Birchgrove Public School is located on the Balmain Peninsula. The school was established in 1885 and has a strong history in the local area which is rich in culture and traditions of Indigenous Australians and early European settlement in Australia. The community is diverse, vibrant and supportive. The school has a pre-school comprising two classes that is part of the whole school organization. Our philosophy encompasses a whole school approach to student welfare which is proactive and restorative. Our focus is on developing strong and supportive interpersonal relationships which encourages students to be responsible for their own behaviour and learning. At Birchgrove we promote equity and excellence and lead our students into becoming confident and creative individuals, active and informed citizens, and successful learners.

**Values, Beliefs, Aspirations and Vision**

Our School motto is to “Strive” and this sums up what we stand for. Birchgrove Public School Learning community has identified Excellence, Respect, Resilience, Trust and Care as our shared values. Birchgrove School is committed to improving every child’s academic, sporting, cultural and social development by providing a stimulating, engaging and supportive environment.

**Background Information**

Birchgrove Public School community enjoys positive relationships and high expectations demonstrated by inclusive access to learning programs and the celebration of excellence by all students. This includes meeting the needs of gifted and talented students and those with identified special / support needs.

**Student Performance Information**

Birchgrove Public School students demonstrate a high level of academic performance in school- based and external assessments. Data analysis indicates that our Students’ have consistently performed above State, National and Statistically Similar Group (SSG) students in the National Assessments in Literacy and Numeracy (NAPLAN).

**Staff Information**

Birchgrove Public School staff demonstrate a commitment to Quality Teaching and management of change in teaching practises by using a collaborative team approach, focused professional learning, and team Planning, Programming, Assessment and Reporting P-6.

**Significant School Programs**

- Italian Language Program taught K-6
- Public Speaking and Debating
- Support programs for special needs students
- Student- centred welfare programs including Anti Bullying, Cybersafety, Bounce Back and Restorative Practices
- High level of integrated technology in classrooms
- School- based and external sporting competitions
- Creative and Performing Arts – Extensive Bands & Music Program, Choir
- Extensive transition programs for Kindergarten Year 6
- Community collaboration programs including active P&C committees and classroom participation program
<table>
<thead>
<tr>
<th>SCHOOL IDENTIFIED PRIORITY AREA/S</th>
<th>INTENDED OUTCOME/S</th>
</tr>
</thead>
</table>
| Curriculum and Assessment        | • Increased student outcomes in all Key Learning Areas through a focus on Quality Teaching, innovation, differentiation and creativity.  
                                 | • Increased student outcomes and levels of achievement in literacy for all students.  
                                 | • Increased student outcomes and levels of achievement in numeracy for all students.  |
| Engagement                       | • High levels of well-being for all students.  
                                 | • Students, staff and parents are engaged members of local, national and global communities.  
                                 | • Students and staff are engaged in learning.  |
| Leadership and Management         | • Fostering and developing leadership capacity in students and staff.  
                                 | • Efficient and effective management of educational programs and initiatives.  |
| Aboriginal Education              | • A school culture and practice that respects every student’s needs, culture, gender and learning potential.  
                                 | • An awareness that education about Aboriginal Australia is for all students.  |
| Organisational Effectiveness      | • Teachers use evidence based systems  
                                 | • Technology is used to integrate systems and practices to inform teachers of patterns in student learning and behaviour  |

**TARGET/S**

### Curriculum & Assessment

- Increased student outcomes in all KLAs measured through quality assessment and reporting.  
- Increased collective professional knowledge through quality professional learning as evidenced through evaluation of class and school programs.  
- Increased community awareness of the school's quality learning programs as indicated through surveys and forum groups.  
- Increase the percentage of students who achieve in the top two bands in reading, writing and spelling for national and state assessment.  
- Raise students' literacy levels through explicit and systematic teaching with a focus on reading and writing as indicated by achievement of expected growth in national testing.  
- Close the gap in literacy for student achievement levels across the school as indicated by a decrease in the number of students in Bands 2 and 3.  
- Increased use of ICTs to develop student and teacher skills in multimodal environments.  
- Increase the percentage of students who achieve in the top two bands in numeracy for national and state assessment.  
- Raise students' numeracy levels through explicit and systematic teaching of identified areas of development as indicated by internal and external assessment measures.  
- Close the gap in numeracy for student achievement levels across the school as indicated by a decrease in the number of students in Bands 2 and 3.  
- Increased use of ICTs to develop student and teacher skills in numeracy using multimodal tools.
Engagement

- Meet the learning needs of all students.
- Increase levels of resilience and use of positive social skills in all school contexts.
- Maintain consistency in behaviour management in all school contexts.
- Raise the profile of physical fitness as a component of overall wellbeing.

