School plan 2015 – 2017
Balranald Central School - 1115

Student Engagement

Positive Relationships

Quality Teaching
## School vision statement

At Balranald Central School the staff are committed to delivering excellence by working together as a K – 12 school to provide a continuum of learning and a quality education to create responsible citizens in a caring learning community.

At Balranald Central School the students will make informed decisions about their future through involvement in a range of educational programs designed to promote excellence and overcome disadvantages resulting from isolation.

**Students and staff** at Balranald Central School will show respect and care for people and property. They will take responsibility for their actions and strive to do their personal best.

Our school motto is Steadfast and True. **Our community** values people who are loyal reliable and genuine with unwavering determination.

## School context

Balranald Central School is a K – 12 Central School that has a high level of engagement with families and the broader community.

The school is located on the Murrumbidgee river at the western end of the Riverina about 400km west of Wagga Wagga. The closest major centres are in Victoria. Most services are accessed from these locations.

The school provides education for student’s in surrounding areas such as Euston, Homebush, Kyalite and Hells Gate. Students are from town and farming backgrounds.

The community has experienced a level of economic down turn Via the timber industry revision and government farm/water buy back schemes. The community and shire are looking for economic stimulus and having success with other enterprises such as tourism and mining.

The school has a broad range of quality programs with both multi-grade and stand-alone classes. Students access an ongoing continuum of learning that provides a pathway into university or employment.

There are 155 students enrolled, of which 29 are of Aboriginal descent. The school employs 30 staff, including all support staff. Who work in either a full time or part time capacity.

## School planning process

School vision, strategic directions and overall school plan will be presented to the school community via the newsletter, P&C meetings and staff meetings for continuous ongoing consultation. Surveys will also be used as part of the planning process.

Individual meetings with every staff member seeking opinions on school direction and performance while gaining an understanding of personal learning goals and passions.

Individual meetings with parents when opportunities present themselves to seek input into school future direction and other discussion points.

Individual meetings with students when opportunities present themselves to seek opinions on learning and student engagement

A sequence of staff meetings reviewing current practices, evaluation of previous school plan and setting future directions.

P&C meetings to seek input into the school’s future directions and community relationships.

Meetings with neighbouring schools such as Tooleybuc Central, Clare Public, Euston Public and St Josephs to discuss common directions and educational links.

Have attended local AECG meetings. This opportunity allowed for discussion on indigenous education and schools future directions.
Steadfast and True

**Student Engagement**

Purpose: To provide relevant and inclusive curriculum opportunities to enhance student learning.

To provide quality program and assessment practices in order for the students to gain the skills required for lifelong learning and to have a clear direction for work and/or further study when they leave school.

**Quality Teaching**

Purpose: To provide consistent high quality teaching to enhance student learning.

To have an emphasis on professional learning, shared whole school practices, leadership and teamwork.

To strengthen the accountability and the transparency of our teaching practices by building on the culture of ongoing staff learning and development.

**Positive Relationships**

Purpose: To build positive relationships and partnerships with the whole school community to enhance student learning.

To develop collaborative practices with whole community involvement and participation resulting in a collective responsibility for student learning and success with higher levels of student, staff and community engagement.
## Strategic Direction 1: Student Engagement

### Purpose
To provide relevant and inclusive curriculum opportunities to enhance student learning.

To provide quality program and assessment practices in order for the students to gain the skills required for lifelong learning and to have a clear direction for work and/or further study when they leave school.

### People and Processes
Curriculum and structure to be evaluated with staff, parent and student discussions. Feedback from other schools will also be utilised in any decision making. Alternative curriculum models will be investigated for informed decisions on curriculum future directions.

Middle schooling program to be developed to provide alternative and extra curriculum to meet the current needs and improve student engagement.

All students to be assessed. Results and observations to be documented. Staff to be fully aware of all students learning abilities and needs.

K/1 staff and Assistant Principal to share expertise with colleagues in other educational settings. Students and parents to be engaged in a genuine long term Kindergarten transition.

Learning Support officers and support to be well informed via the learning support/welfare team with the view of increasing student independence. Teachers and LSO’s to have access to professional learning so that curriculum delivery will meet the need of individual students.

The school will continue to provide a range of extra-curricular offerings for student development.

### Products and Practices
**Curriculum** that meets the needs of our community. Curriculum programs and teaching practices that effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices.

**Middle Schooling** – Structured short term programs with embedded literacy and numeracy that are driven by staff and students such as Aboriginal Studies, Drama, Pottery and others. Structured extra-curricular learning opportunities that support student development that are strongly aligned with the school vision and priorities.

