### School vision statement

Burraga Public School provides every student with opportunities to achieve their personal best through engagement and active learning in a safe, respectful and supportive school. The school is the central part of our local community where parents and community members are valued as partners in the education of all students.

### School context

Burraga Public School is situated in a small rural village. The school is quite isolated which has an impact on students accessing services such as sporting groups and social activities. Burraga Public offers comprehensive educational programs with an emphasis on intensive literacy and numeracy which are supported by significant funding including Early Action for Success. These programs are also supported by the integration of Information Communication Technology and is extremely well resources with hands on learning materials. A responsive student welfare program, within a safe and caring learning environment, provides the basis for developing happy, confident, respectful and resilient students who will become responsible citizens of tomorrow.

Regular interaction with the Bathurst Small Schools group provides students with extra-curricular learning opportunities. The school is held in high regard by the Burraga community and plays an important role in the village and surrounding area by being a focal point for activities and communication.

### School planning process

Burraga School Community was invited to a meeting to discuss the new school plan on Monday 15th September 2014 with 90% of parents in attendance as well as community members.

A working party was developed with key stakeholders and the planning process begun. The information from these meeting was then discussed at general P&C meetings. All students, staff and parents were asked to fill in a brief survey, focusing on what we do well, what we want for our students and what we can improve on. Data was analysed from a range of sources, including surveys, NAPLAN, Best Start and school based assessments.

Ongoing conversations with all key stakeholders continue to take place.
School strategic directions 2015 - 2017

**Purpose:**
Improve achievement of Literacy and Numeracy outcomes through Quality Teaching and Learning programs that are data driven so that individual learning needs of all students are catered for.

**Purpose:**
Build learning opportunities that engage students, staff and the community in local and global environments.

**Purpose:**
To support a culture of high expectations resulting in sustained and measurable whole school improvement by building management systems, structures and processes for ongoing school improvement and the professional effectiveness of all school members.
# Strategic Direction 1: Quality Teaching and Learning Programs

<table>
<thead>
<tr>
<th><strong>Purpose</strong></th>
<th><strong>People</strong></th>
<th><strong>Processes</strong></th>
<th><strong>Products and Practices</strong></th>
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| Improve achievement of Literacy and Numeracy outcomes through Quality Teaching & Learning programs that are data driven so that individual learning needs of all students are catered for. | **Students**: Access and utilise a range of technologies to support learning<br>**Students**: Develop skills in independent learning as well as social support<br>**Staff**: develop capabilities in planning for personalised instruction<br>**Staff**: develop a GROWTH mindset<br>Parents: develop capabilities to foster learning at home. | • Professional learning  
  ➢ Syllabus documents  
  ➢ Best practice  
  ➢ Data informed planning  
• Parent workshops to develop an understanding of BOSTES syllabus to support learning at home  
• Parents and teachers work together to increase parent understanding of key literacy and numeracy programs within the school  
• Procedures in place to map existing resources and the purchasing of new resources that support student learning | **Product**: all students in K-2 achieve Early Action for Success benchmarks within expected timeframe  
**Product**: BOSTES syllabus documents are embedded in class programs  
**Product**: personalised learning plans are developed in consultation with staff, students and carers for all students  
**Practices**: teachers use student achievement data to develop individualised learning plans  
**Practices**: teachers access quality resources that support student learning  
**Practices**: teachers use an integrated learning approach when developing teaching and learning programs |

| **Improvement Measures** |  |
|--------------------------|  |
| All students in K-2 achieve Early Action for Success benchmarks within expected timeframe |  |
| All students K-6 achieve continuum benchmarks within expected timeframe |  |
| All students K-6 will have a personalised learning plan developed in consultation with staff, students and parents. |  |
Strategic Direction 2: Engagement

**Purpose**

Build learning opportunities that engage students, staff and the community in local and global environments.

**People**

- Students: need to be risk-takers in their learning
- Staff: will provide quality teaching and learning activities through the delivery of a rich curriculum that meets the needs of every student
- Parents: will be supportive and value the importance of encouraging students to be life-long learners
- Community partners: will engage with the school and support its learning objectives
- All: work together to provide meaningful and productive partnerships that provide students with opportunities to engage in ‘real world’ learning

**Processes**

- Develop structures to allow students to collaborate with local learning communities
- Promote an open door policy for community participation in forums and meetings about student learning
- Create opportunities to engage with peers and like-minded students to develop social, cultural and academic experiences

**Products and Practices**

- Products: school plans and timetables show evidence of increased curriculum opportunities available for students
- Products: improved student engagement in literacy and numeracy across all Key Learning Areas
- Products: Strong partnerships with community
- Product: engage in extracurricular activities and functions that promote the school in the wider community
- Product: parents and community members are actively involved in school decision making processes

**Improvement Measures**

- Students will be confident, active participants in learning to enhance success and positive self-esteem.
- Improved student engagement in literacy and numeracy across all Key Learning Areas.
- Parents and community members are actively involved in school decision making processes

**Practices**

- Practices: students actively engage in developing their leadership skills at a personal, peer and public level within a variety of contexts
- Practices: There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement
- Practices: students confidently use technology to take an active role in their learning
- Practices: students will be confident, active participants in learning to enhance success and positive self-esteem

**Products**

- Products: improved student engagement in literacy and numeracy across all Key Learning Areas
# Strategic Direction 3: Leadership

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| To support a culture of high expectations resulting in sustained and measurable whole school improvement by building management systems, structures and processes for ongoing school improvement & the professional effectiveness of all school members. | **Students:** are confident, active participants in their learning  
**Staff:** lead and engage in professional learning to support knowledge of the curriculum and how students learn, innovation and current changes | • Professional learning around Professional Standards for Teachers, Professional Standards for Principals, and management practices  
• Developing a system to review and refine school policies and practices | **Product:** professional learning plans develop that explicitly target developing teachers capacity to lead  
**Product:** Improved leadership capacity and professional standards achieved  
**Product:** Clear set of guidelines and policies for the management of the school  
**Product:** well developed programs and processes that identify, address and monitor student learning  
**Practices:** staff engage in professional dialogue within networks to develop a common understanding of school improvement management systems  
**Practices:** all staff attain and maintain accreditation levels. |

**Improvement Measures**
- Professional learning plans develop that explicitly target developing teachers capacity to lead  
- Well-developed programs and processes that identify, address and monitor student learning