## School background 2018–2020

### School vision statement

Our school 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 has a strong emphasis on effective and dynamic literacy and numeracy programs which are underpinned by an inclusive and positive approach to student wellbeing. Our school rules are based around the four values of friendship, harmony, cooperation and respect. The culture of the school is to ensure that students grow into responsible and respectful citizens.

The school offers students opportunities across a wide selection of experiences in all Key Learning Areas. We have extensive extra-curricular programs in order to enhance student skills in areas of personal interest.

The school highly values our close relationship with the school community. We enjoy and work closely with an active and supportive P&C and School Council. Boronia Park Public School is situated in the Hunters Hill/Gladesville area within the North Sydney network and has a population of 524 students with 26% NESB.

### School planning process

The semester 2 2017 and term 1 2018 staff professional learning sessions were used to collaboratively review the 2015–2017 School Plan, analyse school data including NAPLAN, brainstorm and write three strategic directions for the 2018–2020 School Plan and to discuss the 5Ps (purpose, people, processes, products and practices) for this plan.

The School Council led parent and student focus groups during term 4 2017 and term 1 2018. In a special P&C meeting in early term 1 2018 parents brainstormed their ideas in relation to their vision and expectations for the school. The collated information provided valuable insight while preparing the new school plan.

Staff will review the 2018–2020 School Plan at the end of 2018, 2019 and 2020. This review process will include surveys of staff and parents as well as a number of professional learning sessions with staff. The school evaluation committee will monitor and evaluate the success of the programs in relation to the strategic directions twice a term.

Parents are kept informed via School Council and P&C meetings about the planning decisions. The School Council conducts a parent satisfaction survey each year which provides valuable feedback to the school.
School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Quality teaching and learning

Purpose:
To create challenging and engaging learning environments underpinned by high expectations and effective teaching practices. Every student's learning will progress through a differentiated curriculum that is flexible, reflective and dynamic.

Teaching programs will be strongly grounded in improving literacy and numeracy to improve and sustain every student's learning journey. The school will ensure that it meets the diverse needs of students as well as the expectations of staff.

STRATEGIC DIRECTION 2
Engaged, informed and creative learners

Purpose:
To provide learning environments that nurture, guide, challenge and inspire every student to become creative, effective, motivated self-learners. Students are empowered to be successful academically, emotionally, physically and socially. They will understand their own learning journey and use this knowledge as they progress through their stages of education.

STRATEGIC DIRECTION 3
Effective relationships and leadership

Purpose:
To enhance student, staff and parent involvement in current and new initiatives that develop leadership skills, build capacity and positive wellbeing. Our vision is to support every student so they can connect, succeed, thrive and learn. They will become responsible citizens who contribute to their wider community.
## Strategic Direction 1: Quality teaching and learning

### Purpose

To create challenging and engaging learning environments underpinned by high expectations and effective teaching practices. Every student’s learning will progress through a differentiated curriculum that is flexible, reflective and dynamic.

Teaching programs will be strongly grounded in improving literacy and numeracy to improve and sustain every student’s learning journey. The school will ensure that it meets the diverse needs of students as well as the expectations of staff.

### Improvement Measures

- At least 75% of all students achieve expected growth in literacy and numeracy in external and internal assessments.
- An increased proportion of students understand the different assessment practices used by their teacher and utilise that knowledge to progress their own learning.

### People

#### Students

Engaged in programs and opportunities which ensure they learn effectively, work collaboratively, creatively and reflect critically. They understand the success criteria for their learning and are motivated and challenged to achieve.

#### Staff

Effectively engage students in learning programs, opportunities and enrichment. They teach visible learning competencies including success criteria strategies. Staff develop a greater capacity to analyse data for learning improvement particularly in literacy and numeracy.

#### Leaders

Lead and mentor staff in their understanding of current assessment techniques, classroom differentiation strategies and visible learning for improved student engagement. The school executive team adopts a coordinated approach to literacy where there is an expectation of improvement in K–6 literacy standards.