**Personal Learning Plans** - Enhanced classroom and assessment practices and a higher level of student engagement.

**Early Learning** – To contribute resources and time to pre – school students through a variation of orientation and transition programs to create a shared responsibility for early childhood learning.

**Learning Support** – The school has a priority on extra support in the classroom to improve student engagement. There are systematic policies, programs and processes to identify and address student learning needs.

**Extra – Curricular** – Learning opportunities are significant, support student development, and are strongly aligned with the school’s vision, values and priorities.

### Improvement Measures
All students will be highly self-reflective and informed learners who will be able to show evidence that will clearly demonstrate they have achieved their identified learning goals.
**Strategic Direction 2: Quality Teaching**

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<tr>
<th>Purpose</th>
<th>People and Processes</th>
<th>Products and Practices</th>
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<td>To provide consistent high quality teaching to enhance student learning. To have an emphasis on professional learning, shared whole school practices, leadership and teamwork. To strengthen the accountability and the transparency of our teaching practices by building on the culture of ongoing staff learning and development.</td>
<td>Targeted professional development for teachers by promoting a culture of sharing and professional engagement to improve professional performance. Staff to align systems and set transparent criteria for student assessment and have in place principles of consistent assessment and moderation and working with colleagues to use internal data for evaluating learning and teaching, identifying interventions and modifying teaching practices. Professional development on quality reporting practices and leading teachers to model and support good reporting practice by developing systems that promote consistency. Staff to develop continuums and students to be plotted for all staff to access across a variety of curriculum areas. Students and parents to be aware of the child's performance level.</td>
<td><strong>Curriculum Programs</strong> – Quality teaching programs and practices are in place to effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices and innovative delivery mechanisms where appropriate. <strong>Assessment notifications and schedules</strong> – Mandatory assessment notifications and schedules for each KLA/course. Increased academic culture with common school assessment processes and systems. <strong>Consistent A – E Reporting</strong> – Identified student learning achievement and areas for growth which provide the basis for discussion with parents. Reporting on student performance underpins the whole-school assessment strategy. <strong>Literacy/Numeracy Continuum's</strong> – Staff have a high level of knowledge on individual students literacy and numeracy stage. <strong>Technology</strong> – The school has an ongoing commitment to providing current technology to all students. Teachers will use innovative delivery mechanisms where appropriate. <strong>Leadership</strong> – The school leadership team demonstrates instructional leadership. Promoting and modelling effective, evidence based practice.</td>
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**Improvement Measures**

Teaching at Balranald Central School will be distinguished by universally high levels of professionalism and commitment. Teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Staff professional learning to be made available. Teachers accept and provide constructive feedback for school leaders to improve teaching practice.
Strategic Direction 3: Positive Relationships

Purpose
To build positive relationships and partnerships with the whole school community to enhance student learning.

To develop collaborative practices with whole community involvement and participation resulting in a collective responsibility for student learning and success with higher levels of student, staff and community engagement.

People and Processes
A small team to develop a K-12 Merit and award system that addresses the needs of different student groups in various areas such as Academic, Sporting, Cultural, Community and School Service. This will implement a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Further reflecting the nature of our school and community by aligning themes and practices across the school such as – timetable, reports, parent correspondence, merits, sport, assessment practices, assemblies and middle schooling.

Staff/parents to supervise the K – 12 study centre on a volunteer basis further enhancing the collective responsibility for student learning. Engage outside agencies such as Elevate on an annual basis to motivate and enhance staff and student study skills.

Staff, students and parents will continue to be proud and speak highly of the school. Current promotional materials such as brochures and posters to be developed that are strongly linked to the 2015-2017 plan and K-12 community culture.

Products and Practices
K – 12 Merit/Award System – Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

K-12 Culture – Maximising the one school concept which will promote the collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Study Centre and Study Skills – A visible and developed academic culture with all students, parents and staff supporting the concept of extra study and skill development to heighten a passion for learning.

School Promotion – A school that is widely respected and valued as a community asset. Balranald Central School is the school of choice.

Aboriginal Education – Balranald Central School has strong Aboriginal education themes across the curriculum and for all students and families to enthusiastically support the aboriginal community.

Improvement Measures
The school community will have a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students will benefit from the school’s planned and proactive engagement with parents and the broader community. Ultimately the school community (students, staff and parents) will continue to support Balranald Central School as a lasting legacy of their contributions.