School plan 2015 – 2017
### SCHOOL VISION STATEMENT

Biraban is a supportive and inclusive school which promotes RESPECT, RESPONSIBILITY and PERSONAL BEST.

All students are inspired to be committed to their own learning in a quality environment where strong community involvement is valued in all aspects of school life.

### SCHOOL CONTEXT

Biraban Public School is situated on the western side of Lake Macquarie on Awabakal land. The school has a current enrolment of 115 students with Aboriginal students making up 41% of this enrolment.

The school has a Regional OC class. The staff are enthusiastic and dedicated. Half of the staff entitlement is made up of exemplary casual teachers who are nurtured and mentored by our more experienced staff members. The staff are committed to improving student outcomes and increasing community engagement to support student learning.

There is strong evidence of Aboriginal culture around the school. Parents and community believed the school has a positive culture which is open, respectful and values everyone’s opinion” and “a feeling that school genuinely wants to support kids and culture.”

The school has a comparatively high Family Occupational and Educational Index (FOEI) of 150 and receives significant RAM funding because of this. The school is slowly growing again and its reputation is improving in the local community. The school is also changing slightly with a reduction in the FOEI from 159 in 2013 to 150 in 2014.

The school has a strong focus on literacy and numeracy. We will complete implementation of Focus on Reading this year. 2 staff members have already trained in L3 and a further 2 are training this year.

In 2015 the school became part of the Early Action for Success (EAfS) initiative. We have an instructional leader 2.5 days per week. She will ensure all students K-2 are meeting required benchmark. Where students are not meeting these benchmarks she will put interventions in place with the support of the interventions teacher and the Learning and Support Teacher.

We have a strong focus on Values Education and in 2014 we introduced Positive Behaviour for Learning (PBL) that supports this program.

### SCHOOL PLANNING PROCESS

Staff and community members were involved in an examination of strengths and core purpose, to revise our school vision statement for Biraban P.S. 2014. Parents, students and teachers worked in 5 mixed groups to develop an image of what they wanted our school to be and then combined into larger groups to write dot points of what this image represented. The school community recognised the inclusive and supportive nature of our school, and identified the need for high expectations in a quality environment. A smaller group then worked to bring these ideas together into a concise statement. This sets the direction for strategic planning and daily operations. This is clearly articulated and widely displayed across the school, in teaching / learning programs, newsletters and school foyer as a constant reminder of embedded high expectations in a supportive environment.

Surveys and focus group discussions were conducted and the information from these was used to develop our strategic directions. Further ideas and support was sort from our Aboriginal community including representatives from Nikinpa Family and Community Centre and the Mankilikan local AECG, at our annual yard-up. Parents were asked to add ideas to the lists and to tick existing ideas they strongly supported.

The information was collated and at a further improvement meeting, which included community members and P&C representation, the ideas were grouped. These groups then had headings identified and the strategic directions were developed collaboratively from this process.
School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
Quality Teaching
Inspired Learning

To inspire students to be committed to their own learning and achieve improved outcomes through quality teaching provided by teachers who are engaged in current professional learning.

**STRATEGIC DIRECTION 2**
Quality Systems for
Quality Education

To build strong quality systems which inspire collaboration, empowered leadership and quality organisation to ensure increased student learning outcomes.

**STRATEGIC DIRECTION 3**
Empowering School Community for an Inclusive and Positive School

To improve student engagement, with a school community working to embed values and culture in a positive school environment.
Strategic direction 1: Quality Teaching and Inspired Learning

**PURPOSE**

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

To inspire students to be committed to their own learning and achieve improved outcomes through quality teaching provided by teachers who are engaged in current professional learning.

**PEOPLE**

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

Students: Identify own learning goals to create, manage and progress towards their individual potential.

Staff: Increased understanding of current pedagogical practices and intervention strategies to improved student outcomes

Parents: Establish understanding of learning processes and intervention and support students learning.

Community partners: Share models of pedagogical implementation amongst networks including PLAT, AECG, P&C, Instructional Leader etc.

Leaders: Identify and implement professional learning opportunities with staff that are aligned with school priorities; professional learning plans, effective performance and current DEC reforms.

**PROCESSSES**

How do we do it and how will we know?

Early Action for Success (Julie)

- Building teacher capacity to identify learning needs in the early years of schooling, provide quality professional learning and in class support.

PLAT (Julie)

- All staff develop understanding of assessing student performance against identified achievement benchmarks.

- Students who are identified as educationally at risk are supported by 3 tiers of intervention.

Professional Learning (Sandy)

- Implement staff training in Focus on Reading (FoR), Language, Learning and Literacy (L3) and Targeting Early Numeracy (TEN) and Technology.

NSW Syllabus Implementation (Sue)

- Familiarisation and Implementation of new syllabus.

Technology (Karen)

- Students increase students’ capacity to access information and present evidence of their learning.

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

Products:

- Improve average progress from year 3 to year 5 in NAPLAN literacy from 71.8 in 2012-14 by 5%.

- Improve average progress from year 3 to year 5 in NAPLAN numeracy from the 2012-14 average of 99.9 by 5%.

- Increase number of Aboriginal students in top 2 bands of NAPLAN.