#### Parents/Carers

Understand what, why and how students are learning as well as what is needed for learning improvement through opportunities created by the school.

### Processes

Curriculums are taught through collaboratively planned learning programs that engage students. Special emphasis is placed on teaching literacy and numeracy outcomes.

- Differentiation of class pedagogy to address the learning needs of students.
- Targeted and engaging teacher professional learning which will lead to the implementation of quality teaching programs.

### Evaluation Plan

Progress toward improvement measures will be evaluated through:

- student assessment data analysis
- evaluation of teaching and learning programs by teacher self-assessment
- student assessments and collaborative reflection within stages
- school surveys of students, teachers and parents including Tell Them From Me survey.

### Practices and Products

#### Practices

- Teachers collect, reflect on and evaluate assessment data from a number of sources including NAPLAN, the literacy and numeracy learning progressions, PLAN, class and grade assessment tasks. This data is used to inform and differentiate teaching practices and programs.

- There is a whole school focus on improving literacy standards across the school with an emphasis on the quality of student writing.

#### Products

- Teaching/learning programs are differentiated for student learning needs and support syllabus content and student outcomes.

- 75% of year 5 demonstrate two bands growth in NAPLAN assessments in literacy and numeracy.

- Data on student progress will be gathered from internal assessments including the semester 1 and 2 reports and standardised testing. Improvements in literacy, particularly in writing, will be tracked.
<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
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<tbody>
<tr>
<td>To provide learning environments that nurture, guide, challenge and inspire every student to become creative, effective, motivated self-learners. Students are empowered to be successful academically, emotionally, physically and socially. They will understand their own learning journey and use this knowledge as they progress through their stages of education.</td>
<td><strong>Students</strong>&lt;br&gt;Build the necessary skills, self-belief and motivation to achieve success in their learning. They gather evidence of their ownership of their learning journey, their motivation and engagement.&lt;br&gt;<strong>Staff</strong>&lt;br&gt;Utilise visible learning and growth mindset techniques to empower students to take more explicit ownership of their learning. The <strong>Learning Support Team</strong> will provide support and advice to improve the learning success of identified students.&lt;br&gt;<strong>Leaders</strong>&lt;br&gt;Ensure that the professional learning and mentoring is available to support teachers so they can deliver challenging and inspiring learning programs to students.&lt;br&gt;<strong>Parents/Carers</strong>&lt;br&gt;Understand and support the school’s vision to empower and engage students so they can become creative, effective and motivated learners.</td>
<td>Implement a whole school integrated approach to student learning and wellbeing which will result in increased student engagement and foster individual creativity.&lt;br&gt;Staff embrace visible learning and growth mindset techniques and embed them in classroom pedagogy. This will lead to an improved student learning culture and empower students to reflect on their learning.&lt;br&gt;The <strong>Learning Support Team</strong> will advise teachers and support students who have specific academic, behavioural and emotional needs.&lt;br&gt;<strong>Evaluation Plan</strong>&lt;br&gt;Students set and monitor learning goals related to the learning progressions for literacy and numeracy. They become confident with their personal learning journey.&lt;br&gt;Staff collect a range of evidence of each student’s learning journey. As staff become more confident with this process they will understand how to collect appropriate formative and summative assessment data to document the progress of each student.&lt;br&gt;The <strong>Learning Support Team’s</strong> effectiveness is regularly reviewed and modified as appropriate.&lt;br&gt;Parents understand their child’s learning journey and celebrate their success.</td>
<td><strong>Practices</strong>&lt;br&gt;Creative, collaborative and critical thinking is demonstrated by students during learning opportunities and activities.&lt;br&gt;Staff become literate in new learning progressions and visible learning strategies. Collaborative stage planning will support successful implementation.&lt;br&gt;Staff engaged in regular reflection after lesson observations, professional dialogue on best practices to engage and motivate students and strategic professional learning.</td>
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**Improvement Measures**
- Increased proportion of students demonstrating consistent engagement, motivation and creativity in their learning.
- Increased proportion of students reflecting on their learning successes and their academic, physical, emotional and social wellbeing.
- Evidence that all teachers have been provided with effective professional learning opportunities so they can empower their students and improve the learning culture of the school.
**Strategic Direction 3: Effective relationships and leadership**

