Strategic Plan for Bribbaree Public School, 2015-2017

**Purpose of Strategic Direction 1**
To develop a sense of accomplishment by providing students with individualised challenging and stimulating learning experiences that enable all students to explore and build on their gifts and talents.

**Purpose of Strategic Direction 2**
Staff members take responsibility for their own ongoing learning, strive for innovation and improvement and who make strong connections within and beyond the school.

**Purpose of Strategic Direction 3**
Whole school approach to build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership within community and organisational practices.
### Strategic Direction 1: Student success as learners, leaders and responsible and productive community members.

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| **To develop a sense of accomplishment by providing students with individualised, challenging and stimulating learning experiences that enable all students to explore and build on their gifts and talents.** | **Students**: Engage students in being quality learners through the development of engaging, differentiated teaching and learning designed to meet the needs of all individuals.  
**Staff**: Develop staff capabilities by designing and implementing differentiated individualised professional learning. School wide systems will be initiated which support staff in meeting the educational needs of students.  
**Parents**: Opportunities to inform and develop parent’s knowledge and understanding of school programs and new Syllabus expectations will be made available.  
**Community**: Opportunities to inform and develop community knowledge and understanding of school programs and new Syllabus expectations will be made available. | **Implementation of the THRASS program.** This will be supported with the continued implementation of explicit reading comprehension lessons within Infants and Primary Literacy sessions.  
**Implementation of L3 to complement the daily literacy program.** Teacher Training will be required.  
**Implementation of Focus on Reading 3-6 to support the explicit teaching of the vital aspects of reading in the middle and upper primary years, namely the Super Six of reading comprehension (predicting, visualising, questioning, summarising, making connections and monitoring). Teacher training will be required, to build a deeper understanding of how to explicitly teach the six key comprehension strategies in an integrated and well composed approach. Teaching staff’s moral purpose will aim to make a difference in the lives of their students, encourage student leadership and commit to decreasing the gap between those high and low learners within the school community.** | **Product**: to increase the number of students who demonstrate above average growth in Early Arithmetical Strategies (EAS) from K-2.  
**NAPLAN Relative Growth Report indicates that students have made a Medium (middle 50%) to High (highest 25%) level of growth between Yr3 –Yr5.**  
In each of the literacy aspects all students in;  
  - Kindergarten will achieve cluster 4 by the end of term 4.  
  - Year 1 will achieve cluster 6 by the end of Term 4.  
  - Year 2 will achieve cluster 8 by the end of Term 4.  
**Practices**: Teaching and learning practices across the school will be driven by assessment data and differentiation aimed to meet the needs of all students. This will be evident in classroom practice, programming and reporting.  
**Practices**: Effective assessment, tracking and student analysis systems (EAFS) put in place to ensure consistent teacher judgement, dynamic, effective programming and valuable reporting to parents.  
**L3 and Focus On Reading** will form the basis for a consistent Literacy |
specialist teacher. Teacher Training will be required.
Implement staff training in the National Curriculum Syllabus documents in order to implement the new curriculum as per BOSTES and DEC guidelines.
Robotics- ongoing training in EV3 and WEDO robots.
Assessment of and for student learning will be ongoing and recorded though PLAN every 5 weeks on both the Literacy and Numeracy continuum. It will comply with the Early Action For Success initiative (EAFS).
L3 data will be updated every 5 weeks.
teaching/learning program across the school each week.
Data Wall put in place and updated weekly to plot and monitor progress against the continuums, for student achievement in literacy and numeracy.
### Strategic Direction 2: **Staff leading innovative practice, learning about what works and connecting with others**

