Baulkham Hills North P.S. School plan 2015 – 2017
School background 2015 – 2017

<table>
<thead>
<tr>
<th>SCHOOL VISION STATEMENT</th>
<th>SCHOOL CONTEXT</th>
<th>SCHOOL PLANNING PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baulkham Hills North Public School aims to provide students with excellent academic programs with a focus on Literacy and Numeracy as well as a range of extra-curricula activities such as dance, drama, choir, band and sporting opportunities. The values of Baulkham Hills North Public School enable students to develop the skills necessary to become responsible citizens who see themselves as an integral part of the society in which they live.</td>
<td>Baulkham Hills North Public School is a large primary school, located in The Hills district of North Western Sydney. Baulkham Hills North Public School has a strong academic focus with an emphasis on Literacy and Numeracy. The students at Baulkham Hills North Public School regularly perform above state average during NAPLAN assessments. The Baulkham Hills North staff is enthusiastic, dedicated and caring. There is a culture of collaboration when planning and implementing teaching and learning programs. The school's core values TRUTH, RESPECT, RESPONSIBILITY, KINDNESS, EFFORT and LOYALTY are explicitly taught and underpin the student welfare and behaviour policies. Baulkham Hills North Public School community is supportive and eager to be involved in all school events.</td>
<td>The staff, students and community members of Baulkham Hills North Public School all contributed to the planning process and the development of this plan. Staff, through several meetings, were given information about why this process was being undertaken and the relevant documents that underpinned its implementation. Staff where then asked to identify school policies and practices that, were working well, needed improvement and any that were not working well. They were also asked to identify new initiatives that should be undertaken. Parents were provided with opportunities to contribute at both P&amp;C meetings and School Club meetings. Parents were provided with some background information about the planning process and given the same opportunity to provide input as the staff. The student body was represented by the senior SRC. They were asked to comment on the programs and practices they valued, those they didn't and any new initiatives or improvements they thought were needed. All responses were collated and considered in the formation of this School Plan.</td>
</tr>
</tbody>
</table>
School strategic directions 2015 – 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

STRATEGIC DIRECTION 1
High expectations for academic success

Students are explicitly challenged and helped to achieve high standards in all areas of Literacy and Numeracy. The teacher has high expectations and guides each student to achieve their personal best in a supportive learning environment that promotes engagement, independence and motivation.

STRATEGIC DIRECTION 2
Supported social development

A quality student welfare policy that effectively meets the needs of all students is implemented. Ensuring that school core values are explicitly taught and that initiative, effort and learning progress are acknowledged in a fair and balanced way.

STRATEGIC DIRECTION 3
Community connections

Connections across the wider community are developed and fostered, facilitating student participation in a range of activities to promote a supportive learning community and to enhance social cohesion.
**Strategic direction 1: High Expectations for Academic Success**

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>PEOPLE</th>
<th>PROCESSES</th>
<th>PRODUCT AND PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do we need in this particular strategic direction and why is it important?</strong></td>
<td><strong>How do we develop capabilities of our people to bring about transformation?</strong></td>
<td><strong>How do we do it and how will we know?</strong></td>
<td><strong>What is achieved and how do we know?</strong></td>
</tr>
</tbody>
</table>
| | **Students:** Build the capacity of students to use higher order thinking skills and collaborative problem solving skills in order for them to achieve their full potential | **Students:** Assessments will show students using higher order thinking skills and creative thinking to solve problems and to create and respond to texts. | **Product**
| | **Staff:** Provide professional learning that reflects relevant and current educational research providing teachers with the skills to use evidence based teaching practices to bring about improvements in student learning. | **Staff:** Teaching and learning programs will indicate evidence based teaching practice, explicit teaching of higher order thinking skills and student assessment driven learning programs. | NAPLAN results demonstration a 10% improvement in student scores in the top two bands. |
| | **Parents:** Providing parents with information about current student learning program to ensure they are confident to support learning in the home environment. | **Leaders:** A sequential professional learning plan along with consultation and observation will be used to ensure milestones are met. | **What are our newly embedded practices and how are they integrated and in sync with our purpose?**
| | **Community partners:** Encouraging links with local professionals such as Speech Pathologists and Occupational Therapist to ensure that we are working in together to bring about improvements in student outcomes. | **Evaluation plan:** School based assessment and external data such as NAPLAN will be used to ensure a steady increase in student learning outcomes. | **Practices**
| | **Leaders:** Lead the development and delivery of quality literacy and numeracy programs and practices, through planned and sequential professional learning. | | Proactive professional learning on evidence-based practice and data analysis resulting in improve outcomes for students. |

