teachers take responsibility for changes in practice to achieve improved learning and work with a growth mindset.

### Products

Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, health and safety.

Quality teaching is evident in all classrooms, including using data to inform practice where students strive towards and achieve meaningful goals. The school has high expectations for every student.

Learning programs are differentiated, where students have authentic, holistic personalised learning plans.

# Strategic Direction 2: Building Capacity

## Purpose

To provide the most effective teaching methods, with a high priority given to evidence based teaching strategies. Professional learning is aligned to the school plan and its impact measured and evaluated.

## Improvement Measures

100% staff have PDP aligned to the school professional learning plan

100% staff deliver at least one professional learning session per year

100% staff use evidence to inform teaching and include at least one project based learning unit per year.

## People

### Students

Develop student capacity in monitoring their own cognitive, social and emotional growth.

### Staff

Maintain effective data that is used to inform all teaching and wellbeing initiatives.

### Staff

Take responsibility for school improvement and growth by engaging professionally in whole school professional learning and working as a unified team.

### Leaders

Establish and build process that reflect an instructional leadership approach to whole school improvement.

### Parents/Carers

## Processes

Whole school systems provide staff with high quality professional learning that is linked to PDP and the school plan with a focus on quality teaching and sustainable and continuous school improvement.

The school leadership team demonstrates instructional leadership promoting and modelling effective evidence based practice using a combination of coaching and mentoring.

## Evaluation Plan

Teaching program feedback each term

Classroom observations

Professional conversations, coaching conversations, informal conversations

PBL documentation

Survey feedback including school based and TTFM.

School Professional Learning Plan

## Practices and Products

### Practices

Staff work collaborative and professionally to develop skills in explicit teaching based on consistent and regular review of data and guided by evidence based research.

Instructional leadership and coaching is evident and regular for all staff. Teachers share expertise and professional learning in a supportive environment.

### Products

Teaching programs demonstrate quality teaching pedagogy and are linked to teaching standards.

Teachers skills and knowledge align with Teaching Standards and accreditation expectations.

Whole school systems consistently reflect an instructional approach towards developing an enabling teaching and learning environment with a positive school culture.

Staff values are embedded in school culture and are visible in operational practice

A schedule of professional learning aligned with PDP's that is evaluated and refined to reflect the needs of staff and the needs of the school.

# Strategic Direction 3: Leadership

## Purpose

To support a culture of high expectations, collaboration and professionalism, resulting in sustained and measurable whole school improvement.

## Improvement Measures

Leadership team implements school staff support processes to affirm quality teaching and address under performance.

Move from delivering in school SEF to sustaining and growing within Educational Leadership.

## People

### Students

Students develop a sense of belonging and are empowered to contribute to leadership within the school context.

### Staff

Contribute to leadership within the school by take responsibility for a collegial team working towards whole school improvement.

Staff values guide best practice decisions across the school.

### Leaders

Build the capacity of the leadership team with an instructional approach and strategic professional learning opportunities.

### Parents/Carers

Build more effective communication systems with a focus on authentic feedback and trusting relationships.

### Community Partners

Maintain and strengthen community relationships and support structures.

## Processes

Leadership is evidenced within the school culture where students, staff and parents contribute to the leadership of the school and to the achievement of our goals and priorities.

School systems, resourcing and leadership practice promote shared purpose and vision and a responsive school culture.

## Evaluation Plan

Establish School Leadership team with associated role statements.

Leadership team champions PBL, staff values and whole school improvement.

School systems meet accountabilities relating to learning and wellbeing.

## Practices and Products

### Practices

Effective instructional leadership and coaching opportunities guide the development of a highly effective school.

School systems at every level meet the learning and wellbeing needs of all students.

### Products

Instructional Leadership evidenced in whole school systems where data informs teaching, learning and planning.

School leadership team works collegially to support quality teaching, best practice, professionalism and the wellbeing framework.