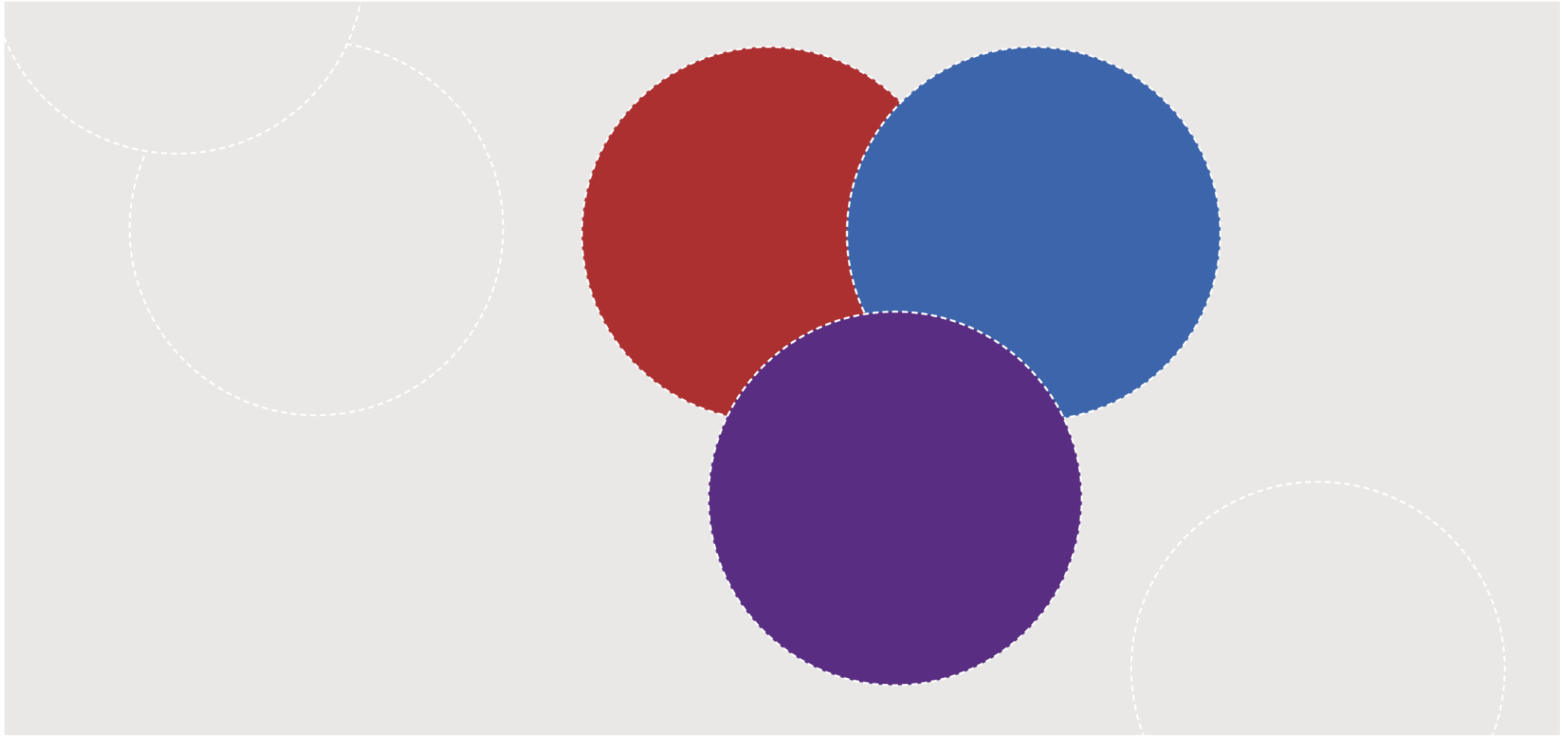


Burnside School plan 2015 – 2017



School background 2015 - 2017

SCHOOL VISION STATEMENT

At Burnside Public School, we aim to deliver quality education in order to develop the talents, interests and abilities of its students. Our aim is to provide a vibrant and responsive education that produces well educated citizens with the capabilities and confidence to succeed in the 21st Century.

SCHOOL CONTEXT

Burnside Public School is situated on two hectares of well-maintained land in the busy Sydney suburb of North Parramatta. The school was opened in 1922. The current school enrolment is approximately 225 students (58% NESB). Students are currently educated in nine class groupings.

Burnside has a highly qualified and dedicated staff working closely together to generate quality educational programs that ensure appropriate student outcomes.

Very successful student welfare practices promote in students a sense of well-being, happiness and responsibility

Parents have high expectations of and aspirations for their children. There is very active participation in the life of the school. Burnside has an established, dynamic and supportive School Council and P & C Association.

SCHOOL PLANNING PROCESS

In 2014, a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, attendance and behaviour.

