### School background 2018–2020

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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</thead>
<tbody>
<tr>
<td>Broken Hill Public School is;</td>
<td>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%.</td>
<td>Our school undertook a extensive consultation process with all stakeholders which included: Staff meetings P&amp;C meetings Newsletters School Captain conducted surveys Data gathered from internal and external sources Student survey PLP’s Aboriginal parent interviews Reference to the school excellence framework Executive planning day.</td>
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<tr>
<td>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 and inclusive programs.</td>
<td>Our school is committed to Live Life Well @School. This is incorporated into many aspect of the school including our healthy canteen (The Central Crib Tin), daily Munch &amp; 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.</td>
<td>As a result of these consultative processes and resultant findings, we have developed our 3 strategic directions for 2018–2020 1. Student Learning and Wellbeing 2. Staff Learning</td>
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</tbody>
</table>
**School strategic directions** 2018–2020

**STRATEGIC DIRECTION 1**
Student Learning and Wellbeing

**Purpose:**
To support the development of skills and strategies building on wellbeing, individual strengths and talents. Students will utilize feedback, goal setting and rich tasks to support their pathways to success.

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**STRATEGIC DIRECTION 2**
Staff Learning

**Purpose:**
To develop implement and share innovative expert staff/teaching, learning and leadership practices to enhance wellbeing, student engagement and collaboration in a positive school environment.
## Strategic Direction 1: Student Learning and Wellbeing

### Purpose
To support the development of skills and strategies building on wellbeing, individual strengths and talents. Students will utilize feedback, goal setting and rich tasks to support their pathways to success.

### Improvement Measures
- Schools Value Added Measures will increase over the three year period.
- Increased opportunities through feedback is evidenced in observations and student portfolios.
- Increase of students participating in extracurricular/enrichment programs.
- Reduction of class and playground negative behaviour notifications.

### People

#### Students
Ensure engagement in every class and a safe learning environment that encourages reflection and feedback.

#### Staff
Teachers are aware of the role of constructive feedback has and how it impacts on learners and their engagement with completion of tasks.

Staff will respond collaboratively using data to analyse student needs created by the ever-changing educational landscape.

#### Parents/Carers
Parents will be involved in the process of achieving higher expectations for all learners.

#### Community Partners
Supportive of whole school practices aimed at improving student outcomes.

#### Leaders
Establishing a culture of high expectations to incorporate effective feedback and welfare practices into classrooms and implement consequent changes in assessment, teaching and learning.

### Processes

#### Review extra curricular activities and enrichment programs to increase student participation and engagement

#### Development and implementation of portfolios to support student achievement utilizing feedback

#### Review and implement Welfare Program to support student engagement and behaviour.

### Evaluation Plan
- Data collected through observational protocols focused on feedback and extra curricula participation
- Operationalising the aspiration eg. Improvements in NAPLAN results and PAT results
- Collaborative evaluation of staff programs and student portfolios.

### Practices and Products

#### Practices
- Students and teachers continuously and consistently give and receive feedback.
- Wellbeing practice that focuses on feedback support strategies to drive student pathways to success
- The school provides a variety of extra curricula opportunities encouraging students to participate.

#### Products
- Wellbeing practices embedded in school.
- Students will be more engaged and supported in pursuing different pathways to success.
## Strategic Direction 2: Staff Learning

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

### Improvement Measures
<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>Review, research and build staff capacity to engage community.</td>
<td><strong>Practices</strong></td>
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<tr>
<td>Build skills to self-assess within literacy and numeracy with a focus on capabilities and competency.</td>
<td>Refine systems and policies that support staff use of effective feedback to drive ongoing learning.</td>
<td><strong>Leaders continuously and consistently give and receive feedback to staff.</strong></td>
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<td><strong>Staff</strong></td>
<td>Develop and implement a structured collaborative program to support staff learning in the intervention of Literacy and Numeracy (Bump It Up)</td>
<td><strong>Staff is involved in collaborative learning.</strong></td>
</tr>
<tr>
<td>Utilize knowledge and skills to sustain high expectations in literacy and numeracy through collaborative learning environments.</td>
<td><strong>Shared school wide responsibility is evident through collaboration, quality teaching and learning and community engagement.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Parents/Carers</strong></td>
<td>Evaluation Plan</td>
<td><strong>Program developed to support collaborative staff learning and student wellbeing.</strong></td>
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<tr>
<td>Parents will be involved in the process of achieving higher expectations for all learners.</td>
<td>School Excellence Framework survey to determine achievement of collaboration across stages.</td>
<td><strong>Improved outcomes in Reading and Numeracy.</strong></td>
</tr>
<tr>
<td><strong>Community Partners</strong></td>
<td>Annual school audit to ensure consistency of curriculum delivery, including strategies for differentiation</td>
<td></td>
</tr>
<tr>
<td>Supportive of whole school practices aimed at improving student outcomes.</td>
<td>Observational protocol utilized to determine consistency of teacher judgement.</td>
<td></td>
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<tr>
<td><strong>Leaders</strong></td>
<td>All staff are engaged in explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback through regular portfolio meetings.</td>
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<tr>
<td>Providing a coordinated approach to give staff opportunities to deliver collaborative learning, utilizing their knowledge and skills.</td>
<td>Surveys/PDP’s</td>
<td></td>
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<td></td>
<td>Meeting Minutes</td>
<td></td>
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<td></td>
<td>Exit Slips (feedback)</td>
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</table>

### Improvement Measures
- Increase proportion of students in the top two NAPLAN bands by 8% (2019).
- Staff showing evidence of collaboration through staff portfolios and SLIC planning.
- Strengthening collaborative learning environments (as measured in SEF2 annual assessment of change) achieving ‘Excelling’ by 2020.

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Broken Hill Public School 1369 (2018-2020)