School background 2015 - 2017

**SCHOOL VISION STATEMENT**

At Burnside Public School, we aim to deliver quality education in order to develop the talents, interests and abilities of its students. Our aim is to provide a vibrant and responsive education that produces well educated citizens with the capabilities and confidence to succeed in the 21st Century.

**SCHOOL CONTEXT**

Burnside Public School is situated on two hectares of well-maintained land in the busy Sydney suburb of North Parramatta. The school was opened in 1922. The current school enrolment is approximately 225 students (58% NESB). Students are currently educated in nine class groupings.

Burnside has a highly qualified and dedicated staff working closely together to generate quality educational programs that ensure appropriate student outcomes.

Very successful student welfare practices promote in students a sense of well-being, happiness and responsibility.

Parents have high expectations of and aspirations for their children. There is very active participation in the life of the school. Burnside has an established, dynamic and supportive School Council and P & C Association.

**SCHOOL PLANNING PROCESS**

In 2014, a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, attendance and behaviour.

Through surveys, the school sought the opinions of students, teachers and parents about the school in terms of strengths, areas for improvement and priorities for the future.

As a result, three strategic directions were identified as a basis for a shared commitment to future developments. These are:

1. Developing confident, creative, resourceful learners
2. Building individual and collective capability
3. Enhancing a strong, collaborative, educational community

The Burnside School Plan 2015-2017 flows from the strategic directions and sets clear improvement measures. It forms the basis for the school’s improvement and development for the next three years. Each strategic direction provides details of the purpose (why), people and processes (how) and product and practices (what) that are to be realised through implementation of the plan.

Our progress in the three strategic directions is monitored and evaluated throughout each year.
School strategic directions 2015 - 2017

**STUDENT LEARNING - PURPOSE**
To develop and implement a challenging, innovative and inclusive curriculum that enables students to be effective 21st century global citizens.

**STAFF AND LEADER LEARNING - PURPOSE**
To develop a culture of collaboration, evidenced based decision making, educational innovation, professional learning and leadership.

**SCHOOL LEARNING - PURPOSE**
To develop community trust and strategic support to ensure that students learn in a dynamic, integrated and holistic way.
## Strategic direction 1: Developing confident, creative, resourceful learners

### PURPOSE
To develop and implement a challenging, innovative and inclusive curriculum that enables students to be effective 21st century global citizens.

### PEOPLE
Student level of achievement in literacy and numeracy will be improved through the development of engaging, differentiated teaching and learning designed to meet the needs of all individuals.

Students will become active participants in their own learning focusing on assessment as learning and developing a voice in their own learning.

Staff will engage in professional learning to develop and implement their understanding of 21st Century skills and utilise this within a framework of increased technological capability. Leading improvement, innovation and change.

### PROCESSES
Whole school approach using Planning Literacy and Numeracy (PLAN). Develop assessment planning, programming and teaching models for students K-6 in order to implement individual learning plans.

Develop efficient school based systems for the development, implementation and analysis of student learning and assessment. Continue the TEN programs, TOWN program in mathematics and implement L3.

Focus on building teacher capacity through professional learning with mentor, teachers and leaders to further develop.

Build capacity to collaboratively plan and differentiate programming and pedagogy in Literacy and Numeracy using the quality teaching elements.

Build proactive learning alliances with other teachers in school or other local schools to develop professional learning.

Engage with staff in identifying quality teaching programs and share expertise, resources and ideas with PLC.

### PRODUCT AND PRACTICES
Achievements in literacy and numeracy goals identify in learning plans will be met and growth tracked using PLAN. Regular and ongoing monitoring and tracking of student data through school based assessment and NAPLAN.

To increase the number of students who demonstrate above average growth between years 3 and 5 in writing, reading and numeracy.

All teacher programs will include the teaching and incorporation of 21st Century skills into all curriculum areas.

All teaching staff are reflective in their professional growth in relation to the professional teaching standards.

Staff will regularly analyse data with leadership team and guidance to highlight student and whole-school weaknesses.

Parents will assist teachers in reading groups, sporting groups and maths groups. They will be given the opportunity to attend forums on literacy and numeracy at school.

---

**IMPROVEMENT MEASURE/S**

NAPLAN literacy and numeracy data continues to trend upwards in writing, punctuation and grammar. (70% proficiency bands in writing for Year 3 and 40% proficiency bands for Year 5 in 2015) (68% proficiency bands in Years 3 and 5, Growth at 70%) 5% increase of students achieving above expected growth in NAPLAN.

Staff identification of leadership innovation and change.

Staff understanding and implementing the skills needed for the 21st Century learner.

Parents and teachers will work together to increase parent understanding of key literacy and numeracy programs within the school.

Parents in classrooms helping teachers and becoming more aware of how literacy and numeracy is embedded in classroom programs.
Strategic direction 2: Building individual and collective capacity

**PURPOSE**
To develop a culture of collaboration, evidenced based decision making, educational innovation, professional learning and leadership.

