

Barmedman Public School 1137



*Desire
To Do
Well*

School Plan 2015 - 2017





School Vision Statement

At Barmedman Public School we **inspire every student to excel** to their full potential by providing a safe, supportive and educationally stimulating environment.

We strive to build positive community engagement and well-being to increase student educational outcomes based on strong collaborative partnerships.

School Context

Barmedman Public School is situated in the north of the Riverina Region and is part of the Riverina North West School Education Group. Most students that attend the school are from the country village of Barmedman, which has begun to have a more stable number of families with school age children, after having reduced numbers due to the continuous and devastating drought conditions over the past 8 years. We have 13 families with a total of 21 students enrolled for 2015 and 23 students anticipated for 2016.

The school has large historic open buildings comprising of two large spacious classrooms, art room, library, sports shed, large shaded COLA, separate shaded equipment and a refurbished well equipped kitchen all located on well-maintained 5 acre grounds.

School Planning Process

In 2014, Barmedman Public School staff began the process of reviewing current practices and started the consultative process of collaborating with parents and community members about the objectives of the new School Plan. We were able to identify, in light of the previous School Plan areas of weakness and improvements that could be made to provide an educationally stimulating environment. As a united staff we began to collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This evidence was used to present to parents and community members to help identify the priorities for the 2015-2017 School Plan.

This process included a review of the strengths, opportunities and areas for development across the School. As a result, three key strategic directions were identified as a basis for a shared commitment to future developments across the School.

These are:

- **Student Learning and Engagement**
- **Excellence in Staff Teaching and Learning**
- **Community Engagement and Partnerships**

The School Plan 2015-2017 sets clear improvement measures and forms the basis for the school's improvement and development efforts. This, together with parents and community members will help strengthen the commitment we have in providing every child with the opportunity for the best start in life.



STRATEGIC DIRECTION 1

**Student Learning
and Engagement**

PURPOSE:

High quality learning for every child, everyday, in every situation. Students will engage and participate in challenging learning experiences and be inspired to excel to their full potential.

STRATEGIC DIRECTION 2

**Excellence in
Staff Teaching
and Learning**

PURPOSE:

We aim to deliver quality teaching in every classroom, everyday, to ensure educational delivery is consistent, of a high standard, sharing professional practices to inspire life-long learners.

STRATEGIC DIRECTION 3

**Community
Engagement and
Partnerships**

PURPOSE:

Building Positive Community Engagement and Well Being for All. Developing a whole school community that is collaborative and informed; which inspires student learning.

Strategic Direction 1: STUDENT LEARNING AND ENGAGEMENT



Purpose

High quality learning for every child, everyday, in every situation. Students will engage and participate in challenging learning experiences and be inspired to excel to their full potential.

Improvement Measures

100% of students will have growth in Literacy and Numeracy.

Utilise a variety of multi modal mediums in everyday learning experiences to contribute to high quality learning and engagement.

People

- **Students:** Have ownership of their own learning and have a solid understanding of their personal goal.
- **Staff:** Have a cohesive staff to be able to develop knowledge and understanding of Learning Continuums and use expertise to plot individual learning experiences.
- **Staff:** Effective feedback to be given for students to utilise and reflect upon their personal learning.
- **Community:** Work together to establish a continuum of learning, care and curriculum.
- **Parents:** Design a communication strategy with parents to work with students to support and achieve individual goals.

Processes

Engaging students in authentic learning situations to develop skills and knowledge in Literacy and Numeracy

Be consistent with plotting students in Literacy and Numeracy on the Continuums.

Organise classrooms so they are print rich, with learning centres to allow a safe, supportive environment to enable learners to develop confidence, take risks, learn to work independently, and develop social skills while becoming self-managed learners who can problem solve to complete tasks.

Decrease the individual gap to age appropriate standards and to extend beyond.

Products and Practices

Product: 100% of students will have growth in Literacy and Numeracy.

Practices:

- ❖ All teachers track student achievement against the Literacy and Numeracy Continuums.

Product: Utilise a variety of multi modal mediums in everyday learning experiences to contribute to high quality learning and engagement.

Practices:

- ❖ Implement and develop Literacy and Numeracy teaching strategies and programs.

Strategic Direction 2: EXCELLENCE IN STAFF TEACHING AND LEARNING



Purpose

We aim to deliver quality teaching in every classroom, everyday, to ensure educational delivery is consistent, of a high standard, sharing professional practices to inspire life-long learners.

Improvement Measures

Improved learning outcomes across the Curriculum through both internal and external assessments.

100% teachers embedding the Quality Teaching Framework into their everyday learning environment.

People

- **Students:** Engage students in being a quality learner in class and home environments.
- **Teachers:** Obtain and maintain Australian Professional Standards for Teachers and undergo ongoing professional development.
- **Staff:** Collaboratively network a sharing of resources.
- **Community:** Actively encourage parental and community participation in School Professional Learning.
- **Parents:** Provide opportunity for parents and teachers to work together.

Processes

- Differentiated learning support coinciding with recognition of distinct learning styles.
- Develop and engage a successful community of learners within the School setting and beyond (other schools).
- Use quantitative and qualitative student assessment data to inform and improve School Curriculum and Curriculum practices.
- Consistent exchange of educational and welfare data across the school.
- Technology skills, knowledge, application are utilised across all KLAS

Products and Practices

Product: Improved learning outcomes across the Curriculum through both internal and external assessments.

Practices:

- ❖ Differentiation is apparent in all classes and provide for individual need. (IEP)

Product: 100% teachers embedding the Quality Teaching Framework into their everyday learning environment.

Practices:

- ❖ Familiarise and utilise current Reforms and Teaching Frameworks.
- ❖ Individualised professional learning plans for staff, to improve and achieve leadership capacity to adhere with Teaching Framework and Professional Standards.

Strategic Direction 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS



Purpose

Building Positive Community Engagement and Well Being for All. Developing a whole school community that is collaborative and informed; which inspires student learning.

Improvement Measures

Increase % of parent participation and support creating positive partnerships within the learning community.

Develop and establish cohesive methods of communication.

People

- **Students:** Displaying positive image in the wider community.
- **Students:** Actively participate in their own learning pathways and are able to demonstrate their learning.
- **Staff:** Develop staff capacity to build stronger community relations with parents from all cultural backgrounds.
- **Staff:** To improve positive modes of two-way communication to improve community consultation processes.
- **Staff:** Establish a collaborative learning community with students, parents and teachers to support student well-being and welfare programs at the School.
- **Community:** Form an active and collaborative partnership with teachers and children.
- **Parents:** Build a positive culture and to support their child's progress.

Processes

- To increase the numbers of parents in engaging in learning sessions.
- Establish an active P&C with the School parent body.
- Promote and support school community partnerships, including staff, students and the wider community to meet the diverse needs of all students.
- Support School initiatives and comply with DEC guidelines.

Products and Practices

Product: Increase % of parent participation and support creating positive partnerships within the learning community.

Practices:

- ❖ Establish an active P&C

Product: Develop and establish cohesive methods of communication.

Practices:

- ❖ Update online multi-media communication systems.