School plan 2015 – 2017

Berrigan Public School

Engaging quality learning

Enhanced learning opportunities

Strengthening positive relationships

Term 1 2015
### School background 2015 - 2017

#### School vision statement

‘Play Your Part’ the school motto, emphasises how we all, students, staff and parents work together to provide a welcoming, inclusive and safe learning environment, where expectations are high for all participants in our school community.

<table>
<thead>
<tr>
<th>School context</th>
<th>School planning process</th>
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<td>Berrigan Public School services a small rural community of approximately 1500 people. For over 100 years this school has provided quality public education to the children of Berrigan and the surrounding district. The school has a teaching Principal and maintains four classes. Our goal is to develop students who are self-motivated learners who work both cooperatively and independently whilst striving to reach their full potential. We are committed to their development of their whole being: academically, culturally, physically, socially and morally. The implementation of personalised learning, highly qualified teachers and support staff, excellent resources a supportive parent and wider community provide an environment conducive to achieving excellence for all students. Programs and learning opportunities that focus on the arts, environment, technology, healthy lifestyles, leadership, sport and appreciation of others are evident across the school. The school attracts equity funding in a range of areas to support its targeted programs. To find out more information relating to Berrigan Public School please visit our website at: <a href="http://www.berrigan-p.schools.nsw.edu.au">www.berrigan-p.schools.nsw.edu.au</a></td>
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| The school community, including staff, students, parents and community members were consulted using the following methods:  
- Parent teacher conferences-discussions on expectations  
- Staff meetings reviewing current practices, evaluation of previous school plan and setting future directions  
- Analysis of student assessment data including internal assessment, state-wide testing and program specific data  
- Survey home to all parents seeking input into what was working well across the school and where the school could move forward.  
- Survey to staff and students seeking opinions on school performance re teaching, learning and student engagement.  
- P&C meetings to review the findings, staff discussion points and to provide input into the school's future directions.  
- Draft Vision, Strategic Directions and School Plan were presented to the school community via the newsletter, P&C meetings and staff meetings for further consultation.  
- Collaboration and consultation with ‘BIJOU’ Learning Community  
This is an aspirational long term plan. In the plan, we have stated that ‘all students will show learning growth’. Students’ learning will be tracked and monitored, and at regular intervals, to ensure that each student is being fully supported to reach their maximum learning potential. |

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Term 1 2015
Purpose:
Students understand how they learn and are confident in selecting and using tools that best support and enhance their opportunities to grow and learn.

Purpose:
Quality teachers, enhanced learning opportunities, local and global connections provides engaging, innovative systems for learning that offers personalisation for each student to maximise their potential.

Purpose:
Developing positive and respectful relationships successful learners need to be confident, resilient, creative, cooperative, take risks and be involved.
Strategic Direction 1: Engaging quality learning

**Purpose**

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

Students understand how they learn and are confident in selecting and using tools that best support and enhance their opportunities to grow and learn.

**People**

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

**Students**
Develop an understanding of their own learning styles and the tools that best support them, allowing increased responsibility for their own growth. Develop visible learning goals that are self-regulated.

**Staff**
Engage in and demonstrate lifelong learning. This reflects their growing ability to provide personalisation of learning for students. Analyse and utilise all available external and school based data to plan an effective learning focus for students that leads to improvement. Differentiated professional learning exists for school administrative staff.

**Parents**
Become active participants and learners in the learning environment to better understand the learning progress of their children and how to effectively support them to learn. Expansion of parent information activities to allow for greater knowledge and understanding of how their children learn using varied ‘tools for learning’.

**Learning Community**
Continue to grow professional opportunities which will support, share and offer opportunities for collaboration for staff and students.

**Processes**

How do we do it and how will we know?

Students have opportunities to explore how they learn and develop skills, knowledge and understanding of the range of tools to support them.

Teaching staff develop deeper knowledge and skills in the use of ‘tools for learning’ including technology, to increase opportunities for student personalised learning.

**Evaluation Plan**

Monitoring of students achievement as measures by internal assessment processes

Analysis of external data including NAPLAN

School self-evaluation processes used to evaluate teacher programs, projects and learning opportunities

**Products and Practices**

What is achieved and how do we measure?

