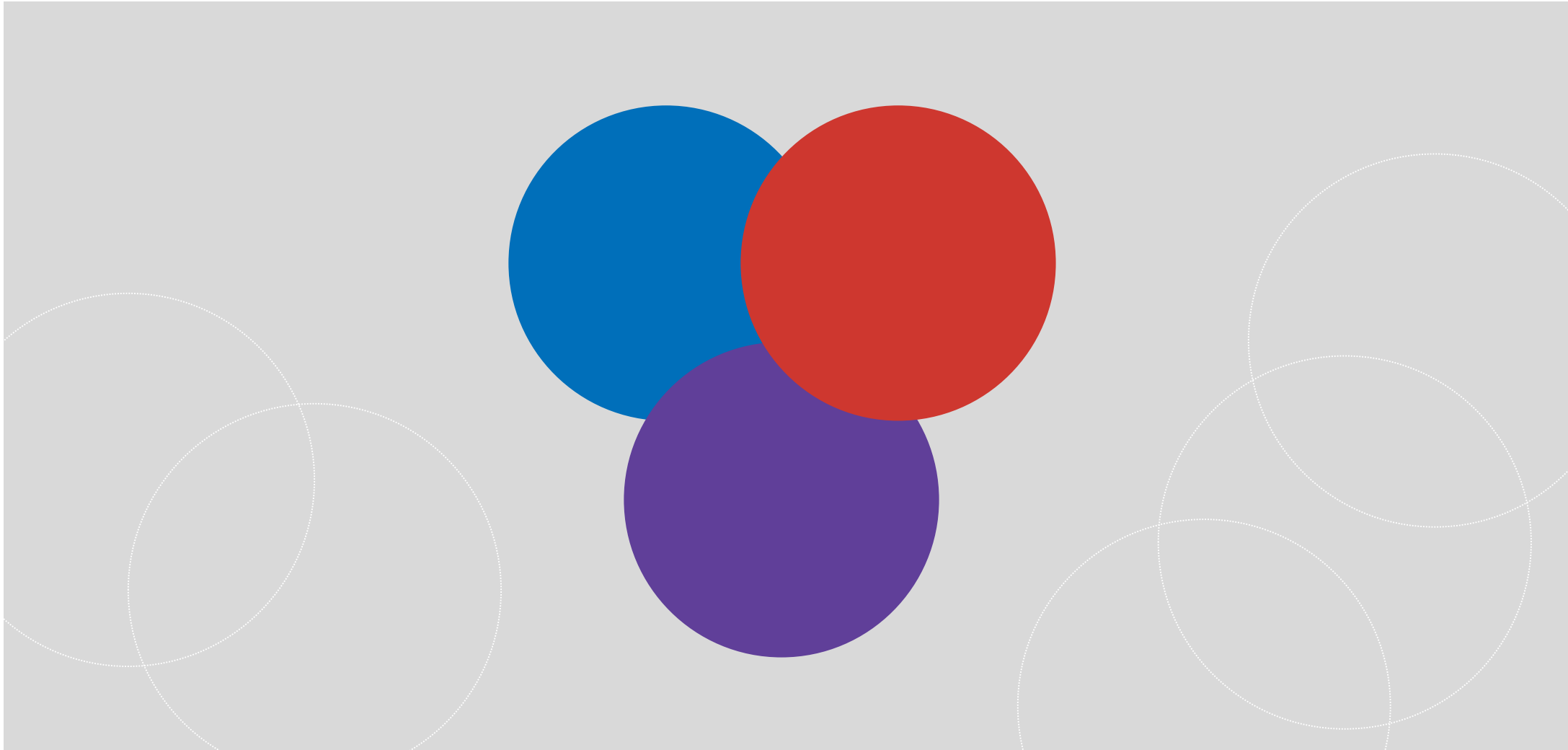


School plan 2015 – 2017

Bossley Park Public School 1321





School vision statement

Bossley Park Public School is a tremendous demonstration of the efforts from a team of dedicated, professional and caring teachers and administration staff who continually strive to improve the learning outcomes for all students.

Our school is about providing opportunities for students to achieve their learning potential. This is achieved this by providing as many quality experiences as possible, ranging from educational, sporting, student leadership, creative arts and gifted and talented programs. It is our commitment to your children.