Develop communities of learners through:

- Increased focus of environmental education in line with national curriculum, cross curriculum perspectives and regional three year plan.
- Increased support of students in transition from preschool to primary and from middle school to high school.
- Increased parent engagement in educational programs.
- Further partnerships through our Asia Literacy and Aboriginal Education programs.
- Implementation of an effective and engaging professional learning model to support Quality Teaching to ensure improved outcomes in student achievement.

Leadership & Management

- Students effectively partaking in leadership roles within and beyond the classroom.
- Recognition of quality teachers as classroom leaders across the school.
- Continued support of staff seeking leadership roles within the school and effectively carrying out their responsibilities.
- Ongoing reflection on teacher practice within the classroom to ensure improved student outcomes.
- Continued investment in quality resources to enhance learning outcomes for students across the curriculum.
- Critical selection of school investment in quality programs to support student learning.
- Equitable allocation and organisation of human and monetary resources across the school.
- Ongoing maintenance of school grounds to promote school pride.

Aboriginal Education

- All staff and students have increased knowledge and understanding of Aboriginal Australia.
- Staff provided with opportunities for professional development to gain greater understanding of Aboriginal histories, cultures and experiences, as well as embedding this in teaching and learning programs.

Organisational Effectiveness

- Teachers use evidence based systems to inform the schools practices to meet the needs of students.
- Technology is used to integrate systems and practices to inform teachers of patterns in student learning and behaviour.
<table>
<thead>
<tr>
<th>OUTCOME/S</th>
<th>TARGET/S</th>
</tr>
</thead>
</table>
| Increased student outcomes in all Key Learning Areas through a focus on Quality Teaching, innovation, differentiation and creativity. | - Increased student outcomes in all KLAs measured through quality assessment and reporting.  
- Increased collective professional knowledge through quality professional learning as evidenced through evaluation of class and school programs.  
- Increased community awareness of the school’s quality learning programs as indicated through surveys and forum groups. |

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- All teachers engage in professional learning in the Quality Teaching framework to design, differentiate and reflect on teaching and learning.</td>
<td>- Evidence of Quality Teaching framework and differentiation in all class programs.</td>
</tr>
<tr>
<td>- Consistent focus on grade collaborative programming.</td>
<td>- Quality collaborative programs planned, implemented and evaluated in grade teams.</td>
</tr>
<tr>
<td>- Fostering opportunities to develop and celebrate creativity in the four creative and performing arts.</td>
<td>- Creative and Performing arts will be integral across the curriculum evidenced in class programs.</td>
</tr>
<tr>
<td>- Continued focus on conceptual programming matched to national curriculum/ new state syllabus content towards 2014.</td>
<td>- Conceptual scope &amp; sequence in line with new state syllabus content.</td>
</tr>
<tr>
<td>- Maintenance of conceptual programming scope and sequence, integrated with literacy.</td>
<td>- An effective system in place to guide the continuum of conceptual development across K-6 conceptual programs.</td>
</tr>
<tr>
<td>- Ongoing emphasis of Aboriginal education and Aboriginal perspectives through all Key Learning Areas.</td>
<td>- Explicit and systematic teaching of literacy embedded into all conceptual programs.</td>
</tr>
<tr>
<td>- Emphasis on differentiation for students through Gifted and talented programs and Learning Support. (IEPs, committee)</td>
<td>- All learning programs incorporate an authentic Aboriginal perspective</td>
</tr>
<tr>
<td>- Gifted and Talented committee to ensure continued identification of students and maintenance of the student register.</td>
<td>- Individualised Learning Plans developed for all identified students with specific learning needs.</td>
</tr>
<tr>
<td>- Teachers to have high expectations for all students to ensure a relentless focus on improved student outcomes.</td>
<td>- Annual data review of Gifted and Talented students to maintain accurate identification procedures.</td>
</tr>
<tr>
<td>- Professional learning on effective targeted feedback for students related to metacognition.</td>
<td>- Students engaged in quality differentiated learning experiences across the curriculum</td>
</tr>
<tr>
<td>- Diversifying assessment strategies with a focus on consistent teacher judgement.</td>
<td>- Students will be provided with timely, targeted feedback that promotes their self-assessment of learning.</td>
</tr>
<tr>
<td>- Ongoing professional learning on using creativity tools in teaching and learning (thinking diagrams etc).</td>
<td>- Staff will use a range of assessment strategies to evaluate student learning with a focus on teacher judgement, through ongoing moderation.</td>
</tr>
<tr>
<td></td>
<td>- Students and teachers use a variety of creative tools to promote and engage in learning.</td>
</tr>
</tbody>
</table>
## SCHOOL IDENTIFIED PRIORITY: Curriculum and Assessment