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| Staff members take responsibility for their own ongoing learning, strive for innovation, improvement and make strong connections within and beyond the school community. | **Students**: Engage students in being quality learners through the development of engaging, differentiated teaching and learning designed to meet the needs of all individuals.  
**Staff**: The overarching purpose of the performance and development process is to support the ongoing improvement of student outcomes. The performance and development process will provide simple, adaptable information and tools that support all teaching staff to sustain a positive and collaborative performance and development culture within the school.  
**Parents/community**: Opportunities to inform and develop parent’s knowledge and understanding of school programs and new Syllabus expectations will be made available. | Staff Goals will be constructed so that they;  
- align with the policies, aims and strategic directions of the Department and the school plan  
- recognise the experience and expertise of the teacher, their existing strengths and areas for professional growth  
- are informed by the everyday learning, teaching and practice undertaken by teachers in the normal course of their work  
- develop at least three and no more than five professional goals.  
The planned goals and professional learning support will take into account;  
- system priorities (new syllabuses)  
- school priorities (whole school professional learning plan)  
- personal teaching and career aspirations  
- accreditation requirements.  
Parent and community workshops will be held at the beginning of each year outlining all Key Learning Areas and highlighting the school’s implementation plan and ways to  | Observation of classroom practice is an essential element of the Australian Teacher Performance and Development Framework. The observation will be negotiated and linked to the teacher’s goals and the appropriate standards, and undertaken in a collegial, supportive and reflective manner.  
The level of experience of the teacher will inform the number of observations of teaching practice. A minimum of two documented observations per year.  
Regular feedback and reflection will help teaching staff adjust the plan so that it meets their professional learning needs.  
Formal feedback and review occurs at the conclusion of one cycle and leads to the commencement of the next cycle. Individuals will consider current, revised or new goals to reflect achievements and progress they have made in the current year for their ongoing career development.  
All documentation relating to the |

**Improvement Measure**

All Staff demonstrating responsibility for their own professional learning through the annual review of the performance and development process.
support their child/ren.
Young Small School’s Network provides access for staff, students and community to innovative, quality educational programs that reflect ongoing global challenges. Our role as a school within this community is to;
- Establish the needs and expertise of staff
- Determine the availability of professional learning opportunities
- Provide opportunities for sharing.
annual review will be provided to the teacher to whom it pertains and is electronically filed in a secure location.

Small School Network STEM Initiative.
Robotics iTunes course will be developed and offered to any gifted and talented students within the Small Schools Network (Southern Tablelands). The course will culminate in a camp at the end of the term over two days delivered by Macquarie University.
## Strategic Direction 3: Enhancing Community Engagement and Participation

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| Whole school approach to build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership within community and organisational practices. | **Students** will engage and create an understanding of what ‘community’ really means to them. Students will unite as a team and embrace what their community has to offer. Students will discover where they fit within the community through passion and innovation within the projects they undertake. Students will respect and be willing to accept others points of view and ideas. Students will above all, learn the importance of ‘integrity’ within a community – open –honest-fair.  

**Staff** will remain committed to the purpose and school vision for community partnerships and remain active participants. Staff will collaborate and provide community members with innovative experiences that are unique to the school. Staff will also provide students with cutting edge teaching and learning experiences within the school and community that other schools will be envious of.  

**Parents/Community:** Provide parents and community members with background information about issues concerned. Be patient when asking questions- it may take time for community members to become involved. All opinions need to be acknowledged and valued. Consider | The partnership between schools and community organisations are valued and based on mutual respect, shared goals and trust.  

Local decision making creates opportunities for increased consultation. Many decisions are made in a school on a daily basis and some of these decisions will involve a greater level of consultation. As a school we will do this by;  

- Seeking different opinions and ideas from the community to reach an effective solution  
- Seeking community support to implement a new idea  
- Providing opportunities for community groups to participate in the decision making process  
- Motivating and inspiring people into action. | **School Community Projects**  

**Community Garden**  

The school will provide the garden resources for the community garden project. Community members will provide knowledge and skills to students on all aspects of gardening. Produce from gardens will be harvested between school and community members. Produce will be managed and planted on a seasonal timetable. Students will also utilise produce for weekly cooking classes in which community members will be welcomed and treated to meals prepared by students.  

**Bribbaree Beautification Project**  

Students will propagate flowers, native plants, and native trees for replanting around the town of Bribbaree. The students will help upkeep the gardens on a regular basis.  

The areas of beautification will include eroded gullies around the community as well as the War Memorial garden, Town entrance sign, and park gardens.  

Students will gain a great deal of knowledge and skills in the... |
the impact of proceeding with a project that does not have wider community support

propagation of plants/trees. They will also reflect on their achievement with pride and understand what giving back to a community is all about.

**War Memorial Project**

Students provide the Memorial Hall with school-based research projects that will be placed on display in the museum, for members of the wider community to view.

Students will gain a greater understanding and appreciation of the sacrifices people made in the community in times of war and conflict.

‘Sometimes you will never know the value of a moment until it becomes a memory’

-Dr Seuss-