This commitment to our students is a cooperative effort with our learning community and supportive parents who play such an important role in our school as parent helpers, P&C members and volunteer workers. We are immensely proud of all our students and the way they work, behave and play at school. They are excellent examples of an inclusive public school system.

School context

Bossley Park Primary School was established in 1890 with strong traditions of academic excellence, equity, values and innovation. We have a nurturing and harmonious environment where parents are always welcome and valued as partners in their child's education.

Our school is situated on 2 hectares of which $\frac{3}{4}$ are playing fields, gardens, passive recreation areas and ball game areas. We are in Fairfield Local Government Area in the state seat of Prospect, next to the Western Sydney Regional Park, Stockland's Shopping Complex at Wetherill Park and the M7 motorway.

All of our classrooms, hall and library are air conditioned and have interactive whiteboards. The audio visual room in the library is set up as a "connected classroom" with video conferencing facilities enabling real time video communication with classrooms across the world.

We have an enrolment of 430 students and a staff of 38 including classroom and support teachers, English as second language teachers, visual arts teacher, community language teachers, reading recovery teacher, teacher/librarians, school learning support officers, administration staff and our school counsellor. Our students come from over forty cultural and language backgrounds, with Italian, Assyrian, Spanish and Croatian being the major language backgrounds other than English.

Our school motto of "**Tolerance**" is reflected in the wonderful way our students interact and support each other.

School planning process

This school plan has been developed as a result of rigorous consultation with students, staff, parents and community members. The consultation consisted of interviews, online surveys and questionnaires distributed to staff, students and parents.

School staff and the school planning committee have collated, analysed and categorised the responses to develop three strategic directions and statements of purpose which are aligned with the NSW School Excellence Framework.

The plan will provide a clear statement of purpose and a shared vision to lead the direction and strategies for Bossley Park Public School over the next three years.



STRATEGIC DIRECTION 1

Promote a collective responsibility for outstanding student learning and well being

Purpose:

- To develop significant extra curricula learning opportunities to support student improvement and engagement.
- To engage students in rich learning experiences to enable them to adapt to the challenges of the 21st Century.
- To enhance assessment and reporting practices to inform planning for all students with a focus on identified groups.
- To establish collaborative and inclusive frameworks to support student learning and wellbeing.

STRATEGIC DIRECTION 2

Develop a professional leadership and learning culture through quality teaching, collaboration and innovation

Purpose:

- To develop instructional leadership strategies to promote and model best practice.
- To embed systems to facilitate collaboration, classroom observation, modelling of effective practice and feedback.
- To identify and document individual, stage and school professional learning needs.

STRATEGIC DIRECTION 3

Commitment to inclusive learning community partnerships

Purpose:

- To develop responsive school practices and processes to facilitate learning community feedback.
- To use data and evidence to build the capacity of the learning community for school improvement.
- To access learning community resources to enrich the school's standing and improve outcomes.
- To enhance connections with the PARK's community of schools.

Strategic Direction 1: Promote a collective responsibility for outstanding student learning and well being

Purpose

- To develop significant extra curricula learning opportunities to support student improvement and engagement.
- To engage students in rich learning experiences to enable them to adapt to the challenges of the 21st Century.
- To enhance assessment and reporting practices to inform planning for all students with a focus on identified groups.
- To establish collaborative and inclusive frameworks to support student learning and wellbeing.

Improvement Measures

- 100% of staff implementing identification procedures
- 100% of students identified in extension groups
- 100% of staff using PLASP goal setting tool.
- 100% of Aboriginal students have PLPs.

People

Students

- The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students which measurably improves individual and collective wellbeing.

Parents, Community partners, Community of schools

- Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

Teachers, Executive and Principal

- The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice to improve student learning and wellbeing.

Processes

1. Whole school assessment and reporting leading to :

- A change of reporting processes reflecting new curriculum.
- The use of syllabus documents and learning continuums to monitor student outcomes.
- The establishment of identification processes for extension students and programs.

2. Shared vision for learning and support leading to :

- A whole school approach to creating a positive teaching and learning environment.
- Effective use of school systems, community expertise and resources.
- The building of positive student relationships which actively contribute to school culture.
- Improved community relationships with school networks that share responsibility and promote ongoing growth.