Through surveys, the school sought the opinions of students, teachers and parents about the school in terms of strengths, areas for improvement and priorities for the future.

As a result, three strategic directions were identified as a basis for a shared commitment to future developments. These are:

1. Developing confident, creative, resourceful learners
2. Building individual and collective capability
3. Enhancing a strong, collaborative, educational community

The Burnside School Plan 2015-2017 flows from the strategic directions and sets clear improvement measures. It forms the basis for the school's improvement and development for the next three years. Each strategic direction provides details of the purpose (why), people and processes (how) and product and practices (what) that are to be realised through implementation of the plan.

Our progress in the three strategic directions is monitored and evaluated throughout each year.



STRATEGIC DIRECTION 1

Developing confident, creative, resourceful learners

STUDENT LEARNING - PURPOSE

To develop and implement a challenging, innovative and inclusive curriculum that enables students to be effective 21st century global citizens.

STRATEGIC DIRECTION 2

Building individual and collective capability

STAFF AND LEADER LEARNING - PURPOSE

To develop a culture of collaboration, evidenced based decision making, educational innovation, professional learning and leadership.

STRATEGIC DIRECTION 3

Enhancing a strong, collaborative, educational community

SCHOOL LEARNING - PURPOSE

To develop community trust and strategic support to ensure that students learn in a dynamic, integrated and holistic way.

Strategic direction 1: Developing confident, creative, resourceful learners

PURPOSE

To develop and implement a challenging, innovative and inclusive curriculum that enables students to be effective 21st century global citizens.

IMPROVEMENT MEASURE/S

NAPLAN literacy and numeracy data continues to trend upwards in writing, punctuation and grammar. (70% proficiency bands in writing for Year 3 and 40% proficiency bands for Year 5 in 2015) (68% proficiency bands in Years 3 and 5, Growth at 70%)
5% increase of students achieving above expected growth in NAPLAN

Staff identification of leadership innovation and change.

Staff understanding and implementing the skills needed for the 21st Century learner.

PEOPLE

Student level of achievement in literacy and numeracy will be improved through the development of engaging, differentiated teaching and learning designed to meet the needs of all individuals.

Students will become active participants in their own learning focussing on assessment as learning and developing a voice in their own learning.

Staff will engage in professional learning to develop and implement their understanding of 21st Century skills and utilise this within a framework of increased technological capability. Leading improvement, innovation and change.

Staff will develop capacity to implement new curriculum models and will develop the ability to engage students in critically analysing their own learning. Develop capacity to analyse and communicate whole school data, focussed on improving and monitoring student growth and performance.

Parents and teachers will work together to increase parent understanding of key literacy and numeracy programs within the school.

PROCESSES

Whole school approach using Planning Literacy and Numeracy (PLAN). Develop assessment planning, programming and teaching models for students K-6 in order to implement individual learning plans.

Develop efficient school based systems for the development, implementation and analysis of student learning and assessment. Continue the TEN programs, TOWN program in mathematics and implement L3.

Focus on building teacher capacity through professional learning with mentor, teachers and leaders to further develop.

Build capacity to collaboratively plan and differentiate programming and pedagogy in Literacy and Numeracy using the quality teaching elements.

Build proactive learning alliances with other teachers in school or other local schools to develop professional learning.

Engage with staff in identifying quality teaching programs and share expertise, resources and ideas with PLC

Parents in classrooms helping teachers and becoming more aware of how literacy and numeracy is embedded in classroom programs

PRODUCT AND PRACTICES

Achievements in literacy and numeracy goals identify in learning plans will be met and growth tracked using PLAN. Regular and ongoing monitoring and tracking of student data through school based assessment and NAPLAN

To increase the number of students who demonstrate above average growth between years 3 and 5 in writing, reading and numeracy.

All teacher programs will include the teaching and incorporation of 21st Century skills into all curriculum areas.

All teaching staff are reflective in their professional growth in relation to the professional teaching standards.

Staff will regularly analyse data with leadership team and guidance to highlight student and whole-school weaknesses

Parents will assist teachers in reading groups, sporting groups and maths groups. They will be given the opportunity to attend forums on literacy and numeracy at school.

Strategic direction 2: Building individual and collective capacity

PURPOSE

To develop a culture of collaboration, evidenced based decision making, educational innovation, professional learning and leadership.

IMPROVEMENT MEASURE/S

Reports will use the language of the new curriculum.

All kindergarten students to be in the perceptual level in the Early Arithmetic Strategies.

L3 implemented in early stage 1. New scheme teachers continuing maintenance and Highly Accomplished and Lead teachers process initiated. Collaboratively created units with assessments containing the Australian and NSW outcomes available to all staff. Improved percentages in NAPLAN writing; year 3 – 70% and year 5 – 40%.