### OUTCOME/S

**Increased student outcomes and levels of achievement in literacy for all students.**

### TARGET/S

- Increase the percentage of students who achieve in the top two bands in reading, writing and spelling for national and state assessment.
- Raise students’ literacy levels through explicit and systematic teaching with a focus on reading and writing as indicated by achievement of expected growth in national testing.
- Close the gap in literacy for student achievement levels across the school as indicated by a decrease in the number of students in Bands 2 and 3.
- Increased use of ICTs to develop student and teacher skills in multimodal environments.

### STRATEGIES

- Application of the literacy continuum K-10 to track student learning.
- Professional development of staff in the explicit teaching of reading through professional learning with a focus on comprehension.
- Professional development of staff in the explicit teaching of writing through professional learning with a focus on language and grammar at word, clause, sentence and text level.
- Professional development of staff in the marking of Naplan writing to improve teacher understanding of the grammatical aspects and structures of writing achievement.
- Bridging the gap between student’s level of achievement in the reciprocity of reading and writing.
- Incorporate in school volunteer programs to assist students requiring additional reading support.
- Ongoing focus on integration with Arts with a focus on teaching with literature and links with conceptual programming.
- Increased levels of teacher and student skills in multiliteracies in line with national curriculum requirements.
- Professional learning on critical literacy including digital environments.

### INDICATORS

- Enhanced use of data to guide teaching and learning.
- Explicit teaching of six comprehension strategies through guided reading K-6.
- Improvement in Naplan results in reading at interpretive and inferential level.
- Explicit teaching of modelled and guided writing with a focus on language and structure as evidenced in programming and classroom observations.
- Improved Naplan results in writing in the areas of cohesion, word choice, structure and audience engagement at sentence and text level.
- Closer correlation between reading and writing achievement as indicated by Naplan data.
- Reduction in the number of students in the lower outlier in literacy achievement as indicated through school, state and national assessment data.
- Teachers programs reflect integration of conceptual programs and writing through the use of literature and arts.
- Teachers K-6 incorporating viewing and representing in programming.
- Teachers and students demonstrate increased levels of digital & information literacy.
### SCHOOL IDENTIFIED PRIORITY: Curriculum and Assessment

<table>
<thead>
<tr>
<th>OUTCOME/S</th>
<th>TARGET/S</th>
</tr>
</thead>
</table>
| Increased student outcomes and levels of achievement in numeracy for all students. | • Increase the percentage of students who achieve in the top two bands in numeracy for national and state assessment.  
• Raise students’ numeracy levels through explicit and systematic teaching of identified areas of development as indicated by internal and external assessment measures.  
• Close the gap in numeracy for student achievement levels across the school as indicated by a decrease in the number of students in Bands 2 and 3.  
• Increased use of ICTs to develop student and teacher skills in numeracy using multimodal tools. |

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>INDICATORS</th>
</tr>
</thead>
</table>
| • Explicit teaching & professional development in language of mathematics and working mathematically.  
• Whole school professional learning in quality programming in differentiation across the strands.  
• Professional development on the use of a range of assessment tools.  
• Application of the Numeracy K-10 curriculum framework to track student learning. | • Students will be able read and interpret mathematical problems evidenced by Newman’s analysis, and mathematical journals.  
• Increased use of pretesting, self-assessment and the numeracy continuum as forms of assessment in numeracy.  
• CMIT.  
• Enhanced used of data to guide teaching and learning (Best Start, Naplan, ICAS).  
• Resources CMIT, Counting on, and TEN used to differentiate numeracy programs.  
• 10 Program introduced to differentiate the curriculum in numeracy. |
<table>
<thead>
<tr>
<th>OUTCOME/S</th>
<th>TARGET/S</th>
</tr>
</thead>
</table>
| High levels of well-being for all students. | • Meet the learning needs of all students  
• Increase levels of resilience and use of positive social skills in all school contexts  
• Maintain consistency in behaviour management in all school contexts  
• Raise the profile of physical fitness as a component of overall wellbeing |

