### School background 2015–2017

#### School vision statement
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.

Positive, productive collaboration between parents, staff, students and the wider community defines the culture and practices of our school.

#### School context
Boronia Park Public School had 515 students enrolled in 2017. The gender breakdown is 247 boys and 268 girls. Approximately 26% of our students have a language background other than English. There are 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. The school provides a caring, nurturing and inclusive environment that caters for the whole child.

#### School planning process
The school planning process is a collaboration between staff and the school community. The school planning committee and the executive team create and review the document and its effectiveness over the three years of the planning cycle.

The 2015–2017 School Plan was implemented in term 1 2015. The original document was modified as the strategic directions including the processes, products and practices were evaluated. School programs and projects are monitored and modified to suit the changing needs of the school.

Discussion of the effectiveness of the school plan is evident in staff professional learning sessions during term 4 of each year. The success of this school plan was also evaluated though the analysis of school data including NAPLAN, student, staff and parent surveys, teacher collaborative planning, assessment and reflection of programs and teaching practice.

The School Council and the P&C Association provided the voice and leadership for the parent community in school planning. They designed surveys, held parent brainstorming sessions and shared information, particularly about school planning, at their regular meetings.

In late 2017 and early 2018 the evaluation of the 2015–2017 School Plan was completed. This process and the information retrieved and collated was extremely important and was invaluable to the preparation of the 2018–2020 School Plan.
School strategic directions 2015–2017

STRAIGHTIC 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.

STRAIGHTIC 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.

STRAIGHTIC 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 Yr 5 students demonstrate 2 bands of growth in NAPLAN in literacy and numeracy by 2017.**

  An increased proportion of teachers agree that the professional learning offered to staff resulted in improvement in their differentiation practices and classroom pedagogy when teaching literacy and numeracy.

### People

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>New curriculums are taught effectively with planned PL to support teacher implementation of learning programs. Teachers will collaboratively design programs that utilise the elements of the Quality Teaching Framework (QTF). New resources to be purchased to support improved student learning.</td>
<td>Teachers reflect on assessment data, including NAPLAN and numeracy/literacy continuums using PLAN.</td>
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<td></td>
<td></td>
<td>Teachers engaged in professional dialogue on best practice, self reflection and strategic PL.</td>
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<tr>
<td>Staff</td>
<td>Differentiation of the class curriculum to ensure all students achieve the expected learning outcomes. Teachers will be provided with additional resources to support students in their class who need remediation and extension.</td>
<td>Quality teaching and learning programs are implemented based on the QTF and new K–6 curriculums.</td>
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<tr>
<td>Parents/Carers</td>
<td>Identify GATE students, utilising the recommended identification tools in the new GATE policy, to assess their enrichment and/or extension needs. Teachers provided with PL to utilise the process and support the needs of the students.</td>
<td>Teachers collaborated to design programs which inspire and foster improved student learning.</td>
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<tr>
<td></td>
<td></td>
<td>New English, Mathematics, Science, History and Geography curriculums are successfully implemented.</td>
</tr>
<tr>
<td>Leaders</td>
<td>Provide teachers with quality PL that leads to greater improvement of student learning outcomes.</td>
<td>Improvement goals are achieved and students demonstrate the anticipated growth in NAPLAN assessments.</td>
</tr>
</tbody>
</table>

### Evaluation Plan
1. Staff are engaged in strategic PL and are successfully incorporating the new curriculums in their learning programs.
2. Better classroom differentiation will improve assessments results in literacy and numeracy. This data will be monitored through internal and external assessments including NAPLAN and SENA.
3. Evaluate the success of the GATE programs offered to students.
## 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.

### Improvement Measures
- **Staff**: Staff evaluate and reflect on their goals as part of their Performance and Development Plan (PDP).
- Evidence that staff and students have been provided with appropriate professional learning as well as opportunities to build their learning and leadership capacity.