- All students demonstrate their own personal growth as measured against syllabus outcomes EAI5, PLAN and PLAT data.

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

Practices:

- Quality teaching and learning practises K-6, evident through differentiated literacy and numeracy lessons and assessments to improve student achievement.

- Teaching and learning documents demonstrate evidence of strategies/pedagogy of evidence based programs.

- Staff and students reflecting and reporting on the achievement of their own learning goal.

- Teaching staff demonstrate and share expertise leading to a shared understanding of quality teaching practices.
## Strategic direction 2: Quality Systems for Quality Education

### PURPOSE

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

To build strong quality systems which inspire collaboration empowered leadership and quality organisation to ensure increased student learning outcomes.

### PEOPLE

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

Students: Engage students in their own learning by ensuring they have clear understanding of expectations of their performance and what is required to achieve at the highest level.

Engage student leaders in the development of leadership capacity which integrates skills and learning experiences.

Students articulate and demonstrate school wide expectations.

Staff: Develop staff capabilities by implementing and sustaining quality school wide systems and organisational structures.

Parents: Engage parents in discussions which lead to an understanding of and commitment to their role in implementation of improved school systems and reforms.

Leaders: Current and aspirant school leaders will be given structured support which will lead to an understanding of how to manage and lead curriculum and other projects.

### PROCESSES

How do we do it and how will we know?

**Teaching and Learning (Sue)**
- Development of whole school scope and sequencing, planning and assessing.

**Great Teaching Inspired Learning (sandy)**
- Development of quality leadership and supervision systems.
- Accreditation/Professional Development Framework processes developed and embedded including TPL policy and Principal mentoring.
- Continue implementation of PBL to embed in quality student behaviour management system.

**Positive Behaviour for Learning (Jen)**
- Streamlined administrative, financial, communication and organisation workflows through introduction of Business Intelligence, Business Reforms and Work health and Safety requirements.

**Administration (Sandy)**
- Evaluation plan:
  - Internal- Regular reporting against milestones by school team.
  - External- Engage the services of a critical friend to review the quality and effectiveness of the implementation across the school.

### PRODUCTS AND PRACTICES

What is achieved and how do we know?

**Products:**
- 100% of staff have a Performance and Development Plan (PDP) to inform a focus on growth
- 100% of staff accredited at proficient with a percentage of staff working towards higher levels of accreditation.
- Programs, assessment, rubrics and scope and sequence reflect changes to pedagogy and curriculum.
- All staff share clear, positive expectations for student behaviour and a common approach to discipline.

**Practices:**
- Staff are engaged in reflection and the use of informal and formal feedback to develop deeper insights into the effectiveness of their own teaching practice.
- Beginning teachers will receive high quality induction and high quality support leading to enhanced competency during their first years of teaching.
- Quality educational and organisational systems are supported within the school context to improve leadership, management and administration effectiveness.
### Strategic direction 3: Empowering School Community for an Inclusive and Positive School

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>PEOPLE</th>
<th>PROCESSES</th>
<th>PRODUCTS AND PRACTICES</th>
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<tbody>
<tr>
<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we know?</td>
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<tr>
<td>To improve student engagement, with a school community working to embed values and culture in a positive school environment.</td>
<td>Students: Engage students in evaluating their own learning and goal setting.</td>
<td>Student Goal Setting (Sandy)</td>
<td>Products: 100% of students developing learning goals.</td>
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<td>Staff: Develop staff capacity to build stronger community relations with parents and to improve models of positive high level and two-way communication and consultation.</td>
<td>Communication and Consultative Decision Making (Sandy)</td>
<td>Parent participation in workshops, P&amp;C and community forums to be greater than 10% of families represented at the school.</td>
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<td></td>
<td>Parents: Establish a collaborative learning community with students, parents and teachers to support student engagement, learning and well-being.</td>
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<td>Sustained high level of positive student, staff and parent satisfaction levels being 85% or greater.</td>
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<td></td>
<td>Community partners: Strengthen learning alliances within and beyond our school to support school programs including: creative arts, enrichment, environmental, sporting transition and Indigenous.</td>
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<td>Practices:</td>
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<td></td>
<td>Leaders: Work in partnership to develop capacity of parents and community to improve student learning.</td>
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<td>Students confidently engage in their learning and strive to improve against their individual set learning goals.</td>
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<td>IMPROVEMENT MEASURE/S</td>
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<td>Participation and Community learning (B)</td>
<td>The school community will work together with respect and understanding to develop and maintain positive relationships towards the enhancement of student learning.</td>
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<td>Sustained high levels of student engagement, learning and wellbeing as a result of quality and innovative and strategic community learning partnerships and consultation.</td>
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<td>Community Partnerships (sandy)</td>
<td>School and parent leaders work with parents on a regular basis to develop ways to improve parents’ capacity to support student learning.</td>
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<td>Improved student understanding of and responsibility for their own learning.</td>
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<td>Improved parent collaboration and participation in school/family partnerships.</td>
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<td>Sustained high level of community partnerships.</td>
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**Evaluation plan:**

Annual school survey measurement of school culture; quality learning environment, and satisfaction levels.