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>INDICATORS</th>
</tr>
</thead>
</table>
| • Implementation of the Bounce Back program across the school with a focus on building harmony and resilience for all.  
• Consistent record management of welfare incidents through use of ESR Welfare on Sentral school system with a focus on increasing positive entries.  
• Consistent implementation of student welfare procedures including classroom management systems.  
Promotion of healthy lifestyles through the Sports in Schools program.  
• Weekly LST meetings to support students with emotional and learning needs and to ensure expert agencies are utilised.  
• Continuation of annual Seasons for Growth program.  
• Parent workshops to support their understanding of the Bounce Back program. | • Special needs of students are met, evidenced by IEPs, and a range of internal and external data sources.  
• Decreased number of ESR Welfare entries for negative behaviour.  
• Higher levels of ESR Welfare entries for positive behaviour  
• Weekly Bounce Back lessons are taught K-6.  
• Reduction of students needing repeat visits to the reflection table.  
• Students are engaged in weekly focused Sports lessons.  
• Students attend ‘Seasons for Growth’ program as appropriate.  
• Increased level of a shared understanding of resilience across the school community. |
<table>
<thead>
<tr>
<th>OUTCOME/S</th>
<th>TARGET/S</th>
</tr>
</thead>
</table>
| Students, staff and parents are engaged members of local, national and global communities. | Develop communities of learners through:  
- Increased focus of environmental education in line with national curriculum, cross curriculum perspectives and regional three year plan.  
- Increased support of students in transition from preschool to primary and from middle school to high school.  
- Increased parent engagement in educational programs.  
- Further partnerships through our Asia Literacy and Aboriginal Education programs. |

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>INDICATORS</th>
</tr>
</thead>
</table>
| Continuation of environmental committee as a focus for school involvement.  
Develop learning opportunities through a community of schools for students and teachers with local, country and international schools through the use of ICTs to engage in partnerships for Asia and Aboriginal education.  
Implementation of transition projects and programs for preschool to primary and middle to high school in local networks.  
Offer workshops for parents in the areas of reading, welfare and school transitions to best support students. | Active participation in initiatives organised by the Environmental committee.  
Increased use of the connected classroom facility.  
Successful links to council programs and initiatives.  
Collaborative learning opportunities between students from ours and other schools.  
Maintenance of teach meet events.  
Increased number of parent volunteers to enhance learning programs. |
## SCHOOL IDENTIFIED PRIORITY: Engagement

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and staff are engaged in learning.</td>
<td>Implementation of an effective and engaging professional learning model to support Quality Teaching to ensure improved outcomes in student achievement.</td>
</tr>
</tbody>
</table>

### STRATEGIES

- Implementation of revised professional learning model leading to more consistent collective professional knowledge in the areas of literacy, numeracy and conceptual programming incorporating Gifted and Talented and ICT.
- Maintain funding for grade collaborative programming days to ensure consistency in quality learning programs.
- Whole school professional learning for all teachers to implement Bounce Back K-6.
- Ongoing investment in ICTs to support learning through infrastructure and professional learning in quality pedagogies.
- Promotion of staff morale and well being.
- Ongoing facilitation of teacher networking opportunities to build communities of schools with a focus on best practice.
- Introduction of scholarly reading group for all staff and our community of schools linked to school targets and changing educational contexts- Coffee Club.
- Mentoring through programs for pre service teachers.

### INDICATORS

- Teachers are engaged in two ten week professional learning experiences over the duration of the year which result in increased professional dialogue and improved professional practice.
- Evaluation of teacher programs reflect explicit, systematic, differentiated programming across all KLAs which is reflected in quality of student learning and engagement.
- Consistency in school systems and staff understanding of welfare structures.
- Increased use and diversification of staff and student engagement with ICTs in teaching and learning.
- Staff and students are positive and enthusiastic about teaching and learning.
- Staff are engaged members of local and university based learning communities.
- Students are able to actively reflect and articulate their learning.
## School Identified Priority: Leadership and Management

### Outcome/S

- Fostering and developing leadership capacity in students and staff.

### Target/S

- Students effectively partaking in leadership roles within and beyond the classroom.
- Recognition of quality teachers as classroom leaders across the school.
- Continued support of staff seeking leadership roles within the school and effectively carrying out their responsibilities.
- Ongoing reflection on teacher practice within the classroom to ensure improved student outcomes.

### Strategies

- Maintain and improve leadership opportunities for students K-6.
- Offer professional learning on educational management and leadership for aspiring executive and team leaders.
- Support substantive executive and committee leaders to engage in ongoing professional development through funding.
- Effective mentoring program to provide timely and constructive feedback to staff.
- Promote leadership in the classroom with a focus on effective classroom systems and communication with parents.

