School plan 2015 – 2017

Baradine Central School 1130

Supportive Culture

Partnerships

Quality Teaching
School vision statement
Baradine Central School will provide inclusive and quality learning experiences in a happy, safe and positive environment. Every student will be encouraged to achieve success and aspire to lifelong learning with positive values and a sense of belonging to and caring for community.

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School context
Baradine Central School is a proud Positive Behaviour for Learning (PBL) school with the core values being quality, participation, respect & safety. The school’s motto is ‘We do not learn for school but for life’, emphasising and valuing life-long learning. It is a small inclusive K-12 school in a rural setting situated 47kms North West of Coonabarabran between the Pilliga State Forest and the Warrumbungle National Park. The school is integral to the local community. Students are drawn from the town, surrounding farms, the villages of Kenebri and Gwabegar. The school features diverse educational opportunities, outstanding resources and integrated technology with very dedicated and caring staff and supportive Parents & Citizens’ Association (P&C). There are 90+ students from Kindergarten to Year 12 with 51% identifying as Indigenous. There is a strong focus on improving the learning outcomes and well-being of all students and the development of the whole child. The school is supported by additional funding from the government to address equity and complexity of needs. The Quality Teaching Framework supports teachers to strive towards meeting the needs of all students. In-school professional learning structures, Language, Learning & Literacy (L3), Reading to Learn (R2L) and PBL programs are implemented to improve literacy skills across the curriculum and student and staff well-being. The school has effective transition to school and middle years programs. Vocational Education Training (VET) courses in Stages 5 and 6 are offered as priorities for our senior students who have expanded curriculum opportunities through partnerships with Technical & Further Education (TAFE) and Distance Education. Personalised learning is supported by continuous feedback, assessment for learning and reporting to parents through Three Way Meetings, student reports and the Annual School Report.

School planning process
Consultation processes with all stakeholders is a feature of school planning for school improvement at Baradine Central School. This usually occurs through meetings and strategic surveys. The organisational climate for consultation is underpinned by the four principles of empathy, clarity, engagement and learning. Stakeholder groups were consulted to determine a set of strategic directions for the school’s three year plan based on relevant data and contextual information. Discussions and visions encompassed the need for the school and the community to maximise reciprocal opportunities for the students to access ‘rich’ learning promoting lifelong learning and citizenship values. Students have a voice through the Student Representative Council (SRC) that operates in three Learning Cohorts – Early School, Middle School and Senior School. SRC bodies meet several times per term to problem solve identified issues.

The school staff is consulted routinely at weekly whole school staff meetings and at daily morning musters. The leadership team meets weekly and supports the processes, roles and purposes of the separate School Improvement Team comprised of staff who aren’t executive leaders.

The local Aboriginal Education Consultative Group (AECG) is currently non-functioning so the school consults with the Local Aboriginal Lands Council and Elders group. P&C meets monthly and several staff representatives consult with P&C at their meetings on issues impacting the school at the time.

Parents, carers and the wider school community are invited to participate in several surveys each year to assist with identifying the school’s strengths and areas for improvement.
**Purpose:**
To continue to embed a positive culture across the school community through all stakeholders participating in a safe, respectful environment, where all strive for quality learning and behaviour.

**Purpose:**
To improve student engagement K-12 by strengthening school community partnerships and developing a sense of belonging, caring and understanding of our place.

**Purpose:**
To support the development of quality teaching and learning K-12 in an innovative, safe and supportive learning environment.
### Strategic Direction 1: Supportive Culture

#### Purpose

To continue to embed a positive culture across the school community through all stakeholders participating in a safe, respectful environment, where all strive for quality learning and behaviour.

### People

#### Students

Our students will develop their understanding and application of the core values of **safety, respect, quality and participation** through structured, sequential and supported learning.

#### Staff

Our staff will plan PBL lessons based on evidence collected weekly. The PBL Team will monitor and respond to data to successfully manage student behaviour and learning. The Learning and Support Team (LST) will promote positive psychology and resilience. The staff will embrace a team ethic with collective ownership.

#### Parents/Carers

Our parents/carers will be encouraged and supported to engage with a range of parent information sessions and to develop a sound understanding of the school’s values and curriculum.

#### Community Partners

Our community group will have access to information sessions on the operation of PBL and LST.

#### Leaders

Our school leadership team will participate in PBL and LST professional learning opportunities and have ownership of the school improvement cycle.

