School plan 2015 – 2017

Boorowa Central School 1313

- Mastery
- Self-direction
- Contribution
## School vision statement

The Vision statement of Excellence through Respect, Responsibility and Participation continues to define the context of operations of Boorowa Central School.

As members of the Boorowa Central School Community we believe in:

- Respecting others, ourselves and our environment.
- Being tolerant and establishing positive relationships,
- Promoting self-confidence, self-identity and self-worth,
- Accepting responsibility for our own actions,
- Providing ourselves with necessary life skills,
- Valuing and encouraging achievement and creativity,
- Being informed and contributing to our community and our world.

## School context

Boorowa Central School is a comprehensive coeducational school with an enrolment of 265 students, Kindergarten to year 12. Student numbers have steadily grown over the past three years, although cohorts fluctuate significantly. 25 teachers deliver a broad curriculum supported by 6 Ancillary staff and 6 School Learning Officers.

The school draws from the town of Boorowa and surrounding rural district. The majority of student’s families are in the lowest two quartiles of the Socio economic index SEIFA. In addition to the Global Budget allocations, the school from 2015 receives additional equity funding including for: Low Socioeconomic, Low level disability, location and Aboriginal students. Staff actively seek funding opportunities to improve the physical and learning environment.

The school has invested heavily in the Early Action for Success suite of programs. This approach has made a significant impact in student performance in the early stage one and stage one. The middle year’s program has been successful in equipping students with the skills of self-directed learning.

The School to Work Team coordinates initiatives to address engagement, retention and post school destinations. Strong partnerships with industry, the University of Canberra ASPIRE program, the Country Education Foundation, and Stronger Smarter continue to be Community attitudes towards post compulsory education are a significant barrier to increasing retention rates.

A refocussing of the Learning Support Team has led to improvements in planning and delivery of support for students with additional and significant learning needs. Strong partnerships with community agencies have been maintained with participation in Families NSW and Keep Them Safe networks.

Student performance in NAPLAN (years 3, 5, 7 and 9) has been inconsistent over 2009-2011 varying between year groups. Some groups are significantly above national and state averages whilst some cohorts are below. Growth for individuals across all levels of performance is strong particularly lower performing students. The school encourages full participation in the assessments and values the data.

ROSA and Higher School Certificate results have been inconsistent with strong performance by some cohorts and individuals. Senior students have struggled with appropriate levels of commitment for success in stage 6 courses. Improvement of this aspect is a major challenge.

Challenges for the future are to move students from the middle bands of performance to higher levels and increase the number of students participating in tertiary studies.

## School planning process

The plan was developed by staff, Students and parents.

**Staff**: Data Analysis – 2 days

**Whole School Staff meetings**: bone diagram, affinity diagrams, Engoori Process for strategic directions

**Parents**: survey around directions and other areas for focus, focus groups

**Students**: focus on ideas for Teaching and learning, quality improvement, relevance, post school aspirations and leadership. Google survey and email feedback, focus group delegated by SRC

The plan will be endorsed for implementation by the P&C at the May 2015 meeting. The implementation of the school plan will be monitored by the school executive and will be evaluated each term at a whole school staff meeting.

The school’s executive will have direct responsibility and accountability for the implementation of Whole School. Faculty and policy team plans and reports.

Principal: Jennifer Green

P&C President: Kim Blomfield

SRC President: Jade Blomfield
**School strategic directions 2015 - 2017**

**STRATEGIC DIRECTION 1**
Consistent, high standard quality teaching and learning programs enabling all students with the necessary skills to be successful lifelong learners.

**Purpose: Mastery**
Ensure all learners are reflective of their instructional level based on best practice statements.

Ensuring high quality curriculum and assessment is available for all learners at all levels to support fluency and high order thinking.

**STRATEGIC DIRECTION 2**
Promotion of positive culture and behaviour for success for all.

**Purpose: Self-Direction**
Embed a culture of High Expectations in which staff, students and parents value success in learning and take responsibility for their own ongoing learning.

Ensuring all students and staff have an enhanced environment for teaching and learning.

**STRATEGIC DIRECTION 3**
Building quality leadership capacity at all levels.

**Purpose: Contribution**
Inspire and create opportunities for students, staff and parents to build a range of leadership skills at all levels.