- External and school based data shows learning growth for all students.
- Students monitor their own learning progress.

**Products**

- External and school based data shows learning growth for all students.
- Teachers regularly report on student progress against the tracking system and provide feedback to students.
- Increased use of tools for learning mapped for individual students.

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

- Students use reflection on assessment and reporting processes to set goals, plan and self-assess their learning.
- Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.
- Students selecting the tool that best supports them in the learning process.
- Assessment data that monitors achievements and gaps in student learning and is used extensively to inform planning for particular student groups and individual students.

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**Improvement Measures**

- External and school based data shows learning growth for all students.
- Students monitor their own learning progress.
Strategic Direction 2: Enhanced Learning Opportunities

**Purpose**

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

Quality teachers, enhanced learning opportunities, local and global connections provide engaging, innovative systems for learning that offers personalisation for each student to maximise their potential.

**People**

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

**Students**
Curriculum opportunities are expanded with increased opportunities to meet learning goals.

**Staff**
Engage all staff in professional development that is relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders. Differentiated professional learning exists for school administrative staff.

**Parents**
Develop a highly skilled workforce that connects with parents and the broader school community to make student learning engaging, authentic and valued.

**Learning Community**
Provide opportunities for staff connection, collaboration and quality professional learning. Collaboratively develop mechanisms to support quality collegial feedback.

**Processes**

How do we do it and how will we know?

Investigating and embedding innovative systems, programs or settings to support teacher and student learning that targets the development of their goals.

Expanding the role of the learning community to enable students, staff and parents to share resources, learning opportunities and develop professional networks.

**Evaluation Plan**
School self-evaluation processes used to evaluate teacher programs, projects and learning opportunities

Student reflections against their learning goals

Feedback from staff, parents and students

Staff feedback provided as part of performance development meetings

**Products and Practices**

What is achieved and how do we measure?

- Students and staff reflections report positively on innovative systems, programs or settings that supported their goals.
- Attainment by all teachers of their identified performance development goals and ensuring they meet Australian Professional Standards for Teachers

**Product**

- Teacher’s performance development goals are linked to improvement and are based on collegial feedback.
- Teachers achieve and maintain Australian Professional Standards for Teachers including the higher levels of accreditation.
- The learning community facilitates coordinated professional learning based on school and staff priorities.

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

Teachers in control of their own development with range of strategies to achieve their learning.

Teachers embrace collegial opportunities to receive and provide feedback.
## Strategic Direction 3: Strengthening positive relationships

### Purpose

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

Developing positive and respectful relationships successful learners need to be confident, resilient, creative, cooperative, take risks and be involved.

### People

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

**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**
Engage in and demonstrate a commitment to lifelong learning. This commitment reflects their growing ability to provide differentiation of learning activities to develop social and commitment to learning skills in students.

**Parents**
Develop an understanding of the skills for learning and support their children in being active in the achievement and learning about these.

**Learning Community**
Continue the sharing of opportunities and experiences for students. Collegially support with professional development for teaching and support staff.

### Processes

How do we do it and how will we know?

**Students**
Implementing whole school programs to develop student’s social development and commitment to learning skills to allow them to take increased responsibility for their learning, achievement and disappointments and to move forward.

**Staff**
Strengthen positive relationships both locally and globally for staff and students to ensure personalisation of learning.

**Evaluation Plan**

Tracking student social development and commitment to learning.

Monitoring systems that record student involvement in activities

Staff and students personalised learning plans reviewed regularly

Record incidents of non-participation in activities ‘outside comfort zones’ by students

### Products and Practices

What is achieved and how do we measure?

- All students’ social development and commitment to learning reports indicate growth in focus areas.
- All students show an increase in participating in learning and school activities.
- Student’s personal learning goals achieved.

**Product**

- Students’ school reports to parents demonstrate growth in social development and commitment to learning and students with personalised learning plans show growth against their goals.
- Students take the challenge and participate in activities ‘outside their comfort zones’.

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

Students in control of their own learning with skills to copy with challenges, direction and independence and use strategies to solve their own problems.

Increased student’s participation in all learning activities.

### Improvement Measures

- All students’ social development and commitment to learning reports indicate growth in focus areas.
- All students show an increase in participating in learning and school activities.
- Student’s personal leaning goals achieved.