School Background 2015 - 2017

SCHOOL VISION STATEMENT

Booral Public School is a school where students feel safe, confident and respected. They enjoy school and are keen to attend.

Staff at Booral Public School feel motivated, respected and enthusiastic about their job. They are professional, approachable and focused on continual improvement of themselves and their students.

The wider school community feel welcomed and respected. They are supportive and encouraging of the school and its endeavours to provide quality education to the local community.

All members of Booral Public School community are happy and proud of the school and speak positively about the school’s achievements.

SCHOOL CONTEXT

Booral Public School is a picturesque primary school located in the rural community of Booral on The Bucketts Way. The school is a focal point of the community and it has serviced the area since 1865.

The school is a proud member of “The Bucketts Way Community of Schools” and “Myall Lakes Community of Schools” as well as the “Teaching Principal’s Collegial Leadership Network”.

Booral Public School enjoys a friendly and welcoming relationship with the local community and is generously supported by the parent body and many local businesses. The school has productive and collaborative links with neighbouring schools in the area.

The attractive grounds and heritage buildings complement the excellent learning facilities. The small class sizes allow teachers to devote more individual time and attention to students, giving students greater access to resources. The ongoing professional development of teachers ensure students are engaged in quality learning programs.

The school is well-resourced with outdoor learning areas, a covered outdoor learning area, a fully networked computer system and a well-maintained library.

SCHOOL PLANNING PROCESS

Booral Public School uses rigorous planning and evaluation processes to determine the future direction of education for students.

The school seeks feedback on its performance from students, staff, parents and the wider community through surveys, focus groups and forums.

Planning for future educational directions is a collaborative process where the school consults with the Department of Education and Communities educational consultants, staff, other educational professionals, parents and carers, the wider school community and students to plan learning experiences, programs and projects that will best deliver effective educational experiences for students.
School Strategic Directions 2015 - 2017

Purpose of Strategic Direction 1

To deliver consistent high quality curriculum which leads to creative, innovative and resourceful learners.

Purpose of Strategic Direction 2

To support staff in an environment which encourages collaboration to ensure all aspects of the teacher professional standards are understood and being implemented.

Purpose of Strategic Direction 3

To engage with parents, carers, the wider community and collegial groups to strengthen partnerships to support student learning.
### Strategic Direction 1: Inspired learners

#### PURPOSE
To deliver consistent high quality curriculum which leads to creative, innovative and resourceful learners.

#### PEOPLE

| **Staff:** | ✓ are confident, enthusiastic and regular users of Information and Communication Technologies (ICT) and use it to collaborate.  
|           | ✓ explicitly and confidently program comprehension skill development in all Key Learning Areas.  
| **Students:** | ✓ are confident, enthusiastic users of ICT and use it to enhance their learning.  
|           | ✓ confidently use explicit comprehension skills in all Key Learning Areas.  
| **Parents / Community:** | ✓ with students and teachers work together using ICT to improve the learning of all students.  
|           | ✓ develop an understanding of explicit spelling and comprehension skills. |

#### PROCESSES

| **e-Learning** | ✓ Equipment / skills audit and establish program.  
|               | ✓ Establish a targeted professional learning program.  
|               | ✓ Implement program for students.  
| **Literacy Development** | ✓ Determine and record current student comprehension and spelling skills.  
|               | ✓ Establish targeted professional learning.  
|               | ✓ Develop the explicit comprehension and spelling skills of students. |

#### PRODUCT AND PRACTICES

| **Products:** | ✓ An established e-Learning program.  
|              | ✓ Staff skilled and trained to design and implement technology integration as measured through the ICT matrix guide.  
|              | ✓ Students increasingly access learning through technology platform as indicated in programming.  
|              | ✓ Staff skilled and trained to develop explicit spelling and comprehension skills.  
|              | ✓ Students demonstrate a range of spelling and comprehension skills in work samples.  
| **Practices:** | ✓ Teachers implementing new technology skills into their teaching practices appropriate to skill base.  
|              | ✓ Students apply ICT in learning tasks.  
|              | ✓ Teachers program for explicit spelling and comprehension skill development.  
|              | ✓ Students regularly use a range of comprehension strategies to develop deeper understanding of subject content.  
|              | ✓ Students regularly use a range of spelling strategies to spell familiar and unfamiliar words. |
**Strategic Direction 2: Build teacher capacity and quality teaching**

**PURPOSE**
To support staff in an environment which encourages collaboration to ensure all aspects of the teacher professional standards are understood and being implemented.

**PEOPLE**

**Staff:**
- deeply understand and confidently implement new syllabus and their links to the continuums.
- learning sequences and assessment records reflect student progress against new syllabus.
- be actively engaged in their own professional learning and monitor their own standards.

**IMPROVEMENT MEASURES**
- Curriculum / assessment rubrics developed.
- Learning programs and assessment records reflect new syllabus.
- Increased confidence when reporting to parents / carers about student achievement against new syllabus.
- Use teacher evidence and reflection on professional practice of the Teacher Professional Standard related to their individual professional goals.

**PROCESSES**

**Process:**
- Professional learning coordinator engaged to support planning, implementation and monitoring of programs.
- Individual and collaborative small schools professional learning.
- Development and implementation of scope and sequences, units of work and assessment rubrics.
- Teachers develop, implement, review and reflect on professional learning.
- Teachers develop, implement, review and reflect on learning sequences, lessons and assessment tasks.

**PRODUCT AND PRACTICES**

**Products:**

**Syllabus:**
- New syllabus implemented and student progress reported to students, parents / carers.
- Scope and sequences developed.
- Units of work planned and implemented.

**Performance and Development:**
- Individual learning plans for teachers.
- Teachers maintain a professional learning journal.

**Practices:**
- Teachers reflecting and gathering evidence of their progression through teacher professional standard related to their professional goals.
- Teachers actively seek and engage in relevant professional learning associated with individual learning journal / plan.
- Teachers planning learning sequences, reflecting on learning sequences and reporting student achievement using new syllabus.
Strategic Direction 3: Engage with our community

**PURPOSE**

To engage with parents, carers, the wider community and collegial groups to strengthen partnerships to support student learning.

**PEOPLE**

**Staff:**
Develop staff capacity to build stronger community relations through targeted professional learning.

**Parents / Carers and Community:**
To establish a collaborative learning community with students, parents / carers and teachers to support programs at the school which encourages positive family / school partnerships for the educational benefit of all students.

**PROCESSES**

- Professional learning for staff in positive and effective interactions with parents / carers and the wider school community.
- Create two way communication processes which support active and frequent collaboration between the school and community.
- Students, staff and parents / carers participate in the Tell Them From Me Survey and analyse results for future planning.
- Professional learning for school community members to develop a greater understanding of the current educational research that underpins how teachers educate their students.

**PRODUCT AND PRACTICES**

**Products:**
- Greater parent / carer understanding of student learning, learning issues and curriculum content.
- Increased teacher confidence and expertise in engaging with parents / carers and the wider community.
- Clear and concise reporting practices on student progress.
- Productive, supportive collegial group, meeting on a regular basis.

**Practices:**
- Reciprocated and respectful communication between students, staff, parents / carers and the wider school community.
- Clear and concise, formal and informal reporting on student progress.
- High level collaboration of all Collegial Leadership Network Principals.

**IMPROVEMENT MEASURES**

- Parent / carer satisfaction survey based on processes.
- Increased parent / carer involvement in school.
- Achieving milestones, shared goals and projects.
- Increased satisfaction results from the school community shown in the Tell Them From Me Surveys.