School plan 2015 – 2017

Boronia Park Public School
### School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
</table>
| Positive, productive collaboration between parents, staff, students and the broader community defines the culture and practice at Boronia Park Public School. Social and learning environments encourage students as individuals to take risks and become critical thinkers, where challenges become opportunities and achievements are recognised and celebrated. Our core values of friendship, harmony, cooperation and respect underpin all that we do. We strive to develop good character, intellectual independence, healthy lifestyle habits, creativity and curiosity to enable students to make positive contributions to their present and future worlds. | Boronia Park Public School has 460 students enrolled in 2015. The gender breakdown is 225 boys and 235 girls. The school is situated in the Hunters Hill Council area. Our physical environment is open and leafy with easily supervised play areas for the students. Approximately 27% of our students have a language background other than English (LBOTE) with 37 different languages being spoken in homes in our school community. We also have three Aboriginal Torres Strait Island (ATSI) students enrolled. While literacy and numeracy programs are a priority, the students enjoy a wide variety of academic, creative and performing arts programs and sporting activities. We believe in providing a caring and nurturing environment that caters for the whole child. | The planning has included –  
- Semester 2 2014 and Term 1 2015, professional learning sessions were used by the teachers to collaboratively review the 2012-2014 School Management Plan, analyse school data including NAPLAN, brainstorm and write the 2015-2017 strategic directions for the school and discuss the 5Ps (purpose, people, processes, products and practices).  
- Discussions with parent focus group about the 2014 NAPLAN results. From the discussion, parents identified the key targets for school improvement should include spelling, writing and number.  
- Discussions with 2014 P&C and School Council about proposed strategic directions. Parent information about school planning was distributed and discussed.  
- A committee was formed with teachers, SASS and parent representation to prepare the Annual School Report (ASR) and the 2015-2017 School Plan. The committee met fortnightly from November 2014–March 2015.  
- School Council initiated and led parent focus groups met during Term 1 2015 to brainstorm the community’s vision for the school and interpretation of the three strategic directions. Parents were asked where they saw the school in three years and what did they want for their children? Discussions were robust. The resulting mind maps have been archived for future reference. |
Boronia Park Public School embraces the values of friendship, harmony, cooperation and respect as students learn to live

**STRATEGIC DIRECTION 1**
**Quality Teaching and Learning**

**Purpose:**
To implement quality teaching programs which enable and motivate students to be creative, collaborative, critical thinkers and learners.

All students will be engaged and challenged through meaningful and quality effective learning experiences.

**STRATEGIC DIRECTION 2**
**Capacity Building**

**Purpose:**
To promote a culture in the school that fosters personal growth, capability and leadership skills in both students and teachers.

Staff will undertake explicit and targeted professional learning that is relevant and enhances their capacity as outstanding and progressive educators.

**STRATEGIC DIRECTION 3**
**Whole School Wellbeing**

**Purpose:**
To create and sustain a school environment, where the students and staff feel safe, respected and valued.

The values of friendship, harmony, cooperation and respect will be strengthened and further embedded in the ethos of the school.
## Strategic Direction 1: Quality Teaching and Learning

### Purpose
To implement quality teaching programs which enable and motivate students to be creative, collaborative, critical thinkers and learners.

All students will be engaged and challenged through meaningful and quality effective learning experiences.

### Improvement Measures
- 70% of year 5 students demonstrate two bands of growth in NAPLAN assessments in literacy as well as numeracy by 2017.
- A 5% growth of students in year 2 achieving Facile on the Numeracy continuum. A 5% growth of students in year 1 achieving Counting On and Back on the Numeracy continuum.

### People

**Students:** Are provided with programs and skills to enable them to become learners of the future who can work collaboratively and think both creatively and critically.

Understand the success criteria for their learning and are motivated and challenged to achieve.

**Staff:** Develop capabilities and knowledge of new curriculums through staff professional learning sessions, both internal and external.

Engage students through teaching programs based on the Quality Teaching Framework (QTF).

Track student achievement. Teachers develop greater capacity to use data to benchmark students against the syllabus framework.

Are provided with support and advice from the Learning Support Team (LST) to improve learning for identified students.

**Parents/Carers:** Understand what, why and how students are learning, as well as what is required for learning improvement.

**Leaders:** Ensure they have the capabilities to lead staff in professional learning which enables teachers to inspire their students to think, create and learn.

### Processes

New curriculums are taught effectively with planned professional learning to support teacher understanding and the implementation of learning programs.

Differentiation of the class curriculum to ensure that all students achieve their expected learning outcomes.

Maintain the LST to support student learning - especially those students who need additional remediation.

Identify GAT students and assess their enrichment needs. Teachers provided with professional learning to support this process.

Provide professional learning to support the implementation of quality teaching programs and enhance student learning. Ensure classroom pedagogy focuses on learning for the future.

### Products and Practices

**Product:** 70% of year 5 students demonstrate two bands of growth in NAPLAN assessments in literacy as well as numeracy by 2017.

A 5% growth of students in year 2 achieving Facile on the Numeracy continuum. A 5% growth of students in year 1 achieving Counting On and Back on the Numeracy continuum.

Teachers collaboratively develop programs that incorporate the BOSTES syllabus documents and the elements of the Quality Teaching Framework.

The LST continues to support teachers and students in the learning process.

**Practice:** Quality teaching and learning programs, based on the QTF and the new BOSTES curriculums, implemented K-6.

Creative, collaborative and critical thinking is demonstrated by students during learning opportunities and activities.

