## School background 2015–2017

### School vision statement

Broken Hill Public School is;

A dynamic community inspiring life-long learning, building integrity and success for all.

We are a cohesive learning community which strives to create a thinking culture that empowers our school community and provides experiences that encourage all to strive towards their full potential. Staff is dedicated to improving student outcomes through quality teaching and learning practices and innovative programs.

### School context

The school is located in the Broken Hill Group of Schools in the Far West of NSW. Our school is a Preschool to Year 6 school with a DEC Preschool on site and a school based playgroup for 0 – 4 year olds. Broken Hill Public consists of approximately 200 students. The school has a stable Indigenous population of approximately 15%.

Our school is committed to Live Life Well @School. This is incorporated into many aspects of the school including our healthy canteen (The Central Crib Tin), daily Munch & Crunch, Daily Fitness Program, Vegetable Garden and Orchard.

Broken Hill Public School has a strong commitment to providing opportunities for students across a wide range. Opportunities include Choir, Dance, The C Sharps Band, Drama, Debating, Public Speaking, Environmental Club, Languages, Art and Gifted and Talented programs.

Learning at Broken Hill Public School is underpinned by school welfare system with an emphasis on our five rules LEARN.

At Broken Hill Public School we will:

- Look after ourselves, our school and others.
- Expect and use good manners.
- Always play and work safely.
- Respect the rights and property of others.
- Never give up.

### School planning process

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

- Staff meetings
- P&C meetings
- Family feedback post–its
- Family Quiz
- Data gathered from internal and external sources
- Student survey
- PLP’s Aboriginal parent interviews
- Reference to the school excellence framework
- Executive planning day.

As a result of these consultative processes and resultant findings, we have developed our 3 strategic directions for 2015–2017

1. Student Learning
2. Teacher Quality
3. Community Engagement
School strategic directions 2015–2017

**STRATEGIC DIRECTION 1**
Student Learning

**Purpose:**
To support all students in becoming competent future learners, whilst building on individual strengths/talents and to best meet the needs of individual goals.

**STRATEGIC DIRECTION 2**
Teacher Quality

**Purpose:**
To develop, implement and share innovative expert teaching, learning and leadership practices to enhance student engagement in a positive school environment.

**STRATEGIC DIRECTION 3**
Community Engagement

**Purpose:**
To embed effective partnerships with all stakeholders by leading and inspiring a culture of collaboration, communication, engagement and organisational practices.
### Strategic Direction 1: Student Learning

#### Purpose
To support all students in becoming competent future learners, whilst building on individual strengths/talents and to best meet the needs of individual goals.

#### Improvement Measures
- An opportunity class focusing on extension and enrichment is established.
- All of teaching and learning programs show evidence of assessment data to monitor achievements and inform personalised planning for all students.
- Extracurricular learning opportunities in creative arts, culture and sport are significant and support student development.

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<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
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<tbody>
<tr>
<td><strong>Students</strong></td>
<td>Assistant principals released 1 day a week for planned and strategic evidence to support and direct student learning. Mentoring, coaching and sharing of best practice models in programming and assessment to reflect quality teaching. SLSOs employed to support implementation in classrooms.</td>
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<td><strong>Staff</strong></td>
<td>Have increased access to opportunities such as: dance, LOTE, drama, singing, art, fitness in the educational setting. Release staff members to develop database of extracurricular and interest based opportunities and community expertise to target individual needs.</td>
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<td><strong>Parents/Carers</strong></td>
<td>Teacher employed 1.0 to facilitate the implementation of opportunity class. Engage relevant experts to support implementation and evaluation of student learning. Present relevant information to school community through a variety of mediums.</td>
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- Increase the proportion of students in the top 2 NAPLAN bands by 8% (2019).
- Increase the proportion of Aboriginal students in the top 2 NAPLAN bands by 8% (2019).

#### Evaluation Plan
- Percentage of students involved in extra-curricular activities.
- Use of attendance, PLAN, TEN, TOWN, L3 data analysis.
- See end of year milestone report.
- PAT indicate improvements.
## Strategic Direction 2: Teacher Quality

### Purpose
To develop, implement and share innovative expert teaching, learning and leadership practices to enhance student engagement in a positive school environment.