Empower teacher capacity to engage with leadership opportunities and work in a genuine collaborative professional learning network/community.
Strategic Direction 1: Consistent, high standard quality teaching and learning programs enabling all students with the necessary skills to be successful lifelong learners.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure all learners are reflective of their instructional level based on best practice statements.</td>
<td>Staff and students as learners are engaged and empowered participants in the learning cycle.</td>
<td>Understanding the scope of learning and expectations through explicit criteria which promote continuous improvement and high achievement.</td>
<td>Product: Show continual individual growth in internal and external data. <em>(Literacy and Numeracy Continuum, NAPLAN, HSC)</em></td>
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<tr>
<td>To ensure that high quality curriculum and assessment is available for all learners at all levels to support fluency and high order thinking.</td>
<td>All members of the school community have a Growth mindset and are committed to continuous improvement.</td>
<td>Building meaningful two-way feedback into all learning processes for all learners to provide genuine opportunity for growth.</td>
<td>Practice: Ongoing analysis of internal and external data. <em>(Literacy and Numeracy Continuum, NAPLAN, HSC)</em></td>
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<tr>
<td></td>
<td>All members of the school community are engaged in building high expectation relationships.</td>
<td>Learners are empowered in the use of a range of strategies which develop understanding and engagement with the literal to the conceptual levels of thinking through use of the ALaRM© matrix and Focus on Reading Super Six Strategies.</td>
<td>Product: School policy and procedures covering K-12 Scope and Sequences, teaching and assessment embedded with best practice pedagogy across all Key Learning Areas.</td>
</tr>
<tr>
<td>Improvement Measures</td>
<td></td>
<td>Practice: Monitoring and evaluation of teaching and assessment practices are embedded within the whole school.</td>
<td>Product: School wide policy and procedures covering meaningful feedback and support for improvement at all levels of learning.</td>
</tr>
<tr>
<td>✔ % increase in students achieving at or beyond the expected growth in NAPLAN and the HSC</td>
<td></td>
<td>Practice: A range of feedback strategies underpinned by the values of a growth mindset occur in high expectation relationships including: student/student, teacher/student, teacher/parent, teacher/teacher.</td>
<td></td>
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<td>✔ % increase in the students working at or above the expected cluster in the Literacy and Numeracy continuum</td>
<td>(this includes all members of the community: parents, students, staff, business and industry partners)</td>
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Note: this links to the first bullet-points (✔) in the Products and Practices column
Strategic Direction 2: Promotion of positive culture and behaviour for success for all.

**Purpose**
To embed a culture of High Expectations in which staff, students and parents value success and take responsibility for their own lifelong learning.

To ensure all students and staff have an enhanced environment for teaching and learning.

**People**

<table>
<thead>
<tr>
<th>Students:</th>
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<tr>
<td>• Have high expectations of themselves</td>
<td>Understanding and implementing the Positive Behaviour for Success program through targeted activities which promote continuous improvement at a class and whole school level.</td>
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<tr>
<td>• Understand the core values of being safe, respectful, responsible and participatory learners and collaborate with each other to enhance their learning and the learning of others</td>
<td>Building a meaningful two-way communication strategy around school culture and positive behaviour to provide genuine opportunity for continuous improvement.</td>
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<tr>
<th>Staff:</th>
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<tr>
<td>• Have high expectations of student work and behaviours.</td>
<td>Product: Evidence demonstrates that students accept responsibility for their own behaviour and uphold the expectations of the behaviour code.</td>
</tr>
<tr>
<td>• Consistently implement best practice of student behaviour management including positive recognition and appropriate consequences.</td>
<td>Practice: Consistent positive behaviours that reflect our values practiced by all students and staff, supported by active parent involvement.</td>
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<tr>
<td>• Understand and reinforce the values promoted through the continued implementation of a High Expectations culture</td>
<td>Product: Documentation of transparent and explicit policy, procedures, data monitoring and communication strategy around the management of student behaviours.</td>
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<td></td>
<td>Practice: A range of “Stronger Smarter” strategies underpinned by the values of a growth mindset and high expectations relationships are utilised to review, modify and evaluate a range of classroom and whole school policy and procedure around Learning and Engagement.</td>
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**Improvement Measures**

| % increase of student opportunity to engage in effective learning with positive behaviours (reduction in discipline actions/documentation) |
| % increase of students, staff and parents meaningfully engaged with student wellbeing programs |

*Note: this links to the first bullet-points (✓) in the Products and Practices column*
## Strategic Direction 3: Building quality leadership capacity at all levels.

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**Purpose**

To inspire and create opportunities for students, staff and parents to build a range of leadership skills at all levels.

Empower teacher capacity to engage with leadership opportunities and work in a genuine collaborative professional learning network/community.

### Improvement Measures

- % increase in numbers of students across the school participating in formal leadership opportunities
- Increase in staff working and confidence in collaborative networks and mentoring opportunities

*Note: this links to the first bullet-points (⚠️) in the Products and Practices column*

<table>
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**People**

All members of the school community appreciate

High Expectation Relationships based on mutual trust and shared purpose.

All members of the school community take on a range of informal and formal leadership roles and participate in school decision making.

Members of the school community are engaged in refining and integration of skills and learning experiences to develop leadership capacity.

**Processes**

Develop structures to facilitate understanding and skill development across all members of the school community.

Development of professional practices and partnerships within the school, other schools and academic partners to challenge, inspire and develop Best Practice

Create systems which articulate roles and procedures relevant to different settings, enabling people to aspire to and project into different roles.

**Products and Practices**

**Product:**

%-increase in numbers of students across the school participating in leadership opportunities.

**Practice:**

Opportunities for all members of the school community to participate in leadership development are planned, implemented and monitored.

**Product:**

Staff are confident leaders who participate in collaborative networks and mentoring opportunities.

**Practice:**

Teacher mentoring and collaborative networks focused on quality teaching, learning and leadership are explicitly implemented and monitored.