School Plan 2015 – 2017

Barham Public School

Student Engagement

Quality Teaching

Quality Relationships
## School background 2015 - 2017

### School vision statement

Barham PS envisions a school that produces lifelong learners in a safe, respectful and innovative learning environment. The school is committed to equity and excellence in education and allowing students to achieve their personal goals.

Rich and diverse opportunities and a culture of collaboration and partnerships in learning develop the capacity, confidence and creativity in each student, allowing them to become resilient, compassionate, active and informed citizens.

### School context

Barham Public School is situated in the township of Barham, 300km north of Melbourne. Barham is in the south western Riverina on the Murray River. The town is located 823 kilometres south west of the state capital, Sydney and 303 kilometres north west of Melbourne. The school provides education for students drawn from the town and the surrounding rural district.

The area has recently surfaced from a 10 year drought where enrolments at the school have declined and continue to fall due to uncertainty surrounding water for irrigation and closure of industries. Current enrolments total 140.

Barham PS has a strong focus on student wellbeing and developing the whole child. Improving the literacy and numeracy standards of each student is central to all learning, and is embedded across the curriculum.

Programs which focus on personal development and growth, healthy lifestyle, the environment, the Arts, technology, citizenship and leadership, and a knowledge and appreciation of differences and the community and world students live in, are an integral part of the school’s plan.

The school attracts DEC funding for *Low Adjustment Disability, Socio-Economic Background* and *Aboriginal Background* to support its targeted programs.

Parents, carers and members of the community make valuable contributions to the school’s programs, as well as the welfare of students.

### School planning process

The school community, including staff, students, parents and community members were consulted using the following methods:

- **Survey to parent body seeking opinions of the school community.** Survey focused on satisfaction with current practices, establishing expectations for teaching, learning, and communication in the future.

- **Survey of staff to inform situational analysis (cohorts, community, achievement gaps, social factors impacting on learning, attendance and behaviour data analysis) and**

- **Staff meeting and individual staff conferences to evaluate current programs and practices, and to identify teacher capacity and learning needed to support students to be successful as individuals and citizen in the future.**

- **Staff meetings to review current practices, evaluation of previous school plan and setting future directions.**

- **Staff meetings to evaluate current school systems and support and development practices to identify exemplary practices of performance development and professional growth for the future.**

- **Interviews with students (whole school, focus groups and vox populi) re satisfaction, teaching, learning and student engagement.**

- **P & C consultation to review current practices, to identify strengths and areas for improvement, to reflect on and update the school vision, and to have input into setting future direction of school plan.**

- **Draft Vision, Strategic Directions and School Plan presented to the school community via the website, newsletter, P&C meetings and staff meetings for further consultation.**
Purpose:
To engage every student in purposeful, focused and contextual integrated learning that provides opportunities for them to actualise their potential as learners and leaders, and develop as healthy, responsible, informed and productive citizens.

Purpose:
To build capacity of teachers and staff to enable success for every student through focussed professional reflection and development that creates a culture in which every staff member is engaged in ongoing, relevant, evidence-based learning and practice at an individual and collective level.

Purpose:
To develop empowered organisational systems and practices that build strong, positive relationships as an educational community to sustain a respectful, inclusive, positive and dynamic learning environment where students thrive and show growth in their learning.
## Strategic Direction 1: Student Engagement

**Purpose**
To engage every student in purposeful, focused and contextual integrated learning that provides opportunities for them to actualise their potential as learners and leaders, and develop as healthy, responsible, informed and productive citizens.

**People**

### Students:
- Develop positive behaviours to support learning and leadership.
- Develop visible, self-regulated learning goals.
- Develop awareness of the impact of life choices on personal health and wellbeing.

### Staff:
- Create a professionally supportive, proactive school culture that strengthens teacher capacity to improve learning outcomes.
- Develop understanding of whole school systems that promote positive behaviours for learning and student wellbeing.
- Develop a curriculum that focuses on how to learn in conjunction with achievement of learning outcomes.

### Parents/Carers:
- Identify and uphold core values that foster positive interactions and effective learning.
- To understand the learning progress of their children and how to effectively support them to learn.

### Community Partners:
- Value students as learners and citizens, and their contributions to school and community.
- Be involved in developing and delivering educational content.

### Leaders:
- Mentor leaders through student focussed projects to build their leadership skills and capacity according to the National Standards.

**Processes**

- Develop quality assessments informed by the developmental needs of students to identify starting points for teaching, and plan meaningful, innovative and integrated learning programs in school and stage teams that promote improvement in outcomes of every student.
- Embeds rigorous identification and monitoring processes to ensure high levels of support for identified students, and to develop individualised learning plans for students with high needs.
- Establish positive learning environments to support students to actualise their potential.

**Products and Practices**

### Product:
- Teacher/student review of personal progress on the learning continuums makes clear the student’s pathways for improvement.
- Assessment data that monitors achievements and gaps in student learning is used extensively to inform planning for particular student groups and individual students.
- Student attendance is monitored and absences managed according to individual circumstances.
- Social and learning capacity of each student promoted through behaviour management systems and ‘how to learn’ curriculum.

### Practice:
- Teachers’ demonstrate pedagogy and practices that engage students in quality learning.
- Students use reflection on assessment and reporting processes to set goals, plan and self-assess their learning.
- Active partnerships and collaboration between teachers and support staff and services ensures continuity of learning for students.
- Extra-curricular and tailored learning opportunities are significant, support student development and are strongly aligned with the school’s vision for student engagement.

### Improvement Measures
- All students show growth on learning continuums.
- Tailored learning programs with appropriate adjustments meeting the individual needs of each student.
- Attendance at school prioritised by school community and rates are at or above regional averages.
- Student Wellbeing and Discipline policy and practices promote positive behaviour for learning, reflecting core values and focus on learning.