### Improvement Measures
Quality pedagogy and consistency in teacher judgement with curriculum program design, scope and sequences and assessment benchmarks for whole school evaluation, professional learning and strategic planning.

The teaching staff demonstrate a deep knowledge of new curriculum and share expertise to drive quality teaching and learning. The teaching staff demonstrate deep knowledge of new curriculum and share expertise to drive quality teaching and learning.

### People

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<td><strong>Students</strong></td>
<td>All teachers released 1 day a term to complete Performance and Development Plan (PDP) in consultation with mentors, highlighting the national teaching standards.</td>
<td>The school has aligned staff procedures and school systems for collecting, analysing and reporting local and external data on student and school performance.</td>
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<td>Students will engage and become involved learners.</td>
<td>Professional learning in Instructional Rounds, to be accessed by all teachers.</td>
<td>Teachers collaborate within and across stages to ensure consistency of curriculum, delivery, including strategies for differentiation and consistency of teacher judgement.</td>
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<td><strong>Staff</strong></td>
<td>Executive to develop collaborative focus teams to initiate positive teacher partnership program.</td>
<td><strong>Practices</strong></td>
</tr>
<tr>
<td>Staff has the knowledge and skills to collaboratively assess, plan and differentiate teaching and learning programs.</td>
<td>Reinitiate local leadership network to build capacity and partnerships with other schools in the area.</td>
<td>The school has aligned staff procedures and school systems for collecting, analysing and reporting local and external data on student and school performance.</td>
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<tr>
<td>Staff has a deep knowledge of new curriculum.</td>
<td>Staff will engage in the “positive teacher partnership program” (PTPP).</td>
<td>Teachers collaborate within and across stages to ensure consistency of curriculum, delivery, including strategies for differentiation and consistency of teacher judgement.</td>
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<td>Staff will understand and use quality pedagogy to inform best practice.</td>
<td>Leaders</td>
<td><strong>Products</strong></td>
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<td><strong>Leaders</strong></td>
<td>Leaders use local leadership to provide support and knowledge for executive teams in all Broken Hill network schools.</td>
<td>Quality pedagogy and consistency in teacher judgement with curriculum program design, scope and sequences and assessment benchmarks for whole school evaluation, professional learning and strategic planning.</td>
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### Processes

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<tr>
<td>The implementation and success of the plan will be monitored and evaluated through the ongoing milestone process including the effectiveness of the PDP process and enhanced procedures and systems for data informed practices.</td>
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### Products

- Quality pedagogy and consistency in teacher judgement with curriculum program design, scope and sequences and assessment benchmarks for whole school evaluation, professional learning and strategic planning.
# Strategic Direction 3: Community Engagement

## Purpose
To embed effective partnerships with all stakeholders by leading and inspiring a culture of collaboration, communication, engagement and organisational practices.

## Improvement Measures
- Increased parent and community access to a variety of services to support and engage in learning and wellbeing opportunities.
- Increased parent and community access to a variety of services to support and engage in learning and wellbeing opportunities.
- Improved levels of parent and community involvement underpinned by a productive learning environment.

## People

| Staff | People will establish positive partnerships to build community relations to improve consultation, communication and involvement.  
| --- |  
| Staff will use collaborative feedback and reflection to promote and generate learning and innovation.  
| Staff will access training in programs that will assist with quality teaching in various cultures.  
| Parents/Carers | Parents will be actively involved in the school and establish learning alliances to support their child’s learning.  
| Students | Students will encourage parent involvement through invitations to school events.  
| Community Partners | School and community partners will collaboratively provide services to share expertise and support |

## Processes
- Stage teams develop a multicultural program catering for the various nationality groups within the school.

## Evaluation Plan
The implementation and success of the plan will be monitored and evaluated through the ongoing milestone process including, numbers of community members attending activities, the Coffee Club and those accessing other agencies.

## Practices and Products

| Practices | Practices are embedded for parents to be engaged and understand the learning process of their children and how to effectively support them to learn. |
| --- |  
| Practices | There is school-wide, collective responsibility for student learning and success, with high levels of students, staff and community engagement.  
| Products | Two-way, reciprocated and respectful communication between students, staff and parents.  
| Products | Increased parent and community access to a variety of services to support and engage in learning and wellbeing opportunities.  
| Products | Improved levels of parent and community involvement in school activities, underpinned by a productive learning environment. |