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.

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 250 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 aspect 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.

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

Broken Hill Public School

STRATEGIC DIRECTION 1
Student Learning
 Equip students to become successful 21st century learners.

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
 Teaching pedagogy, engagement and diversity.

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
 School community culture and values.

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.

**PEOPLE**

How do we develop capabilities of our people to bring about transformation?

Students will be engaged with teaching and learning programs and extra-curricular activities that are purposeful and successful.

Staff will have a sound knowledge of assessment data.

Staff will have a sound skills and knowledge of extra-curricular activities.

Analyse assessment data to direct quality teaching and learning programs.

Families will engage in children's learning. Attend school events and support classroom practices.

**PROCESSES**

How do we do it and how will we know?

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.

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.

Release two Assistant Principals to develop an assessment framework to monitor and evaluate student learning.

Have increased access to opportunities such as: dance, LOTE, drama, singing, art, fitness in the educational setting.

Release staff members to develop data base of extracurricular and interest based opportunities and community expertise to target individual needs.

**PRODUCT AND PRACTICES**

What is achieved and how do we know?

An opportunity class focusing on extension and enrichment is established catering for students of the Broken Hill Community.

All 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, and are strongly aligned with the school’s vision, values and priorities.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

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

**IMPROVEMENT MEASURE/S**

An opportunity class focusing on extension and enrichment is established catering for students of the Broken Hill Community.

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, and are strongly aligned with the school’s vision, values and priorities.
## Strategic Direction 2: Teacher Quality

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<th>PURPOSE</th>
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| To develop, implement and share innovative expert teaching, learning and leadership practices to enhance student engagement in a positive school environment. | **How do we develop capabilities of our people to bring about transformation?**
Students will engage and become involved learners.
Staff has the knowledge and skills to collaboratively assess, plan and differentiate teaching and learning programs.
Staff has a deep knowledge of new curriculum.
Staff will engage in the "positive teacher partnership program" (PTPP).
Staff understand and use quality pedagogy to inform best practice.
| **How do we do it and how will we know?**
All teachers released 1 day a term to complete Performance and Development Plan (PDP) in consultation with mentors, highlighting the national teaching standards.
Professional learning in Instructional Rounds, to be accessed by all teachers.
Executive to develop collaborative focus teams to initiate positive teacher partnership program.
Reinitiate local leadership network to build capacity and partnerships with other schools in the area. | 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 demonstrates deep knowledge of new curriculum and share expertise to drive quality teaching and learning.
What is achieved and how do we know?
| **IMPROVEMENT MEASURE/S**
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. | **What are our newly embedded practices and how are they integrated and in sync with our purpose?**
The school has aligned staff procedures and school systems for collecting, analysing and reporting local and external data on student and school performance.
Teachers collaborate within and across stages to ensure consistency of curriculum, delivery, including strategies for differentiation and consistency of teacher judgement. |
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.

PEOPLE
How do we develop capabilities of our people to bring about transformation?

- Staff 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.
- Parents will be actively involved in the school and establish learning alliances to support their child's learning.
- Students will encourage parent involvement through invitations to school events.

IMPROVEMENT MEASURE/S
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.

PROCESSES
How do we do it and how will we know?

- Increased awareness of school performances and practices through the development of an online learning community and the creation of the 'Central Coffee Club'.
- Joint funds provided to access online community information to build parent–school partnerships, including 'Parenting Ideas'.
- Release staff member two days each term, to develop and maintain digital profile through the development of online community.
- School team to implement community based projects such as community expos and cultural circles and spaces.
- 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.

PRODUCT AND PRACTICES
What is achieved and how do we know?

- 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 in school activities, underpinned by a productive learning environment.

- What are our newly embedded practices and how are they integrated and in sync with our purpose?
  Practices are embedded for parents to be engaged and understand the learning process of their children and how to effectively support them to learn.
  There is school-wide, collective responsibility for student learning and success, with high levels of students, staff and community engagement.
  Two-way, reciprocated and respectful communication between students, staff and parents.