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<td><strong>Purpose</strong></td>
<td><strong>Students</strong></td>
<td>The Boronia Park award system is valued and continues to encourage and support the positive behaviour of students.</td>
<td><strong>Practices</strong></td>
</tr>
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<td>To enhance student, staff and parent involvement in current and new initiatives that develop leadership skills, build capacity and positive wellbeing. Our vision is to support every student so they can connect, succeed, thrive and learn. They will become responsible citizens who contribute to their wider community.</td>
<td><strong>Staff</strong></td>
<td>Strong and effective partnerships are fostered with parents and the wider community to improve student learning, growth and development.</td>
<td>Programs are implemented to support capacity building and leadership development and embrace the vision of every student connecting with others, succeeding, thriving and learning.</td>
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<td><strong>Improvement Measures</strong></td>
<td>Implement collaboratively planned teaching programs that build capacity and improve student learning. Leadership and management capacity is built through provision of opportunities for staff to lead or co-lead initiatives in school and across the local network.</td>
<td>Current leadership and student wellbeing practices and programs are continued e.g. peer support, SRC, executive teams, stage teams and committees. Their effectiveness will be monitored.</td>
<td>Existing school teams, leadership and capacity development initiatives and programs are strengthened.</td>
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<td>Increased proportion of students and staff involved in building their personal leadership skills and their learning capacity.</td>
<td><strong>Leaders</strong></td>
<td>Regular professional learning is provided to staff to build skills, capacity and personal wellbeing.</td>
<td>Students, staff and parents feel that their learning, opinions and capabilities are respected and valued.</td>
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<td>Evidence of successful and effective school community relationships that promote and sustain cohesive and productive school teams.</td>
<td><strong>Evaluation Plan</strong></td>
<td></td>
<td>Student wellbeing continues to be a focus for the school.</td>
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<td>Over 50% of students will receive their Gold Award in the next three years and an increasing number of students will reach Diamond level in the award system.</td>
<td><strong>Processes</strong></td>
<td>Review data including Tell Them From Me survey to measure the effectiveness of leadership and school capacity building opportunities.</td>
<td><strong>Products</strong></td>
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<td><strong>People</strong></td>
<td><strong>Leaders</strong></td>
<td>Regular monitoring and reflection on the success of the programs implemented by staff to help students connect, succeed, thrive and learn.</td>
<td>Students and staff build their leadership skills and learning capacity through school based and wider community opportunities.</td>
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<td><strong>Students</strong></td>
<td><strong>Evaluation Plan</strong></td>
<td>Gather evidence that strong relationships are being built across the school community and school teams are operating cohesively.</td>
<td>The cohesiveness of school teams will be demonstrated in effective collaboration, successful outcomes and meaningful reflection. The result will be positive and sustainable community relationships.</td>
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<td>Succeed, thrive and learn through school initiatives and programs. Students are self-motivated learners who strive to improve their capacity to connect with others in successful relationships.</td>
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<td>Over 50% of students will receive their Gold Award in the next three years and an increasing number of students will reach Diamond level.</td>
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<td>Lead the school effectively in building successful and cohesive staff, parent and student relationships and teams.</td>
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<td><strong>Parents/Carers</strong></td>
<td><strong>Processes</strong></td>
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<td>Participate both individually and in successful school teams. Their contributions are valued and they feel a strong sense of belonging in the school.</td>
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<td><strong>Practices</strong></td>
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