School plan 2015 – 2017

BULLARAH PUBLIC SCHOOL

4228
## School background 2015 - 2017

### School vision statement

Bullarah Public School is committed to providing quality 21st Century educational experiences and opportunities in a respectful and nurturing environment that enables our students to become successful learners, confident and creative individuals and global citizens of the future.

This will be achieved by the delivery of quality teaching and learning and the setting of high expectations of students and staff.

### School context

Bullarah Public School is a small school (PP6) in the Barwon Network. The school is located seventy kilometres west of Moree and 70 kilometres east of Collarenabri. The school is isolated and is surrounded by farming land; as a result it is central to the residents of the local community Bullarah.

The school offers a range of quality educational programs and experiences individually tailored to meet the needs of all students. In 2015 there are nine families with a total of sixteen students enrolled, 12.5% identifying as Aboriginal or Torres Strait Islander. The school’s FOEI (family occupation and employment index) is 156.

Bullarah Public School’s motto is: “Towards a Better World”. All teaching and learning programs are aimed at fostering student academic and social development in order to achieve this motto.

The school runs a transition program one day a week in Semester 2 to promote the school and to prepare students for Kindergarten. Other programs in the school include Live Life Well, Targeting Early Numeracy, Jolly Phonics, a Garden Program and a whole school excursion each year.

Bullarah Public School has a small but dedicated P&C which is committed to enhancing the academic, social and sporting development of our students.

### School planning process

The school plan is a result of parent and community surveys, staff discussions and written feedback on school vision, areas of strength and areas of further development.

To assist the planning process the following measures were implemented:

- a survey of parents regarding areas of strength and future development
- a community survey regarding their thoughts and what they hear about the school
- analysis of teaching and learning programs and assessment procedures
- discussions with staff about current practices and future directions for teaching and professional learning
- interviews with students about the effectiveness of teaching and learning
- analysis of student learning data
- informal and ongoing parent discussions
- studied the Melbourne Declaration on Educational Goals for Young Australians
Purpose:
To develop our students for the future as successful global citizens by equipping them with the skills to be confident, critical and creative individuals who strive for academic and social excellence.

Purpose:
To build a dynamic culture of innovation and best practice through quality, evidence based teaching and professional learning. Teachers will be responsive to student needs and learning styles through appropriate curriculum differentiation. Teachers will have high expectations of themselves and their students in order to foster continued growth and improvement.
### Strategic Direction 1: Engaged, confident, creative and high performing students

**Purpose**

To develop our students for the future as successful global citizens by equipping them with the skills to be confident, critical and creative individuals who strive for academic and social excellence.

### Improvement Measures

- 100% of students show progress against the numeracy and literacy continuums with an increase from 75% to 90% of students achieving cluster expectations
- 100% of students have a portfolio of work samples showing evidence of their development around syllabus General Capabilities reflecting 21st Century Learning Skills

### People

**Students:** Competently and confidently apply literacy and numeracy skills across all Key Learning Areas. Display attitudes of persistence, questioning and independent thinking. Reflect on and evaluate their learning through the capacity to analyse their learning progress and performance, so they are able to make informed judgements about their successes and the next steps of their learning journey.

**Staff:** Fully engage students in their learning and to sustain high expectations. Provide experiences in the classroom to promote engagement, confidence and creativity. Deliver effective teaching and learning characterised by high interest, high engagement, differentiation and quality feedback.

**Parents/Carers:** Build community support by providing information about our approach to implementing the curriculum so that parents become more aware of school activities that enhance student learning and wellbeing.

**Community Partners:** Utilised to maximise learning opportunities.

**Leaders:** Develop systems to track student progress. In conjunction with teachers, develop and implement assessment portfolio.

