School background 2015 - 2017

**School vision statement**

Bunnaloo Public School encourages and supports its children to be well rounded individuals, who can participate as responsible members of society. With the school’s help, the children will be striving to reach their full potential.

The school’s curriculum will aim to support and develop the children’s basic skills of reading, writing, mathematics and living skills. The curriculum will also reflect the staff’s awareness of the children’s needs to broaden their interests and skills. This will open up more avenues for them in a future that may see some move away from the land in the declining rural environment.

Bunnaloo Public School has a functioning P&C which supports the staff in administering to the needs of the children. The School, P&C and Community will ensure that the needs of the children, in an isolated community, are met by making relevant policy decisions and using funds to the best advantage for the children.

Bunnaloo Public School will continue to grow with the ongoing positive and caring support provided by staff, Parents and the community. The children will benefit from parental help in the classroom, at home and through the involvement of the P&C and the support of the wider Bunnaloo Community.

**School context**

Bunnaloo Public School is a small rural school that is set in picturesque grounds in the small rural township of Bunnaloo, located in the South Western Riverina Region of New South Wales.

The school caters for the farming areas of Bunnaloo, Thyra, Caldwell, Womboota and Thule; students also attend the school from the larger neighboring centres of Mathoura, Moama and Echuca.

The school has achieved outstanding levels of academic achievement over two decades in both Numeracy and Literacy; this is evident in NAPLAN results as well as in National Competitions. The results have earned the school positive recognition via winning a Director General’s Award, being involved in the Lighthouse program and receiving Quality Teaching Awards at Regional level.

The school attracts some equity funding to support targeted educational programs.

The school has an extremely supportive and active P&C and extended local community. The P&C contribute enormously to the school’s programs, resources, grounds and the educational and social welfare of all students.

**School planning process**

The school community, including staff, students, parents and community members were consulted using the following methods:

- Staff meetings; reviewing current practices, evaluation of the previous school plan and setting future directions.
- Survey to parent body and community members focused on teaching, learning, communication and school satisfaction.
- Survey to staff and students seeking opinions on school performance re teaching, learning and student engagement.
- P & C meetings to review the survey findings, staff and student discussion points and provide input into the school’s future directions.
- Draft Vision, Strategic Directions and School Plan are to be presented to the school community via the newsletter, P&C meetings and staff meetings for further consultation.
This page identifies our 3 strategic directions and the purpose of each one. Our strategic directions will be translated into actions, programs and initiatives that are both data driven and accountable.

**STRATEGIC DIRECTION 1**
Quality Learning

**Purpose:**
To successfully develop all of our students to become responsible, active citizens who are literate and numerate and can use modern technologies effectively to assist their learning. Developing students who can be innovative, resourceful, who can work collaboratively, can effectively communicate their ideas and demonstrate tolerance and understanding both within our local community and the broader outside world.

**STRATEGIC DIRECTION 2**
Quality Teaching

**Purpose:**
To build workforce capacity through focussed professional learning and development that creates a culture within our school where every staff member is actively engaged in ongoing, sequential, relevant and evidence based learning at both an individual and whole staff level. Teachers will have high expectations of themselves and their students in order to achieve continued high levels of academic success from all of our students.

**STRATEGIC DIRECTION 3**
School Culture

**Purpose:**
To build and develop positive relationships at all levels within the Bunnaloo Public School Educational Community, including students, staff, parents and caregivers and the wider Bunnaloo Community. Developing a culture of collaboration, engaged communication, empowered leadership and organisational practise to ensure that all students develop and grow academically, socially and physically within a supportive, safe and respectful environment.
## Strategic Direction 1: Quality Learning

### Purpose

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

To successfully develop all of our students to become responsible, active citizens who are literate and numerate and can use modern technologies effectively to assist their learning. Developing students who can be innovative, resourceful, who can work collaboratively, can effectively communicate their ideas and demonstrate tolerance and understanding within our local community and the broader outside world.

### Improvement Measures

- All students will demonstrate strong growth on all learning continuums and appropriate outcomes in Literacy and Numeracy.
- NAPLAN results in all areas of Literacy and Numeracy will be significantly above both State and Regional averages.

### People

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

**Students:**
A high expectation for attendance and behaviour encourages active and engaged learners. All students to be actively involved in meaningful, relevant, ability appropriate, challenging learning experiences.

**Staff:**
Provide access to quality, differentiated professional learning to support all staff in reaching their individual professional learning goals. Developing staff skills and knowledge to effectively implement the New Syllabus documents.

**Parents:**
Clear communication with parents so that they fully comprehend the expectations of themselves and their students within our learning environment. Actively involving parents as a vital part of our learning community. Open and continual feedback on their children’s learning and how the school can best meet their children’s needs.

### Processes

How do we do it and how will we know?

**Students:**
Ensuring that high levels of support are provided for students who require it and that individualised learning plans are developed for children with high needs. Encouraging students to be at school unless they are sick.

**Staff:**
High expectations and targets for student learning are clearly communicated and followed through on. Develop quality assessment tasks to allow detailed planning as to how to most effectively move students along the learning continuums. Staff actively involve themselves in continual, coordinated training and development to meet their individual needs in effective programming.

### Products and Practices

**Product**
All students will demonstrate growth in all areas of Literacy and Numeracy as indicated by school assessments, internal data collection and NAPLAN data.

**Practices**
Systemic use of the K-6 Literacy and Numeracy Continuums to drive explicit programming, teaching and learning and to improve individual student outcomes.

**Product**
Individualised learning programs will be put in place to maximise student learning for all students.

**Practices**
The structure of our composite classes, our timetabling across the whole week and the whole school and the way we are able to utilise our staffing allocation will increasingly reflect the provision of best meeting students different individual learning needs.