### People

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<tr>
<td>Included in school review processes. Provide leadership opportunities in initiatives like SRC, Harmony Day, peer support, peer mentors and buddy program.</td>
<td>Confidently create their professional goals, write their PDPs and reflect on their teaching practice. Teachers will have opportunities to build their leadership capacity.</td>
</tr>
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</table>

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<th>Parents/Carers</th>
<th>Leaders</th>
</tr>
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<tbody>
<tr>
<td>Engage parents in the school planning process. Review identified school policies and procedures through the School Council.</td>
<td>Support teachers with their PDP goals. Ensure teachers receive PL opportunities that will improve student outcomes and build their leadership capacity.</td>
</tr>
</tbody>
</table>

### Processes
- Teachers write their annual PDPs and ensure that their goals are related to their individual learning and classroom pedagogy. The chosen goals must be achievable and able to be supported through collaboration with colleagues and by quality professional learning.
- Build collaborative teacher and student teams and strong mentoring partnerships. Provide both staff and students with leadership opportunities and learning experiences that foster personal growth and development.
- School continues to facilitate and encourage a strong and effective partnership with parents, local schools and the wider community.

### Evaluation Plan
1. Staff regularly review and reflect on their own learning, their goals and their PDPs. They complete their PDP document in the required timeframe.
2. The success of social and leadership programs is continually assessed and evaluated by staff.
3. School works in partnership with parents and the wider community to enhance the development and learning of students.

### Practices and Products

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<td>Staff reflect and report on the achievement of their own learning and leadership goals in their PDP.</td>
<td>Staff complete their PDPs and review their goals and achievements with their supervisors.</td>
</tr>
<tr>
<td>Staff participate in networking and professional learning opportunities. They reflect on their own teaching practices and leadership development.</td>
<td>Staff gain better understanding of their capacity as an educator and their leadership capability.</td>
</tr>
<tr>
<td>Staff and students provided with opportunities to lead and co-lead school initiatives and programs.</td>
<td>Students build their confidence, resilience, social and leadership skills through school programs.</td>
</tr>
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</table>
## 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.

### Improvement Measures
- **Over 60% of students will receive a Gold Award (medal) during the three years of the school plan**
- Data will provide evidence that students are learning in a safe and supportive environment.
- The LST continues to monitor and support the emotional, social and academic development of students.

### People

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<tr>
<th>Role</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Students</strong></td>
<td>Feel valued and supported in a safe, collaborative and creative learning environment.</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>Ensure staff have achieved all mandatory DoE and HS accreditation including anaphylaxis training.</td>
</tr>
<tr>
<td><strong>Parents/Carers</strong></td>
<td>School Council oversees the school satisfaction survey and parent involvement in school planning.</td>
</tr>
<tr>
<td><strong>Leaders</strong></td>
<td>Coordinate and convene the LST, lead the student wellbeing committee and analyse survey data.</td>
</tr>
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</table>

### Processes
- The Boronia Park award system continues to be supported by the school community. Gold Awards are given to students who have achieved merit awards for positive attitude towards school, living the school values, good behaviour and pleasing academic achievement.
- Review all aspects of student wellbeing procedures. This includes the role of the Learning Support Team and the current Student Wellbeing Policy. Reinforce school values. Review the effectiveness of the PD/Health programs offered to students.
- The school ensures that all Health and Safety (H&S) management systems are current. Staff complete mandated professional learning including Child Protection, C-PAT, CPR, Asthma and Anaphylaxis. Staff will also receive PL and support with managing special needs students.

### Evaluation Plan
1. Ensure processes are in place to monitor staff completion of mandatory PL and H&S compliance is observed.
2. Strategies in the Student Wellbeing policy are implemented in classrooms and the playground. The recommendations of the LST are implemented.
3. Review all survey data and follow the recommendations to improve the student and teacher wellbeing.

### Practices and Products

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<tr>
<td>Staff, students and parent opinions are respected and give insight into student wellbeing.</td>
<td>The merit system is supported by the school community and 60% students will receive a Gold Award.</td>
</tr>
<tr>
<td>The merit awards will include all KLAs and will reflect the school values.</td>
<td>The LST successfully monitors, supports and evaluates student needs which ensures learning success.</td>
</tr>
<tr>
<td>Wellbeing programs like peer support will ensure students are in a safe school environment.</td>
<td>Survey data will show that students are learning in a safe and supportive school environment.</td>
</tr>
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</table>

### Evaluation Plan
- Ensure processes are in place to monitor staff completion of mandatory PL and H&S compliance is observed.
- Strategies in the Student Wellbeing policy are implemented in classrooms and the playground. The recommendations of the LST are implemented.
- Review all survey data and follow the recommendations to improve the student and teacher wellbeing.