### Indicators

- Student involvement in Student exec, SRC, Eco-Ambassador, Library Monitors, House Captains, peer mentoring.
- Teachers offering to lead teams and projects within the school. Teachers involved in ongoing professional dialogue and professional development.
- Increased number of teachers requesting in class mentoring and reflection of practice to ensure best practice within the classroom.
### SCHOOL IDENTIFIED PRIORITY: Leadership and Management

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Target/s</th>
</tr>
</thead>
</table>
| Efficient and effective management of educational programs and initiatives. | • Continued investment in quality resources to enhance learning outcomes for students across the curriculum.  
• Critical selection of school investment in quality programs to support student learning.  
• Equitable allocation and organisation of human and monetary resources across the school.  
• Ongoing maintenance of school grounds to promote school pride. |

#### STRATEGIES
- Ongoing maintenance of resources to support quality learning: ICTs, sport, literacy, numeracy, student welfare, CAPA, Environment.
- Continued school beautification through land management and maintenance of grounds.
- Flexible and equitable timetabling to support RFF programs, playground supervision in the context of a growing school population.
- Continued evaluation of support programs to meet student needs.
- Ongoing evaluation of professional learning opportunities for all staff ensuring equity, relevance and connection to school data.

#### INDICATORS
- Use of effective teaching resources within the classroom to enhance student learning.
- Students involved in quality RFF programs and students supported on the playground to make safe and positive play choices.
- Students identified by class teacher and learning support team to be engaged in programs to support positive learning outcomes.
- Opportunities for teachers to be engaged in professional learning in school and those provided by State and region with a strong focus on ensuring improved student outcomes within school targets.

### SCHOOL IDENTIFIED PRIORITY: Organisational Effectiveness

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Target/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers use evidence based systems. Technology is used to integrate systems and practices to inform teachers of patterns in student learning and behaviour.</td>
<td>Teachers use evidence based systems to inform the schools practices to meet the needs of students. Technology is used to integrate systems and practices to inform teachers of patterns in student learning and behaviour.</td>
</tr>
</tbody>
</table>

#### STRATEGIES
- Identify ways to connect student achievement.  
data with personalised learning plans for a one stop reporting shop.
- Learning Management and Business Resource (LMBR) implemented by evaluating staff capabilities, skill gaps, succession planning needs, training requirements to Develop Professional Learning Plan for improving organisational effectiveness.

#### INDICATORS
- Increased database of programs.
- With differentiated activities based on the quality teaching model.
- Three Australian Curriculum documents implemented by 2014.
- LMBR planned for an implemented against DEC timetable.
- Achievements in PLPs are recorded.
- Students are tracking their own learning achievements through self assessment record keeping.
## SCHOOL IDENTIFIED PRIORITY  Aboriginal Education

### OUTCOMES

| A school culture and practice that respects every student's needs, culture, gender and learning potential. An awareness that education about Aboriginal Australia is for all students. | All staff and students have increased knowledge and understanding of Aboriginal Australia. Staff provided with opportunities for professional development to gain greater understanding of Aboriginal histories, cultures and experiences, as well as embedding this in teaching and learning programs. |

### STRATEGIES

- A planning group will meet early in Term 1 to identify key dates for the implementation of this document.
  - The planning group will identify key professional development sessions for the implementation of indicators in the development of cultural competency amongst staff, and the embedding of Aboriginal histories, cultures and experiences in Teaching and Learning programs.
  - The planning group will identify key dates leading up to NAIDOC and Reconciliation weeks and other key Aboriginal events.

- Complete an audit of Indigenous education resources at LCPS. Compile a list of appropriate Indigenous education digital resources.
  - Purchase additional resources.
  - Report to staff in administration meeting about location of resources and report to staff in weekly administration meeting about current / updated resources.
  - Facilitate access to the Aboriginal Education and Training Policy and Introductory Guide.
  - Staff professional development session on a Monday afternoon.
  - Conduct the above professional development session focusing upon increasing Aboriginal education outcomes across the curriculum.

- Staff to participate in professional development aimed at increasing Aboriginal cultural competency from a diverse range of starting points.
  - Staff to have the opportunity to share their own experience within Aboriginal cultures.
  - Staff to report to staff meetings / professional development sessions, from external courses focusing upon Aboriginal cultural aspect.

- Increase awareness that education about Aboriginal Australia is for all students.
  - Professional development for staff on how to deliver Aboriginal cross-curriculum content within teaching and learning programs.
  - Professional development on incorporating the cultural contexts, values and practices of local Aboriginal communities in teaching and learning programs.

### INDICATORS

- Establish a planning group for Aboriginal Education and Training to coordinate the implementation of the Aboriginal Education and Training Policy.

- Staff access Aboriginal education resources.

- Cultural competency to be developed by staff through professional development.

- Staff to participate in professional learning focusing upon how to embed Aboriginal histories, cultures and experiences in Teaching and Learning programs.