### Evaluation Plan
- Student achievement will be tracked on learning continuums and reviewed regularly to ascertain progress of each student.
- Assessment data will be analysed each year to track improvements in learning, and to evaluate and direct school programs.
- Attendance data will track and monitor whole school and individual rates of attendance.
- Analysis of behaviour referral data to ascertain level of social capacity and emotional intelligence of student body as a whole, and of individual students.

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## Strategic Direction 2: Quality Teaching

### Purpose

To build capacity of teachers and staff to enable success for every student through focused professional reflection and development that creates a culture in which every staff member is engaged in ongoing, relevant, evidence-based learning and practice at an individual and collective level.

### People

<table>
<thead>
<tr>
<th>Students:</th>
<th>Staff:</th>
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<tbody>
<tr>
<td>- Build capacity for self-monitoring, goal setting, and skills and habits for effective learning now &amp; in the future.</td>
<td>- Create a school culture which is collegially supportive and that actively strengthens teacher capacity to improve learning outcomes.</td>
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<tr>
<td>- Develop deep knowledge and understanding in line with National Professional Standards for Teachers.</td>
<td>- Establish a high level professional learning community that will develop quality teaching and learning environments within the school.</td>
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<tr>
<td>- Use the Australian Teacher Performance and Development Framework for self-improvement.</td>
<td>- Establish a collaborative culture within and across stages to ensure consistency of curriculum delivery, including the sequential and systematic development of students’ knowledge, strategies for individualising learning and consistency of teacher judgement.</td>
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### Processes

| Establish a collaborative culture within and across stages to ensure consistency of curriculum delivery, including the sequential and systematic development of students’ knowledge, strategies for individualising learning and consistency of teacher judgement. |

### Products and Practices

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<tr>
<td>- Teacher Performance and Development processes underpin professional growth.</td>
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<tr>
<td>- Curriculum programs and teaching practices develop the knowledge, understanding and skills of all students.</td>
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<tr>
<td>- The school leadership team demonstrates instructional leadership promoting and modelling effective, evidence-based professional practice.</td>
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### Improvement Measures

- Teachers show growth against the National Professional Standards for Teachers.
- Rigorous, evidence-base teaching that reflects the Quality Teaching Framework is promoting individual student growth, with direct teaching pedagogy addressing individual needs.
- Instructional leadership roles and responsibilities are clearly defined and assigned to meet the needs of individual teachers and address school focus areas.

### Evaluation Plan

- Annual review of teacher performance to ascertain the quality of teaching and learning programs and practices, and gauge growth against National Professional Standards for Teaching.
- Supervision processes identify that professional pedagogy and best practice data analysis is informing planning and decision making to sustain continual improvement in outcomes of all students.
- Workplace surveys indicate satisfaction with instructional leadership and levels of support given to assist staff achieve personal professional learning goals.

### Practice

- All staff engages in regular reflection and the use of formal and informal feedback to develop deeper insights into the effectiveness of their own teaching practice.
- Purposeful leadership roles based on professional expertise enable coaching, mentoring and networking to promote improved teacher practice and professional growth.
- Teachers work collaboratively and use feedback and peer review to plan and program units of work that reflect changes in pedagogy and curriculum.
- All staff practice direct teaching pedagogy to improve student learning outcomes.
# Strategic Direction 3: Quality Relationships

## Purpose
To develop empowered organisational systems and practices that build strong, positive relationships as an educational community to sustain a respectful, inclusive, positive and dynamic learning environment where students thrive and show growth in their learning.

## Improvement Measures
- Positive school/home relationships in place, based on mutual respect and joint commitment to improving student learning in a respectful, inclusive environment.
- An increase number of students demonstrating core values and showing positive behaviours for effective learning.
- Students confidently and capably connect within and transition across stages and different settings of learning now and in the future.

## People

### Students:
Teach students how to take responsibility for own learning and actions, and take advantage of all opportunities that are on offer within the school and community.

### Staff:
Maintain a mutually respectful learning environment, identify learning opportunities to engage the community in, and communicate effectively with all members of the school community.

### Parents/Carers:
Become informed about the school and the current learning environment and connect in meaningful ways with the school.

### Community Partners:
Connect in meaningful ways with the school to enhance learning and improve the learning environment.

### Leaders:
Build strong partnerships with all stakeholders of the school.

Devise systems to promote and sustain a respectful, inclusive and dynamic learning environment.

Embed collaborative strategies into the process of school improvement.

## Processes
- Establish systems to promote and maintain strong partnerships in learning across the school and broader community.
- Develop processes to establish and maintain the core values of the school and the expected behaviours that will promote effective learning for all.
- Utilise local and global expertise and context and tools of communication and learning for the future to connect and extend students in learning.

## Products and Practices
### Product:
- School systems promote quality relationships between home and school, and sustain a respectful, inclusive and dynamic learning environment.
- Students are self-aware as learners, build positive relationships and actively contribute to the school, the community and the society in which they live.
- Students link with other learners across their school, network and the world to engage in dynamic, purposeful learning that prepares them for life.

### Practice:
- Positive and respectful relationships across the school community underpin a productive learning environment.
- Collective responsibility of school community for student learning and success, with high levels of student, staff and community engagement.

## Evaluation Plan
- Yearly consultation with all members of the school community to measure satisfaction with school performance and programs and to ensure the school is responsive to student needs and the school community’s expectations for learning.
- Attendance of school families at school-based social and educational events, and support for school and P&C initiatives used as an indicative measure.
- Engagement of school community with school communication tools and social media measured.