**PEOPLE**
Students can expect the experiences in their classroom to allow them to increase their expectations, capacity and achievement.

Staff differentiate the curriculum by accessing data, assessing for, as and of learning providing relevant feedback and making program and lesson adjustments.

Staff develop their teaching and leadership practice by engaging with the Australian/NSW teaching standards and focus on growth and collaboration.

Staff undertake professional learning to refine skills and teaching techniques as identified in their individual professional learning plan, in response to personal goals, student needs and school priorities.

Staff plan for the implementation of the new reporting system, including the addition of the general capabilities.

Families will engage with their children’s learning and new and innovative programs will continue to build the expectations of parents.

**IMPROVEMENT MEASURE/S**
Reports will use the language of the new curriculum.

All kindergarten students to be in the perceptual level in the Early Arithmetic Strategies.

L3 implemented in early stage 1. New scheme teachers continuing maintenance and Highly Accomplished and Lead teachers process initiated. Collaboratively created units with assessments containing the Australian and NSW outcomes available to all staff.

Improved percentages in NAPLAN writing; year 3 – 70% and year 5 – 40%.

**PROCESSES**
Staff share best practice and models in programming assessment and QTP.

Use data analysis to underpin literacy, numeracy and ICT in conjunction with the continuum making data evident in classrooms with targeted intervention.

Development of staff capacity with differentiation of the curriculum, project based learning, 21st century learning and the Australian/NSW curriculum. Priority literacy strategies identified by staff and embedded into effective teaching practice.

Design a performance and development framework that supports professional dialogue, teacher feedback and reflective practise.

Staff work collaboratively to develop the capacity and professional practice of self and peers by working with the school priorities and Professional Teaching Standards and by providing high quality professional learning.

Development of staff in new reporting system as part of their PL.

Staff to unpack the Melbourne Declaration to enhance their understanding of the general capabilities of a successful 21st century learner.

Sustainable processes developed to enable regular meaningful curriculum based interactions with the whole parent population.

**PRODUCT AND PRACTICES**
Increased attainment of students in NAPLAN: sustained, positive growth in top two bands in NAPLAN, particularly in writing.

Increased student engagement in challenging tasks that facilitate project based learning and embedded critical and creative thinking skills.

Collaboratively developed units of work and assessments that are across KLAs containing Australian/NSW outcomes.

Students and staff regularly evaluate assessment practices and units of work as part of assessment process.

Staff confidence in new reporting system will allow an easy transition to writing the semester one reports.

Staff developed a deep understanding of the Melbourne Declaration and its implications.

All staff have developed and access a differentiated professional learning plan targeted at improving pedagogy.

Continuation of parent workshops in numeracy and literacy to enhance their ability to become more involved with their child’s learning.
### Strategic direction 3: Enhancing a strong, collaborative, educational community

**PURPOSE**
To develop community trust and strategic support to ensure that students learn in a dynamic, integrated and holistic way.

**PEOPLE**
Staff, student and parent relationships are based on mutual respect using the core expectation:
- Be respectful
- Be responsible
- Be safe

In consultation with parents, staff will develop and implement the mental health awareness program – Kidsmatter
Students will acquire the skills needed to participate in 21st century life through the development of their emotional and social well-being

Parents and community will engage with the school in a learning capacity. Parents will have input into community learning.
Students will help inform the content of workshops through discussions and surveys

**PROCESSES**
Use the Positive Behaviour to Learning (PBL) systems approach for teaching and analysing behaviour
- Explicit lessons are taught early each year
- New staff are updated on PBL

The school will become a Kidsmatter school. A 2 year process which requires a joint community partnership designed to develop student and staff awareness of mental health issues and social and emotional well-being
Staff and parent training in the Kidsmatter program
Implementation of the program

Design and implementation of parent workshops/learning sessions
- Parent survey
- Identifying and booking appropriate presenters

Offer other opportunities to support parents in helping their child to reach their potential

**PRODUCT AND PRACTICES**
Consistent school wide expectations and approaches are embedded in school practice
Students consistently demonstrating appropriate behaviours in all school settings

The school community will embed the Kidsmatter program in all practices and policies
Students develop high quality relationship skills through explicit teaching

Workshops/learning session presented regularly on topics discerned from a survey
Development of parent and community partnerships and connecting with other organisations

Close working relationships are built with other local schools to enhance curriculum implementation and leadership opportunities
Increased opportunities for students to engage in performances and other extra-curricular activities

**IMPROVEMENT MEASURE/S**
95% of students are aware of the three core school expectations of PBL
Greater awareness of mental health issues and the strategies to address them
Total number of workshops/learning sessions provided and attendance numbers
Number of professional learning activities, leadership and performance opportunities
Number of students participating in performances and extra-curricular activities

Staff, students and parents will continue their participation in the Parramatta Learning Community (PLC) and other community of school opportunities

Strong connections are made with the PLC (seven local schools) and other schools in the community