

School Plan 2016 - 2017

School Context

Burrabadine Cornerstone Christian School was originally established to cater for the needs of families who were part of Cornerstone Community. The school over time has begun to cater more for families from outside Cornerstone Community and there is now a mixture of families who live in Dubbo and Cornerstone Community. Student numbers have fluctuated over time though between 2012 and 2016 student numbers have increased to 32. Burrabadine Cornerstone Christian School is a low fee paying Christian School with a strong focus on pastoral care and whole of life learning.

A self-assessment of the school was conducted that included analysis of student work samples, feedback from teachers, other stakeholders and input from consultants from the Association of Independent Schools. This plan is a response to the need to improve students' writing that was identified in the self- assessment. It has been designed to simultaneously support the principal and the 3 teachers to gather evidence and complete the necessary tasks for accreditation at proficiency.

Priority areas

1. Writing

2. Teacher accreditation

Targets / Goal

- 1. To bridge the gap between achievement the levels of student achievement in reading and writing by 2018.**
- 2. For all teachers to be accredited at proficiency by the end of the year.**

Indicators	Strategies	Timeframe	Resource Allocation
Principal to identify professional learning opportunities for staff	<ul style="list-style-type: none"> • PL for Principal – Planning, Leading & Process(es) • Online learning courses for all teachers • AIS consultant to provide ongoing feedback 	Ongoing in 2016	<ul style="list-style-type: none"> - Relief from face to face time provided to allow
Teachers to work collaboratively with the Principal in the process of modelling and observation of writing lessons integrated into lessons in other Key Learning Areas	<ul style="list-style-type: none"> • Use Mon Wed 2/3 time for modelling, observation. (These times have max staff available – to facilitate it) <p>And / Or</p> <ul style="list-style-type: none"> • Friday mornings - alternate weeks • Integrating writing into the History and or PD/H unit • Develop a trial – for 4 weeks term 1 • Gather student work samples – for analysis using the continuum – on 17th March (or date determined.) 	Term One 2016	<ul style="list-style-type: none"> - Relief from face to face time for teachers
Developing a rubric for marking writing (using the NAPLAN writing marking criteria, continuum threads and NSW BOSTES English syllabus as scaffolds)	<ul style="list-style-type: none"> • PL for teachers on the Literacy continuum • Teachers to use 	Term Two 2016	<ul style="list-style-type: none"> - Consultant to deliver professional learning on Staff Development Day

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Develop writing folders for each student with editing sheets, sight word sheets, have a go cards and dictionaries.	<ul style="list-style-type: none"> • Teachers to work collaboratively to collate scaffolding materials to assist students in their writing. • Direct instruction from teachers to train students in the effective use of this resource. 	Term Three 2016	<ul style="list-style-type: none"> - RFF for K-2 Teachers
Identification of Rich Texts for the purpose of teaching Grammar	<ul style="list-style-type: none"> • Teachers to identify rich texts and develop integrated lessons • AIS Consultant to provide feedback 	Term Three 2016	<ul style="list-style-type: none"> - RFF for K-2 Teachers - Use of AIS Consultant
Teachers benchmarking student writing samples against the continuum cluster standards to complete their class learning plans for writing.	<ul style="list-style-type: none"> • Teachers to use information gleaned from writing samples • Peer marking and collaborative discussion around student writing 	Term Three 2016	<ul style="list-style-type: none"> - RFF For teachers