### Processes

- Development of personalised learning plans for all students building their capacity to identify, work towards and reflect on individual learning goals in order for them to make effective judgements about their own learning
- Students are engaged in differentiated and authentic learning experiences that foster creativity, communication, collaboration and critical thinking through the implementation of the Australian Curriculum and BOSTES Syllabi
- Individual student progress is monitored and assessed against continuums, with expectations and targets for student learning clearly communicated to staff, parents and students.
- Australian Curriculum planning and programming to incorporate syllabus general capabilities across all subject areas
- Implementation of the DEC Student Well-Being Framework to embed school values and build social capacity and develop global citizens of the future

**Evaluation Plan**

Monitor student engagement and progression through the literacy and numeracy continuums on a term basis

Student feedback on teaching and learning programs and own personal development.

### Products and Practices

**Product:**

- 100% of students show progress against the numeracy and literacy continuums with an increase from 75% to 90% of students achieving cluster expectations
- 100% of students have a portfolio of work samples showing evidence of their development around syllabus General Capabilities reflecting 21st Century Learning Skills
- Students achieve an average growth calculated over three years to be at or above state level in NAPLAN
- Students demonstrate Global Citizenship through positive peer and community relationships within and outside the school environment

**Practice:**

- Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their ability and development
- Teachers provide opportunities for students to have a choice in their learning path and engage in project based learning. Demonstrated through PLP’s, Learning Goals and Teaching Programs
- Students confidently and successfully engage in enriched, extended and challenging learning experiences evidenced through work samples, assessment tasks and lesson observations
- Students regularly review learning with the teacher, ensuring they have a clear understanding of how to improve their own learning.
Strategic Direction 2: Innovative, responsive and dynamic teachers of 21st Century pedagogy

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| To build a dynamic culture of innovation and best practice through quality, evidence based teaching and professional learning. Teachers will be responsive to student needs and learning styles through appropriate curriculum differentiation. Teachers will have high expectations of themselves and their students in order to foster continued growth and improvement. | Students: Master core subjects. Think deeply and critically and make relevant connections. Learn the necessary skills required of a 21st Century learner – think creatively and critically, work collaboratively and evaluate performance. **Staff:** Critically reflect on teaching and learning practices. Engaged in professional development that is relevant and evidenced based, to improve student learning outcomes. Professional development needs are determined to build capabilities as learners, teachers and leaders. Focus on improving pedagogy within strategic and emergent pedagogical and curriculum priorities. | **Processes:**  
- Staff participate in ongoing professional learning to develop a clear understanding of The Quality Teaching Framework to produce highly engaging and differentiated teaching and learning programs  
- Teachers regularly use student performance data, school assessments, work samples and student feedback to evaluate the effectiveness of their own teaching practices | **Product:**  
- All staff have a Professional Learning Plan based on the priorities in the school plan and self-assessment against the Australian Professional Standards for Teachers  
- Professional learning will evaluate and reflect on current research and practice in the use of existing and emerging 21st Century teaching tools and strategies to support student learning  
- 100% of teacher programs demonstrate full compliance against curriculum documents and policy requirements |

**Improvement Measures**
- All staff have a Professional Learning Plan based on the priorities in the school plan and self-assessment against the Australian Professional Standards for Teachers  
- Professional learning will evaluate and reflect on current research and practice in the use of existing and emerging 21st Century teaching tools and strategies to support student learning

**Evaluation Plan**
- Formal and collaborative review of quality teaching and learning programs, reviewing effectiveness of implementation  
- Evaluation of professional learning opportunities  
- Completion and regular reviews of Professional Development Plans

**Practice**
- Teachers collaboratively engage in the development of their professional learning plans and goals and meet regularly to discuss progress towards these  
- Quality teaching and learning practices demonstrated through differentiated literacy and numeracy lessons and a variety of high quality assessments.  
- All staff confidently analyse school and external assessment data to provide individual adjustments and design differentiated learning experiences, fluid and flexible groups and modelled and guided approaches based on student needs

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Leaders: Develop systems to track teacher quality, aligned to Australian standards.