**IMPROVEMENT MEASURE/S**

- NAPLAN results demonstration a 10% improvement in student scores in the top two bands.
- Grade assessments in Literacy and Numeracy and PLAN data will indicate a 10% improvement in student outcomes.
## Strategic direction 2: Supported Social Development

### PURPOSE

Why do we need this particular strategic direction and why is it important?

Ensure students’ social and emotional development is fostered in a safe and supportive environment.

### IMPROVEMENT MEASURE/S

- 10% decrease in the number of reflections
  
  Teacher PBEL survey will show an overall 20% improvement.

  Playground record sheet will show a 20% improvement in minor and repeated playground incidents.

### PEOPLE

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

**Students:** Build the capacity of students to become responsible citizens able to make ethically sound decisions.

**Staff:** Ensure the school’s core values are explicitly taught and that the school’s discipline and reward system is consistently followed.

**Parents:** Ensure parents understand both the school’s discipline and reward system by providing them with regular updates. Ensuring they are able to fully support school systems and practices.

**Community partners:** Ensuring the school’s student welfare policy reflects community expectations.

**Leaders:** Utilising both KidsMatter and PBEL to bring about improvements in student welfare, student discipline and student reward practices.

### PROCESSES

How do we do it and how will we know?

**Students:** Students use the student discipline system and school core values to guide their behaviour at school.

**Staff:** Teaching and learning programs show the explicit teaching of school core values. Student reward records indicate the school system is followed and monitored.

**Leaders:** Provide staff, students and parents with regular information about the student welfare, discipline and reward system to ensure continued, consistent implementation.

**Evaluation plan:** Student welfare records will be regularly monitored. Surveys and consultation will be used to ensure satisfaction rates are maintained.

### PRODUCT AND PRACTICES

What is achieved and how do we know?

**Product:** Surveys will indicate that Baulkham Hills North Public School has a student welfare, student discipline and student reward system that teaching staff, students and parents clearly understand and implement.

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

**Practices:** Methods of tracking and evaluating student welfare, student discipline and student rewards will be implemented.
Strategic direction 3: Community Connections

PURPOSE

Why do we need this particular strategic direction and why is it important?

In order to become a responsible citizen capable of making ethically sound decisions, students must feel a connection and affiliation with both their school and the wider community in which they live.

IMPROVEMENT MEASURE/S

100% of students are provided with an opportunity to participate in an activity organized by a local sporting or community organisation.

School calendar will show a 20% increase in the number of events involving community organisations.

PEOPLE

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

Students: Students are able to see links between the school and local sporting and community organisations through participation in school based activities.

Staff: Community connections will be considered when planning teaching and learning programs.

Parents: The skills and capability of parents will be utilised when developing community connections.

Community partners: The school develops strong links with community partners such as The Castle Hill LAC, local sporting organisations, local professionals such as Speech Pathologists and Occupational Therapists. These links are fostered through regular activities and events.

Leaders: Provide information about relevant organisations and provide opportunities for them to participate in school programs and events.

PROCESSSES

How do we do it and how will we know?

Students: Will be able to articulate how participation in community and sporting activities and school learning work together to bring about self-improvement.

Staff: Teaching and learning programs indicate links with local community organisations.

Leaders: Leaders will ensure all community members participating in school based activities meet DEC guidelines.

Evaluation plan: The school calendar and teaching and learning programs will be monitored to ensure there is a school wide focus on community connections.

PRODUCT AND PRACTICES

What is achieved and how do we know?

Product: 100% of students are provided with an opportunity to participate in an activity organised by a local sporting or community organisation.

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

Practices: School events involving community connections occur regularly in the school year. Teachers assist students to see how participation in these events will help to equip them with the skills to become a responsible citizen.