

School plan 2015 – 2017

Breadalbane Public School 1345





School vision statement

Breadalbane Public School is committed to providing a broad range of engaging opportunities to all students that allows them to reach their potential as individuals within in a community.

School context

Breadalbane Public School (BPS) is a small, rural school situated 25kms south of Goulburn with current enrolment of 14 students. The school is very well resourced with an active focus on literacy and numeracy, technology and the creative and performing arts. Students, staff and parents collaborate to achieve quality education outcomes for all. Students learn to work and play together in a supportive environment. The school is part of a strong network of small schools in the southern tablelands.

School planning process

In November 2014 we held a planning meeting with the whole school community – including staff, parents and students. Together we identified the school's strengths and priorities for the future. A small group of volunteers, including students, staff and parents met again in December to clarify the purpose, people, products and practices.



STRATEGIC DIRECTION 1

Deliver consistent teaching and learning programs in literacy and numeracy to equip learners in being 21st Century learners.

Purpose:

Literacy and Numeracy are fundamental to each student's ability to engage as functional citizens. Consistent achievement can motivate further aspiration and allow the student to become the best they can be.

STRATEGIC DIRECTION 2

An inclusive learning environment that improves student engagement and wellbeing.

Purpose:

To provide learning opportunities to accommodate a student's individual strengths and interests to ensure that each student is engaged, motivated and keen to learn in a positive school environment that is inclusive of the wider school community.

Strategic Direction 1: Deliver consistent teaching and learning programs in literacy and numeracy to equip learners in being 21st Century learners.

Purpose	People	Processes	Products and Practices
<p>Why do we need this particular strategic direction and why is it important?</p> <p>Literacy and Numeracy are fundamental to each student's ability to engage as functional citizens. Consistent achievement can motivate further aspiration and allow the student to become the best they can be.</p>	<p>How do we develop the capabilities of our people to bring about transformation?</p> <p>Students: will engage in all teaching and learning programs within Literacy and Numeracy.</p> <p>Staff: will engage in ongoing formative assessment guided by the Literacy and Numeracy continuums.</p> <p>Parents/Carers: support students and staff by improving their understanding of key literacy and numeracy programs within the school.</p>	<p>How do we do it and how will we know?</p> <ul style="list-style-type: none"> • Use of Planning Literacy and Numeracy data to guide student Personalised Learning Plans and staff professional learning • The NSW Syllabuses for the Australian Curriculum implemented across K-6 • School resource decisions, including the use of technology, guided by identified student learning needs 	<p>What is achieved and how do we measure?</p> <ul style="list-style-type: none"> • 84% of students improving at expected rates of growth as measured against Literacy and Numeracy outcomes on the Literacy and Numeracy Continuums • Student self-assessment showing increased confidence around learning • The school community sustains their commitment to the school's strategic directions and practices to achieve educational priorities.
Improvement Measures			
<ul style="list-style-type: none"> • Students improving at expected rates of growth as measured against Literacy and Numeracy outcomes on the Literacy and Numeracy Continuums • The school community is committed to the school's strategic directions and practices to achieve educational priorities. 			

Strategic Direction 2: An inclusive learning environment that improves students' engagement and wellbeing.

Purpose

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

To provide learning opportunities to accommodate a student's individual strengths and interests; to ensure that each student is engaged, motivated and keen to learn in a positive school environment that is inclusive of the wider school community.

Improvement Measures

- The school community understands, acknowledges and is engaged with the values of the school.
- All student behaviours reflect the school values.

People

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

Students: will be confident and active participants in all key learning areas and school programs.

Staff: will provide quality teaching and learning activities through the delivery of a rich curriculum that meets the needs of every student.

Will engage in clear communication with students, parents and the wider school community.

Parents/Carers: will be actively involved with students and staff in supporting school programs and policies.

Collegial Network: continued development of Goulburn Community of Small Schools (GCOSS) and Small Schools Southern Tablelands Curriculum Innovation Project to enhance professional knowledge and opportunity for student participation.

Processes

How do we do it and how will we know?

- Opportunities offered to students to engage with their peers within internal and external school environments.
- Teaching programs informed by quality teaching models and student interest to be implemented K-6.
- Reformulate in consultation with students and parents a new school behaviour management system, as well as school core values and actively promote those within the school on a daily basis.

Evaluation Plan

Products and Practices

What is achieved and how do we measure?

- The school community understands, acknowledges and is engaged with the values of the school.
- Sustained improvement in students demonstrating appropriate behaviours in all school settings.
- The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- Encourage student participation in school decision making through the process of Student Representative Council (SRC).
- Staff have access to differentiated professional learning targeted at improving individual pedagogy
- Regular consultation between students, staff and parents about student engagement and behaviour management.