Products and Practices

- 100% of staff implementing identification procedures
- 100% of students identified in extension groups
- 100% of staff using PLASP goal setting tool.
- 100% of Aboriginal students have PLPs
- Systematic data gathering including psychometric testing to target students in identified groups
- Information sharing with parents with scheduled interviews
- Use service providers (speech language pathologist, psychologist), OTs, SLSOs, counsellor
- Develop PLASPs (using tool),
- PLPs for ATSI students
- Nationally Consistent Disability Data Collection
- Parent workshops, peer support, PBL

Strategic Direction 2 : Develop a professional leadership and learning culture through quality teaching, collaboration and innovation

Purpose

- To develop instructional leadership strategies to promote and model best practice.
- To embed systems to facilitate collaboration, classroom observation, modelling of effective practice and feedback.
- To identify and document individual, stage and school professional learning needs.

Improvement Measures

- Teachers actively engaged in planning, implementing and reviewing their own professional development to improve their performance.
- Teachers collect evidence and demonstrate their progress towards negotiated personal goals and whole school strategic directions.
- All staff accredited at the standard of proficiency

People

Students

- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students using evidence based practices and innovative delivery mechanisms.

Parents, Community partners, Community of schools

- Shared school wide responsibilities evident through leadership, teaching, learning and community evaluations to review learning improvements.
- School uses collaborative feedback and reflection to promote and generate learning and innovation.

Teachers, Executive and Principal

- Develop and maintain individual professional learning portfolio
- Teachers develop their knowledge, understanding and skills and effectively implement curriculum using evidence based teaching practices.

Processes

1. The Best Practice Partnership System (BPPS) is differentiated and goal related with the focus on :

- Technology Tools
- New Syllabuses
- Focus on Reading (FOR) - Phase 2.

2. The Performance Development and the Australian Professional Standards for Teaching to ensure the integrity and accountability of all teachers with the focus on :

- Professional Knowledge
- Professional Practice
- Professional Engagement.

3. Teachers will meet the standards at their respective professional career stage with the focus on :

- A Professional Learning Portfolio
- Teacher Performance and Development
- Accreditation at all levels (Australian Standards).

Products and Practices

- Teachers actively engaged in planning, implementing and reviewing their own professional development to improve their performance.
- Teachers collect evidence and demonstrate their progress towards negotiated personal goals and whole school strategic directions.
- All staff accredited at the standard of proficiency.
- Teachers collaborate within and across stages to develop consistency of curriculum delivery, strategies for differentiation and consistency of teacher judgement.
- The school has an effective system for collaboration, classroom observation, the modelling of effective practice and feedback to drive improvement in teaching practice and student outcomes.

Strategic Direction 3 : Commitment to inclusive learning community partnerships

Purpose

- To develop responsive school practices and processes to facilitate learning community feedback.
- To use data and evidence to build the capacity of the learning community for school improvement.
- To access learning community resources to enrich the school's standing and improve outcomes.
- To enhance connections with the PARK's community of schools.

Improvement Measures

- 100% of teachers use reflective / feedback tools e.g. Survey Monkey, Google Forms, Socrative, MyPL and Edmodo both pre and post events
- Learning community accessing the school's coffee club.

People

Students

- Adopt a school wide, collective responsibility for student learning and success with student, staff and community engagement.
- Enhance student contributions to the school community and the society in which they live.

Parents, Community partners, Community of schools

- Create effective engagement with members of the local community to promote the school and its programs.

Teachers, Executive and Principal

- Develop and maintain school wide and interschool relationships for ongoing development of all staff.

Processes

1. Creative, collaborative and collegial learning systems leading to :

- Participation in a variety of formal and informal initiatives such as :
 - inter-school Staff Development Days
 - Personal Professional Learning Networks
 - Mentoring programs.

2. Engagement opportunities leading to

- Planned community involvement such as
 - Drop in centre
 - Digital workshops
 - Back to school days
 - Coffee club.

Products and Practices

- 100% of teachers use reflective / feedback tools e.g. Survey Monkey, Google Forms, Socrative, MyPL and Edmodo both pre and post events
- Learning community accessing the school's coffee club.
- 100% of local schools collaborating with PARKs professional learning initiatives
- The school leadership team builds the collective capacity of the school community to improve student outcomes.
- Develop and maintain positive relationships across the school community to support a productive learning environment.
- Engage parents to effectively support their children with their learning