School Plan 2015 – 2017

BROKEN HILL NORTH PUBLIC SCHOOL 1371

Learning for all at North
## School vision statement

Broken Hill North Public School pursues the vision of a caring, inclusive learning environment where students, staff and community strive for excellence. Our students will become successful learners, confident and creative individuals, and active and informed citizens. **Learning for all at North** is at the heart of what we do in our school.

## School context

Our school community is committed to providing our students with a broad education, offering a variety of educational programs to ensure that each child reaches their potential, takes the individual needs of students into account, and holds staff and students to high standards. Each child is encouraged to take pride in their own culture while appreciating the culture of others.

The school is located in the Broken Hill Group of Schools in the Far West of NSW. It is classified as a PP4 with approximately 275 students which includes: 5 support classes, 10 mainstream classes and 23% Aboriginal enrolment. Our school’s Family Occupation & Education Index (FOEI) of 162, which is significantly higher than the average of 100, reflects our school’s socio-economic status.

Our school is underpinned by the Raise Responsibility System which reflects our core values in the school expectations of:

- Be Safe
- Do Your Best
- Be Respectful
- Be Responsible and
- School is for Learning

Our school is involved in the Early Action for Success initiative which focusses on K-2 literacy and numeracy support for teacher professional learning and improving student outcomes.

## School planning process

Our school undertook an extensive consultation process with all stakeholders which included:

- Staff meetings – throughout Terms 3 & 4 2014 staff members were involved in the analysis of data and worked collaboratively to target priorities for our school moving forward.
- P&C meetings – the requirements of the new school planning process was explained and feedback on their priorities was sought.
- Parent meetings after school assemblies – proved an effective way of accessing community thoughts and opinions regarding what they believed to be their priorities.
- Family feedback survey – students interviewed their parents / carers about their priorities for our school
- Student survey – students’ thoughts regarding wellbeing programs was collated in Term 3 2014
- Aboriginal parent interviews – our Aboriginal Education Officer (AEO) and Home School Coordinator interviewed Aboriginal families for their thoughts and opinions regarding the school

These findings, along with Public Schools NSW Strategic Directions, informed our planning of the three year strategic directions for the school during 2015 – 2017:

1. Quality Teaching,
2. Focus On Learning and
3. Community Engagement
Purpose:
Research indicates that teachers make the greatest difference to student outcomes. We will deliver consistent, high-standard educational practices across the school placing student well-being and learning at the core. Our staff will deliver quality education.

Purpose:
We will improve learning experiences and outcomes for all stakeholders enabling access to future learning opportunities and broader life choices. We tailor our learning experiences to meet the needs of every student.

Purpose:
We will enhance community engagement in our school with a focus on holistic student needs in student equity, well-being and learning programs. Working in partnership as a learning community will deliver improved student outcomes.
## Strategic Direction 1: Quality Teaching

<table>
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<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tbody>
<tr>
<td>Research indicates that teachers make the greatest difference to student outcomes. We will deliver consistent, high-standard educational practices across the school placing student well-being and learning at the core. Our staff will deliver quality education.</td>
<td><strong>What are the skills, knowledge, capabilities and mindsets which need to be developed to bring about transformation?</strong>  <strong>Staff</strong>  Solid and shared understanding of the Australian Professional Standards for Teachers and Principals  Thorough and shared understanding of the Performance &amp; Development Framework  School Learning Support Officers (SLSO’s) working in partnership with executive staff and classroom teachers to deliver targeted support programs  <strong>Students</strong>  Students learn to make informed judgments about their progress and are actively involved in their ongoing plan to improve.</td>
<td><strong>How do we do it and how will we know?</strong>  <strong>Capacity Building Project</strong>  Executive and teaching staff released to provide professional learning and support for lesson observations, feedback, planning and document analysis and creation.  Additional release provided for utilisation of identified staff expertise to improve student and staff performance  <strong>Personalised Learning Project</strong>  Additional SLSO staff employed to support areas of identified students’ needs K-6. SLSO distribution, role statements, skill development, supervision are managed by school executive through learning and support team structures.  Create differentiated learning experiences and modes of lesson delivery to address the needs of all students  <strong>Evaluation Plan</strong>  The implementation and success of the plan will be monitored and evaluated through the ongoing milestone process, guided by analysis of internal and external data</td>
<td><strong>What is achieved and how do we measure?</strong>  Increasing percentage of students each year achieving at/or above end of year expectations in the reading, comprehension and early arithmetic strategies strands of the literacy and numeracy continuums.  Staff Performance and Development Plans reflect ongoing growth against the Australian Professional Standards for Teachers and Principals following school policy on Quality Teaching aligned to the Performance &amp; Development Framework.  What are our newly embedded practices and how are they integrated and in sync with our purpose?  Our school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.</td>
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### Improvement Measures

Increasing percentage of students each year achieving at/or above end of year expectations in the reading, comprehension and early arithmetic strategies strands of the literacy and numeracy continuums.