### Processes

#### Structured learning for positive behaviours

- Learning and Support and Positive Behaviour for Learning teams build staff capacity to implement school wide processes, rewards systems and referrals. Teams meet regularly and collate data from systems structures to determine priority areas for support.
- Tiered intervention is provided for learning, behavioural, social, emotional and physical needs.

#### Communication

Communication processes with parents enhanced through improved strategies and techniques to generate quality information and articles for the school’s newsletter, website, social media and forums.

#### Transitions

A ‘learning cohorts’ model (Junior School, Middle School, Senior School) implemented to support the transition needs of student groups. Each learning cohort staff team will have a focus on individual student data monitoring and growth. Students in each learning cohort will be encouraged to have an active voice in school improvement by joining its SRC.

#### School Improvement

A school improvement team will be formed and supported by the leadership team and an external coach from the company, SRC Insight Limited and Warrumbungle Region’s Building Better Schools Program.

#### Evaluation Plan

- **Internal** – regular monitoring of data by PBL and LST teams.
- **Semester student reports**
- **External** – comparison of school culture data collected in December 2014 and 2015 by SRC Insight.

### Improvement Measures

- **Annual SRC Insight survey** indicates a 5% growth in percentile range for **teaching climate** cluster of responses 2014 – 2015.
- **School Life and Tell Them From Me Surveys** indicate growth in student connectedness and well-being responses.
- **100% of students identified as achieving below National Minimum Standards in NAPLAN have an Individual Education Plan (IEP).**
- **PBL student behaviour referrals decrease by 20%**.

### Products and Practices

#### Products:

- Annual SRC Insight survey indicates a 5% growth in percentile range for **teaching climate** cluster of responses 2014 – 2015.
- School Life and Tell Them From Me Surveys indicate growth in student connectedness and well-being responses.
- 100% of students identified as achieving below National Minimum Standards in NAPLAN have an Individual Education Plan (IEP).
- PBL student behaviour referrals decrease by 20%.

#### Practices:

Leadership Team with School Improvement Team implement effective systems and processes from the Building Better Schools Program to develop positive and supportive staff culture.

LST and PBL teams promote resilient, high performing and personal best effort for students through individualised support structures embedded in a school wide supportive culture.

Students are supported to maximise learning outcomes at all transition points within new learning structures referred to as Junior School, Middle School and Senior School, in our central school’s context.

Students identified as achieving below National Minimum Standards in NAPLAN and/or having disabilities, are provided with intensive support with curriculum differentiation.
# Strategic Direction 2: Partnerships

## Purpose
To improve student engagement K-12 by strengthening school community partnerships and developing a sense of belonging, caring and understanding of our place.

## Improvement Measures
- Increase by 5% the families participating in Three Way Meetings each semester.
- Increase by 5% the number of students undertaking training for local employment.
- Increased levels of collaboration with Aboriginal community measured by meeting minutes.

## People
### Students:
Our students will develop strong connections with local community (sense of identity and belonging) through local studies of history, the environment and Aboriginal heritage. They will have respectful, safe and quality participation in scheduled learning about local place. Students will develop post HSC career plans that include local opportunities.

### Staff:
Our staff will plan and provide quality teaching and learning opportunities to develop local knowledge and understandings for Junior School, Middle School and Senior School students, through connecting to country.

### Parents/Carers:
Our parents/carers will be invited, encouraged and respectfully supported to participate in curriculum and information sessions as well as scheduled events and meetings.

### Community Partners:
The school will develop productive partnerships with community groups to enhance student learning opportunities about the local area - National Parks & Wildlife, State Forests, Warrumbungle Environmental Education Centre, Progress Association, Sesquicentenary Committee, CWA, Local Aboriginal Lands Council and Elders group, Baradine Preschool and other groups.

### Leaders:
Our leadership team will provide structures and time for staff to develop scope and sequence for place based learning and engagement with the community.

## Processes
### Aboriginal Education
Aboriginal Education will be embedded in K-12 teaching and learning, through curriculum and in conjunction with the continued implementation of a set of recommendations and protocols, from Dare to Lead Review 2013 and the Baradine Central School Aboriginal & Torres Strait Islander Protocols Culture & Communication Adopt (PaCE) November 2013.

### Place-Based Learning
Students K-12 interpret local area through a range of learning activities including environmental that develop their skills and knowledge appropriate to each Learning Cohort.

### Careers
Communication, consultation and collaboration with wider community to foster links to support learning and career pathways.