PEOPLE

Students can expect the experiences in their classroom to allow them to increase their expectations, capacity and achievement.

Staff differentiate the curriculum by accessing data, assessing for, as and of learning providing relevant feedback and making program and lesson adjustments.

Staff develop their teaching and leadership practice by engaging with the Australian/NSW teaching standards and focus on growth and collaboration.

Staff undertake professional learning to refine skills and teaching techniques as identified in their individual professional learning plan, in response to personal goals, student needs and school priorities.

Staff plan for the implementation of the new reporting system, including the addition of the general capabilities.

Families will engage with their children's learning and new and innovative programs will continue to build the expectations of parents.

PROCESSES

Staff share best practice and models in programming assessment and QTP.

Use data analysis to underpin literacy, numeracy and ICT in conjunction with the continuum making data evident in classrooms with targeted intervention.

Development of staff capacity with differentiation of the curriculum, project based learning, 21st century learning and the Australian/NSW curriculum. Priority literacy strategies identified by staff and embedded into effective teaching practice.

Design a performance and development framework that supports professional dialogue, teacher feedback and reflective practise. Staff work collaboratively to develop the capacity and professional practice of self and peers by working with the school priorities and Professional Teaching Standards and by providing high quality professional learning.

Development of staff in new reporting system as part of their PL.

Staff to unpack the Melbourne Declaration to enhance their understanding of the general capabilities of a successful 21st century learner.

Sustainable processes developed to enable regular meaningful curriculum based interactions with the whole parent population.

PRODUCT AND PRACTICES

Increased attainment of students in NAPLAN: sustained, positive growth in top two bands in NAPLAN, particularly in writing.

Increased student engagement in challenging tasks that facilitate project based learning and embedded critical and creative thinking skills.

Collaboratively developed units of work and assessments that are across KLAS containing Australian/NSW outcomes.

Students and staff regularly evaluate assessment practices and units of work as part of assessment process.

Staff confidence in new reporting system will allow an easy transition to writing the semester one reports.

Staff developed a deep understanding of the Melbourne Declaration and its implications.

All staff have developed and access a differentiated professional learning plan targeted at improving pedagogy.

Continuation of parent workshops in numeracy and literacy to enhance their ability to become more involved with their child's learning.

Strategic direction 3: Enhancing a strong, collaborative, educational community

PURPOSE	PEOPLE	PROCESSES	PRODUCT AND PRACTICES
<p>To develop community trust and strategic support to ensure that students learn in a dynamic, integrated and holistic way.</p>	<p>Staff, student and parent relationships are based on mutual respect using the core expectation:</p> <ul style="list-style-type: none"> - Be respectful - Be responsible - Be safe <p>In consultation with parents, staff will develop and implement the mental health awareness program – Kismatter</p> <p>Students will acquire the skills needed to participate in 21st century life through the development of their emotional and social well-being</p>	<p>Use the Positive Behaviour to Learning (PBL) systems approach for teaching and analysing behaviour</p> <ul style="list-style-type: none"> - Explicit lessons are taught early each year - New staff are updated on PBL <p>The school will become a Kismatter school. A 2 year process which requires a joint community partnership designed to develop student and staff awareness of mental health issues and social and emotional well-being</p>	<p>Consistent school wide expectations and approaches are embedded in school practice</p> <p>Students consistently demonstrating appropriate behaviours in all school settings</p> <p>The school community will embed the Kismatter program in all practices and policies</p> <p>Students develop high quality relationship skills through explicit teaching</p>
IMPROVEMENT MEASURE/S	<p>Parents and community will engage with the school in a learning capacity. Parents will have input into community learning.</p> <p>Students will help inform the content of workshops through discussions and surveys</p> <p>Staff, students and parents will continue their participation in the Parramatta Learning Community (PLC) and other community of school opportunities</p>	<p>Staff and parent training in the Kismatter program</p> <p>Implementation of the program</p> <p>Design and implementation of parent workshops/learning sessions</p> <ul style="list-style-type: none"> - Parent survey - Identifying and booking appropriate presenters <p>Offer other opportunities to support parents in helping their child to reach their potential</p> <p>Strong connections are made with the PLC (seven local schools) and other schools in the community</p>	<p>Workshops/learning session presented regularly on topics discerned from a survey</p> <p>Development of parent and community partnerships and connecting with other organisations</p> <p>Close working relationships are built with other local schools to enhance curriculum implementation and leadership opportunities</p> <p>Increased opportunities for students to engage in performances and other extra-curricular activities</p>
<p>95% of students are aware of the three core school expectations of PBL</p>			
<p>Greater awareness of mental health issues and the strategies to address them</p>			
<p>Total number of workshops/learning sessions provided and attendance numbers</p>			
<p>Number of professional learning activities, leadership and performance opportunities</p>			
<p>Number of students participating in performances and extra-curricular activities</p>			