Staff Performance and Development Plans reflect ongoing growth against the Australian Professional Standards for Teachers and Principals following school policy on Quality Teaching aligned to the Performance & Development Framework.
Strategic Direction 2: **Focus On Learning**

### Purpose
We will improve learning experiences and outcomes for all stakeholders enabling access to future learning opportunities and broader life choices. We tailor our learning experiences to meet the needs of every student.

### People
- **What are the skills, knowledge, capabilities and mindsets which need to be developed to bring about transformation?**

  - **Staff**
    - Participate and actively engage in the HOW2Learn professional learning course.
    - High level skills and knowledge of assessment data to inform teaching and learning practices and personalised learning planning for students.
    - SLSO’s working in partnership with classroom teachers to deliver targeted learning support programs
    - Shared and deep knowledge of curriculum and quality teaching strategies to best meet the learning needs of all students.

  - **Students**
    - Learn to make informed judgements of their engagement in learning and progress through analysis of Teaching and Learning Chart data.

  - **Parents / Community**
    - Engaged in group workshops and individual meetings focussing on the learning needs of their children.

### Processes
- **How do we do it and how will we know?**

  - **Evidence-based Learning Project**
    - Quality training and development for executive in HOW2Learn to conduct professional learning for all teaching staff.
    - Instructional Leader to manage and support students and staff in the literacy and numeracy learning needs of K-2 students.
    - Parental involvement in the development of personalised learning for their child.

  - **Learning Support Project**
    - Assistant Principal to manage learning support team, system requirements and support teachers in the development of personalised and well-being data and programs.
    - Executive to access and provide professional learning opportunities to support the implementation of new syllabus requirements and quality teaching.

### Products and Practices
- **What is achieved and how do we measure?**

  - Increasing percentage of K – 6 students achieving Gold Level based on the Raise Responsibility System at the end of Term 3.
  - Assessment and well-being data will monitor achievements and inform personalised planning for all students as evidenced in classroom teachers’ programs.

- **What are our newly embedded practices and how are they integrated and in sync with our purpose?**

  - Learning for all will be central to all school directions and decisions. It will develop a mindset that results in effective learning habits and teaching practices to accelerate learning, with high levels of student, staff and community engagement.
  - All teachers consistently use quality assessment data to inform teaching and learning programs, monitor and accurately track student progress in literacy and numeracy.
## Strategic Direction 3: Community Engagement

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| We will enhance community engagement in our school with a focus on holistic student needs in student equity, well-being and learning programs. Working in partnership as a learning community will deliver improved student outcomes. | **What are the skills, knowledge, capabilities and mindsets which need to be developed to bring about transformation?**  
**Staff**  
Positive communication by every teacher to liaise with each students’ family at least once per term  
AEO and Home School Coordinator support community connections to staff.  
Sound staff knowledge of learning and support team processes in accessing outside agencies to support students and families.  
**Students**  
Actively encourage parents to visit and involve themselves in school activities.  
**Parents / Community**  
Support community agency and University Department of Rural Health (UDRH) programs to share knowledge and understanding of student and family needs.  
Parents engaged in group workshops and individual meetings focussing on improving outcomes for their children | **How do we do it and how will we know?**  
**Community Support Project**  
Learning & support team, Principal, AEO and Home School Co-ordinator support UDRH and outside agency programs.  
Executive team to investigate and implement best practice transition programs in partnership with all stakeholders to assist transition for students.  
**Connecting to Community Project**  
AEO and Home School Coordinator to work closely with teaching staff and Aboriginal families to support Personalised Learning Plans and attendance.  
Aboriginal Education team meet regularly to set the course for Aboriginal programs across the school  
Work together to canvass parents’ ideas for topics to meet and discuss in workshop settings. | **What is achieved and how do we measure?**  
School satisfaction surveys indicate that the school’s community centre operates effectively and is central in creating connections between all stakeholders.  
The attendance rate of Aboriginal students K-6 will match or exceed the school's attendance rate.  
Increased numbers of parents engaged in school activities and decision making.  
**What are our newly embedded practices and how are they integrated and in sync with our purpose?**  
Aboriginal Education team lead and support programs within the school, as evidenced in engagement and attendance data  
School is a central hub for outside agencies to deliver programs and support for students and families. |

**Improvement Measures**

School satisfaction surveys indicate that the school’s community centre operates effectively and is central in creating connections between all stakeholders.

The attendance rate of all Aboriginal students K-6 will match or exceed the school’s attendance rate.