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Evaluation plan:
- Monitoring of learning programs, student assessments and data collection.
- Individual student achievements will be tracked on learning continuums to clearly follow progress and to direct future learning programs.
### Strategic Direction 2: Quality Teaching

**Purpose**

The purpose of this section is to outline the strategies and actions needed to achieve the Strategic Direction 2: Quality Teaching. This includes developing capabilities of our people to bring about transformation, building a positive learning environment, and clearly communicating changes to teaching practices.

**People**

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

**Students:**
High levels of expectation are continually communicated to all students and they are consistently supported and encouraged to strive to achieve their best in all Key Learning Areas and school activities.

**Staff:**
Building a positive learning environment where children are encouraged and supported to take risks and continually extend their learning.

**Parents:**
Clearly communicating changes and developments in curriculum with parents and caregivers.

**Community partners:**
Communicating our achievements and general school happenings openly with our broader school community via the Newsletter and Community Newspaper.

**Processes**

**How do we do it and how will we know?**

**Students:**
Students will develop into positive, confident learners who are prepared to take risks and be innovative. Students will be confident and competent users of a range of technologies via quality 21st Century learning.

**Staff:**
Staff will undergo training and development in curriculum planning and development and on the purchasing of technology that are aligned to the new NSW syllabus documents.

**Evaluation plan:**
- Monitoring of programs, work samples, assessments and teaching observations.
- Collegial reflection and evaluation of teaching practices.
- Feedback via surveys from all areas of the Bunnaloo PS Learning Community.

### Improvement Measures

- Teacher surveys clearly indicate increased confidence with the implementation of the new Australian Curriculum.
- All staff members receive and provide structure collegial feedback on their teaching practice leading to supported improvement and development.
- Staff are regularly accessing quality, structured training and development opportunities.
- Staff will continually nurture, improve and have any required resources purchased to support them.
- Staff are confident and innovative in their use of the new NSW syllabus documents for the new Australian Curriculum, with a particular focus on English, Mathematics and Science and Technology in 2015.

### Products and Practices

#### Product

Teaching staff are confident and innovative in their use of the new NSW syllabus documents for the new Australian Curriculum, with a particular focus on English, Mathematics and Science and Technology in 2015.

#### Practices

Teaching programs will be implemented, constantly evaluated and have any required resources purchased to support them.

Bunnaloo Public School is a professional learning community which has a clear focus on high quality student learning, collective responsibility of all our stakeholders, reflective professional inquiry and group and individual learning.

**Practices**

- High priority is placed on ongoing professional learning and a collaborative and collegial approach to teaching and learning.
- Staff collegially engages in regular reflection and the continual use of both formal and informal feedback to develop greater insights into the effectiveness of their own teaching practice. They are then provided with structured support to continually improve and enhance their individual skills and knowledge.
Strategic Direction 3: School Culture

**Purpose**

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

To build and develop positive relationships at all levels within the Bunnaloo Public School Educational Community, including students, staff, parents and caregivers and the wider Bunnaloo Community. Developing a culture of collaboration, engaged communication, empowered leadership and organisational practise to ensure that all students develop and grow academically, socially and physically within a safe, supportive and respectful environment.

**People**

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

**Students:**
Enriching the student’s appreciation of the diverse region that they come from to attend our school. Teaching respect and leadership via a range of leadership opportunities for senior students. Involving students in cross age tutoring and coaching and using a structured rewards system to recognise their achievements.

**Staff:**
Building a strong, trusting collegial culture within staff members so that we are working together to achieve our educational goals. Welcoming parents, caregivers and the broader community into our school and classrooms to assist with and celebrate the successes of our students’ academic progress.

**Parents:**
Making parents feel welcome at all times and appreciated for their contribution to the education of all of the students at Bunnaloo Public School. Involving them in regular, quality conversations about their individual children’s educational progress, and the sharing of their children’s various academic successes.

**Community:**
Continuing to develop and foster links with our extended community via communication through the local newspaper, the “Ballyhoo” and the Newsletter, both of which are available online as well as in hard copy. Open invitations and welcomes to Open Days, Church Services, the Back to School BBQ, performances, visiting artists and the End of Year Concert and Presentation Evening.

**Evaluation plan**
- Yearly consultation with all members of the school community to measure satisfaction with the school’s performance in levels of student achievement and the active involvement of parents and the wider Bunnaloo Community.

**Processes**

How do we do it and how will we know?

**Students:**
Students are given opportunities to display, demonstrate and share many of the things that they are learning at school with their families. Students will develop pride in themselves, their skills and knowledge, their learning and our school.

**Staff:**
Open and honest, regular, constructive communication with parents and caregivers about the progress of their children and how they can be actively involved in our school and their children’s education. Making parents and community members welcome and valued at all school events and within our learning community.

Providing opportunities for our students to share their learning with their families and our extended Bunnaloo Community.

**Products and Practices**

**Product**
All members of the Bunnaloo Public School Learning Community are actively involved in decision making to support, develop and enhance student learning.

**Practices**
Positive relationships are developed and nurtured across the whole school community, including students, staff, parents and caregivers and the wider Bunnaloo community to support our students developing into positive learners and citizens, academically, physically and socially.

**Product**
Bunnaloo Public School has a wide range of positive and productive relationships with students, families, community members and surrounding schools.

**Practices**
All members of our learning community commit to actively providing support to the school via their support and involvement. All members will be actively encouraged to attend functions such as P&C meetings, parent teacher interviews, the Back to School Barbeque, Open Days, Church Services, P&C Social Events and the End of Year Concert, and Presentation Evening.

**Improvement Measures**

- Student, staff, parent and community surveys revealing positive relationships and a united commitment for ongoing improvement in student learning.
- All members of the Bunnaloo Public School learning community will have a detailed understanding of the school’s educational directions.