### Evaluation Plan
- Monitoring of community participation at school meetings, events and functions.
- Meeting minutes
- Environmental Education Plan developed 2015
- Monitoring post HSC options

## Products and Practices
### Products:
- Increase by 5% the families participating in Three Way Meetings each semester.
- Increase by 5% the number of students undertaking training for local employment.
- Increased levels of collaboration with Aboriginal community measured by meeting minutes.

### Practices:
The school consistently schedules Three Way Meetings each semester to provide opportunity for the student, the parent and the teacher to collaborate on the student’s Personalised Learning Plan and associated goals.

Structured in-school professional learning for staff to develop place-based learning scope and sequence for Junior school, Middle school and Senior School.

High level of community consultation and collaboration to inform place-based learning.

A commitment to Aboriginal Education and local heritage embedded in all school teaching and learning documentation.

Maximise opportunities for school leavers to further develop their positive impact in community through employment and/or volunteering.
## Strategic Direction 3: Quality Teaching

### Purpose
To support the development of quality teaching and learning K-12 in an innovative, safe and supportive learning environment.

### Improvement Measures

- **5% increase in expected growth in NAPLAN writing for Years 5, 7, 9 and Aboriginal and Torres Strait Islander students.**
- **5% increase in student growth in writing for Year 1 and Year 2 as per EA4S targets.**
- **5% increase in the number of students K-12 who achieve their Personalised Learning Plan goals each semester.**

### People

#### Students
Our students will develop their sense of identity and belonging by respectfully participating in learning with high personal expectations.

#### Staff
Our staff will build their capacity for quality teaching through strategic professional learning. They will commit to the Charter of Engagement for Public Schools NSW. They will develop quality relationships with purpose and passion and high expectations. They will make learning experiences enjoyable, predictable, challenging and rewarding for students.

#### Parents/Carers
Our parents/carers will be supported by the staff to recognise their child’s strengths, achievements and needs. They will be personally welcomed by the staff to engage in communication with the school to develop support strategies and practices for their child’s learning.

#### Community Partners
The Department’s Educational Services team will be accessed by staff for the provision of appropriate support as needed.

#### Leaders
Our Leadership Team will focus on key frameworks to improve outcomes for students:
- School Excellence
- Australian Teaching Standards
- Performance and Development
- Quality Teaching (QTF)

### Processes

#### Professional Learning
Structured professional learning in each Learning Cohort for applicable programs:
- Junior School - Early Action For Success;
- Middle School - Australian Curriculum implementation; and
- Senior School – HSC marking

#### Small Classes
Baradine Central School recognises the complexities of its students’ needs as evidenced in the Nationally Consistent Collection of Data School Students with Disability 2014 (NCCD). The school will address this by maintaining small class sizes whenever possible. Targeted funding will facilitate low teacher/student ratio by employing extra staff above entitlement.

#### Build Teacher Capacity
Teachers will be supported through structured in-school mentoring and coaching sessions, to build capacity. Their deeper understandings will be demonstrated through application of the QT framework and 8 Ways pedagogy, modifications and adjustments for students with disabilities, lesson planning based on 4 QT questions, peer coaching techniques and feedback.

#### Feedback
Structured feedback will be provided to teachers by their supervisors, to inform their teaching. The data will be collated from teaching observations and quality surveys including student validation of teachers.

#### Evaluation Plan
Student growth in literacy and numeracy will be monitored by:
- **Internal Data Sources**
  - Continuums, Early Action For Success (EA4S) data, Semester reports, Best Start, Analytical Framework
- **External Data Sources**
  - NAPLAN and Higher School Certificate, Australian Early Development Census

### Products and Practices

#### Products:

- **5% increase in expected growth in NAPLAN writing for Years 5, 7, 9 and Aboriginal and Torres Strait Islander students.**
- **5% increase in student growth in writing Year 1 and Year 2 as per EA4S targets.**
- **5% increase in the number of students K-12 who achieve their Personalised Learning Plan goals each semester.**

#### Practices:
Australian Teaching and Leadership Standards Frameworks adhered to improve student learning outcomes by improving teaching and leadership capacity. The school will focus on an improvement in writing during 2015.

Students are engaged in their learning based on their own personal high expectations and goals set in their Personalised Learning Plans each semester. Success and achievement of goals is monitored every six months by qualitative student self-assessment.

Teaching programs include the explicit use of Quality Teaching Framework, 8 Ways Pedagogy, information technologies and learning adjustments. Baradine Central school teachers will share, collaborate and support each other to continually improve their teaching programs.