

## Burra Community School Site Learning Improvement Plan 2016/17

### Overall context R-12 statement

Burra Community School R-12 has been successfully working collaboratively to create an exciting learning and care environment for children from Reception to Year 12. Together with the Burra Early Learning Centre, we work hard to be an innovative and leading site which provides the best possible standard of learning and care in child care, preschool, primary and secondary education. We continue to strive to create a socially inclusive site which values learning and care and one in which the community has confidence and pride.

### Birth to Year 12

#### Vision

To empower students to achieve their full potential as successful and valued members of the community and promote life-long learning

#### Values

Respect  
Responsibility  
Honesty

#### Expectations

Excellence in education and care R-12  
Innovative lifelong learning for all  
Wellbeing for Learning

### Site Priorities

1. Raise learner achievement standards (“1 year’s growth for 1 years teaching and learning”)
2. Build community capacity

The **BCS Site Learning Improvement Plan** needs to be considered alongside the **Quality Improvement Plan** for the E.L.C and the **Upper Mid North Partnership Plan**. Our directions and initiatives are highlighted and explained in these planning documents: -

#### Quality Improvement Plan – Quality Priorities

1. Leadership and Service Management (RuralCare operation / Regular PDP)
2. Learning for All!!! (UMN Disposition Doc, Numeracy and Literacy embedded into programming)
3. Outside and Active (use of outside environment)

#### Upper Mid North Partnership Priorities

1. To improve educational achievement standards of young people in UMN through shared understandings and collaboration in QUALITYTEACHING and LEARNING
2. Explore AEDC and SWB data to understand implications on Partnership work
3. Engage students/families in recognising the impact of attendance on achievement

These three plans show how the priorities are aligned across both sites Birth to Year 12, and with the broader Upper Mid North Partnership.

May 2016

### Burra Community School Site Priorities

1. Raise learner achievement standards in Writing and Numeracy R-12

2. Build community capacity

#### Targets to Drive Improvement

1. R-2 - DECD SEA Running Records

By September of Reception	By September of Year 1	By September of Year 2
Level 5+	Level 13+	Level 21+

2. PAT-R Comprehension and PAT M

PAT-R Comprehension Scale Score	PAT-Maths Scale Score
Year 3: 95 or above	Year 3: 101 or above
Year 4: 106 or above	Year 4: 110 or above
Year 5: 112 or above	Year 5: 112 or above
Year 6: 118 or above	Year 6: 120 or above
Year 7: 120 or above	Year 7: 121 or above
Year 8 :121 or above	Year 8: 122 or above
Year 9: 126 or above	Year 9:123 or above
Year 10:131 or above	Year 10:127 or above

3. Higher growth in the number of students in the middle and upper growth bands in Writing and Numeracy for 3-5, 5-7, 7-9

4. Achievement of 'C' or above in ALL SACE subjects or higher

5. Increase promotion of past achievement at BCS with Numeracy, Wellbeing and Literacy to build community capacity/recognition, whilst aligning importance of attendance and engagement.

#### Strategies

- Students to use data to individually set, monitor and review individual learning goals in Literacy, Numeracy and Wellbeing and to review at mid-way point and end of term. (Tchrs to ascertain what data they will use with students)
- All teaching staff have undertaken, 1 peer observation, using their TfEL diary to reflect on specific area for improvement, i.e. 'student feedback, use of rubrics, use of digital tools within classroom', etc'. To be actioned by the end of Term 2 2016.

May 2016

- Teachers to provide detailed plans as to how they are implementing the new concept (Growth Mindset professional development) within their teaching practice. (*i.e.* “*To what extent can this be observed in classrooms?*”)
- Invest school funds to resource an external mentor/observer for teacher observations.
- Allocate school resources to enable quality teachers to be released to provide intervention and support for literacy and numeracy

## 1. RAISE LEARNER ACHIEVEMENT STANDARDS IN WRITING AND NUMERACY

With Students – Early intervention for identified students (NEP and Learning Difficulties) and celebrate data success with students regularly

With Staff – Teachers will arrange for Hub and Partnership observations to trial and share new ideas. Follow up needs to occur.

Teachers to develop performance expectations, feedback and development processes, including ‘reflective practice’ and ‘peercoaching’

Explicit teaching of literacy/numeracy skills, strategies and knowledge ( as detailed in Site Agreements )

Collect site and National data and interrogate to inform teaching, planning and modifications

With Families – Share data analysis more widely with ALL families

## 2. BUILD COMMUNITY CAPACITY

With Students – Promote Attendance data, and develop understanding amongst children about life long learning. Promote the ‘school in the community’ and the community in the school’ regularly and widely.

With Staff – Teachers working with Data and Digital Tech Teacher to increase staff confidence in using ICTs to support student learning. Staff to actively market and promote BCS, its point of difference

With Families –

- Review of Parent Communication processes that support learning to include **all** groups in the community.
- Parents encouraged to understand the importance of ‘play’ and ‘love of reading’ in the Early Years curriculum to develop speech and language skills. Increase the extent and value of communication between home and school via introduction of FaceBook, SMS, and email. Parents encouraged to learn about ways they can support their child’s learning at school and at home.
- Familiarise our families to the new DECD SEA and provide workshops to promote understanding.