

School plan 2015 – 2017

Brungle Public School 1387



High Expectations of student performance

Respectful and responsive school culture
Brungle Public School 2015-2017

Community Partnerships



School vision statement

At Brungle Public School we strive to provide a wide range of experiences and learning opportunities within a practical, innovative and flexible curriculum that will engage and motivate all students to learn, discover and apply their knowledge within their school day and their daily lives.

School context

Brungle Public School is in the Eastern Riverina twenty two kilometres east of Gundagai. The school has great facilities. The school provides quality education for its students comprising of 4 families with 6 students enrolled at the commencement of 2015. There is a high mobility factor amongst the student/community population which makes future planning and continuity of education an issue for the school. The school structure for 2015 consists of one K – 6 class with team teaching to allow for individual and small group instruction. Extra funding sources have allowed us to employ two part time teachers this year. A Senior School Administrative Manager is employed three days a week. A Support Learning Support Officer is employed as the second adult on Fridays. The school plays a key role in the operation of the Brungle Aboriginal Environmental Education Centre, which is the only Environmental Education Centre in the state. The Teaching Principal combines the roles of teaching the K - 6 class in the school, co-ordinating the Education Centre and running the school.

School planning process

In Term 3 2014 the teaching principal attended professional learning in the new school plan lead by officers from the High Performance Unit. In Term 4 2014 the school sought the consultation of staff, students and parents through using surveys phone conversations and individual face to face conversations. Initial strategic directions were formed using the results of these consultations. These were then taken to all staff and to the P & C where they were discussed and suggested changes made with consensus from all stakeholders. In 2015 consultation with the local AECG committee was implemented to ensure that the strategic directions embedded expectations for all our Indigenous students to achieve.



STRATEGIC DIRECTION 1

High Expectations of student performance

Purpose:

To ensure all students will be confident and independent learners equipped to adapt to the changing world around them as lifelong learners, within an environment of high expectations.

STRATEGIC DIRECTION 2

Respectful and responsive school culture

Purpose:

To promote a culture of excellence by providing challenging and stimulating learning experiences and opportunities so that students are motivated to reach their full potential.

STRATEGIC DIRECTION 3

Community Partnerships

Purpose:

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Strategic Direction 1: High Expectations of student performance leading to improved student outcomes.

Purpose

Why do we need this particular strategic direction and why is it important?

To ensure all students will be confident and independent learners equipped to adapt to the changing world around them as lifelong learners, within an environment of high expectations.

Improvement Measures

- ❖ To provide educational opportunities which develop confident, independent and adaptable learners resulting in all of the students achieve at high levels of performance on benchmarking performance measures
- ❖ Classroom programming includes differentiated outcomes to cater for individual needs.

People

How do we develop the capabilities of our people to bring about transformation?

Students: Students will develop their understanding in the HOW2Learn learning habits and build their capacity for independent research in order to best make connections with the world around them.

Staff: Develop capabilities for teaching staff in the area of differentiated learning, HOW2Learn habits and quality teaching programs which will best develop students as lifelong learners.

Parents/Carers: Develop understanding of the HOW2Learn program and the importance of differentiated learning in order to enable them to best support their child(ren)'s learning.

Processes

How do we do it and how will we know?

Delivering a differentiated program in order to cater for individual student's needs informed by benchmarking and underpinned by high expectations for all students.

- Implementing innovative programs such as HOW2Learn which ensures independence, confidence and adaptability in student learning.

Evaluation Plan:

Internal:
Regular assessment

External:
Parent Surveys

Products and Practices

Product:

- ❖ To provide educational opportunities which develop confident, independent and adaptable learners resulting in all students achieving high levels of performance on benchmarking performance measures.
- ❖ Classroom programming includes differentiated outcomes to cater for individual learning needs.

Practice:

- Quality teaching programs are being used to cater for students' individual learning needs to ensure success as learners.
- Assessment data to monitor achievement in student learning is used extensively to inform planning for teaching and learning programs.

Strategic Direction 2: Respectful and responsive school culture

Purpose

To promote a culture of excellence by providing challenging and stimulating learning experiences and opportunities so that students are motivated to reach their full potential.

Improvement Measures

- ❖ 100% attendance and involvement at 'goal setting' meetings.

People

Students: Students will build their capacity to develop learning goals in order to achieve future focus in learning.

Staff: Develop capability of staff in achieving a respectful and responsive school culture by establishing consistent and supportive practices in all facets of teaching and learning.

Parents/Carers: Develop understanding of their importance in the process of goal setting and their subsequent role in supporting their children's learning.

Processes

How do we do it and how will we know?

- All learning experiences are designed to engage and challenge students so that they are future focused, well informed of their progress and are able to set and achieve smart goals.
- Staff initiate regular, progress conferences with students involving explicit feedback, gathered through assessment as, of and for learning, to inform future teaching and learning.

Evaluation Plan:

Internal:
Regular assessment

External:
Parent Surveys

Products and Practices

Products

- ❖ 100% attendance and involvement at 'goal setting' meetings.

Practice:

- There is a respectful and responsive school culture where students, staff and parents are all involved in 'goal setting' for each student and in the subsequent achievement of those goals.
- Quality teaching programs are being used to ensure students are able to achieve their goals.

Strategic Direction 3: Community partnerships

Purpose

To build stronger relationships as an Aboriginal Environmental Education Centre by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Improvement Measures

- ❖ The Brungle Aboriginal Environmental Education Centre is recognised as excellent and responsive to its community as a result of its effective engagement with members of the local community such as parents, families and local indigenous groups to deliver Wiradjuri specific cultural programs to visiting schools as evidenced by an increasing number of schools participating in excursions to the Centre.

People

Students: build self-confidence by developing leadership and citizenship skills through school based programs such as leadership of cultural programs.

Staff: develop capacity and strategies to build stronger community relations and knowledge of local culture.

Parents/Carers: develop capacity and strategies to provide a nurturing and supportive learning environment where the programs of the Aboriginal Environmental Education Centre are able to succeed.

Community Partners: develop capacity and strategies to ensure that the AECG has significant input into the operation of the Aboriginal Environmental Education Centre.

Processes

- Establish regular consultation and collaborative decision making with Wiradjuri Elders, National Parks' Discovery and Wildlife Rangers and the local AECG in developing effective learning programs to be delivered to visiting students.
- Students have opportunities to develop leadership skills through their involvement in leading cultural excursions and mentoring visiting students.
- Staff have opportunities to develop skills to effectively deliver culturally specific programs through mentoring by Wiradjuri Elders.

Evaluation Plan:

Internal:
Follow up discussion and evaluation after each excursion

External:
Participant surveys

Products and Practices

Product:

The Brungle Aboriginal Environmental Education Centre is recognised as excellent and responsive to its community as a result of its effective engagement with members of the local community such as parents, families and local indigenous groups to deliver Wiradjuri specific cultural programs to visiting schools as evidenced by an increasing number of schools participating in excursions to the Centre.

Practice:

The community is actively involved in delivering an effective and culturally specific program developing the knowledge of visiting schools in the area of Wiradjuri language, lifestyle and culture.