Opportunities for teachers to reflect on all different types of assessments, including NAPLAN using the numeracy and literacy continuums and PLAN.

Staff engaged in regular reflection after lesson observation, professional dialogue on best practices and strategic professional learning opportunities.
Strategic Direction 2: Capacity Building

**Purpose**

To promote a culture in the school that fosters personal growth, capability and leadership skills in both students and teachers.

Staff will undertake explicit and targeted professional learning that is relevant and enhances their capacity as outstanding and progressive educators.

**People**

**Students:** Included in school review processes. Provide leadership opportunities in initiatives like SRC, Harmony Day, peer support, peer mentors and buddy program.

Improved access to IT and new technologies which enhance student learning and support wider community connections

**Staff:** Improve teacher understanding of the BOSTES accreditation process through professional learning and mentoring.

Confidently create their personal and professional goals and their annual PDP.

Build leadership capacity through the provision of opportunities for staff to lead or co-lead initiatives in school and across the local network of schools.

**Parents/Carers:** Engage parents and the community in the school planning processes. Review identified school policies, procedures and decision making through the School Council.

Increased involvement in school life including coaching and mentoring.

**Leaders:** Support teachers to achieve their PDP goals. Ensure teachers receive the necessary internal, external and online professional learning opportunities.

**Processes**

Build collaborative stage teams and mentoring staff partnerships. Teachers have opportunities to mentor and be mentored by their colleagues.

Introduce annual teacher Performance and Development Plans (PDP). Ensure the goals in the PDPs are linked to quality individual and collaborative professional learning opportunities.

Prepare teachers for Proficiency level maintenance or Higher Accomplished or Lead Teacher level of BOSTES accreditation.

Build a strong and effective partnership between the school and the wider community.

Develop student leadership. Build greater capacity as students become responsible for their own learning.

Focus on identifying and then enriching the learning and engagement of GAT students.

**Evaluation Plan:**

Regular review, reflection and dialogue about teacher learning and their PDP.

Monitoring of teaching programs and the evidence that supports the BOSTES accreditation process.

Greater use of IT and new technologies in work samples and learning activities.

**Products and Practices**

**Product:**

Evidence that teachers have been supplied with relevant professional learning opportunities related to the strategic directions in the school plan.

Staff reflect and report on the achievement of their own learning and leadership goals through the completion of their teacher performance and development plan (PDP) and informal discussions with their supervisors.

IT and new technologies explored and utilised in class programs to enhance student creativity, understanding and capacity.

**Practice:**

Staff reflect and report on the achievement of their own learning and leadership goals through the completion of their teacher PDP.

Staff participation in a wide range of local networking opportunities and professional learning resulting in an increased understanding of their leadership role and their capacity as an educator.

Teachers and students provided with opportunities to lead and co-lead school initiatives and programs.

More IT and new technologies accessed and embedded in the teaching and learning programs.
Strategic Direction 3: Whole School Wellbeing

Purpose
To create and sustain a school environment, where the students and teachers feel safe, respected and valued.

The values of friendship, harmony, cooperation and respect will be strengthened and further embedded in the ethos of the school.

People

Students: Feel valued and supported in a safe, collaborative and creative learning environment.

Complete and discuss various surveys about the Student Wellbeing policy and their own feelings and wellbeing.

Staff: Amend the Student Wellbeing policy to reflect any adjustments or changes to the process of managing behaviour, as well as recognising and acknowledging student achievement.

Ensure staff have achieved all mandatory DEC and WHS accreditation.


Support the student wellbeing initiatives implemented by the school.

Leaders: Coordinate and convene the LST, lead the student wellbeing committee, oversee surveys like PaVE and Tell Them From Me.

Lead and support staff in a collaborative and collegial working environment.

Processes

Review the Student Wellbeing Policy. Reinforce school and DEC values.

Review PD/health programs and link to values.

Staff trained in Child Protection professional learning modules as well as CPR, Asthma and Anaphylaxis. Staff provided with professional learning on managing students with special needs.

Foster strong partnerships with the parent and wider community.

Ensure all WHS management systems are current and active.

Survey school community on a variety of aspects of school life e.g. school satisfaction survey for ASR, Tell Them From Me survey.

Evaluation Plan:
Strategies in the Student Wellbeing policy are implemented in classrooms and the playground. Students and staff identify with the school values and support the school rules. Behaviour issues will decrease.

Review all survey data including Tell Them From Me and follow any recommendations to improve the wellbeing of students and teachers.

Products and Practices

Product
Over 60% of students will receive a gold medal during the next three years.

Data provides evidence that students are learning in a safe and supportive environment.

The LST continues to monitor, support and evaluate specific students and their emotional, social and academic progress and development. Students learn in a safe and supportive school environment.

The Student Wellbeing policy is reviewed and updated with school community consultation. There will be consistency amongst staff in dealing with students’ behaviour – both positive and negative. Teachers will follow procedures for rewards and mediation.

Practice:
Staff, students and parents feel that their opinions are respected and provide valuable insight into the school’s needs in the area of wellbeing.

Merit awards will include all key learning areas and will reflect the school values.

Effective inclusive peer support and buddy system are ongoing. Wellbeing programs will ensure students are in a safe and welcoming school environment.

Improvement Measures

- Over 60% of students will receive a gold medal during the next three years.
- Data provides evidence that students are learning in a safe and supportive environment.
- The LST continues to monitor, support and evaluate specific students and their emotional, social and academic progress and development.