

# Strategic Improvement Plan 2022-2026

## Boolaroo Public School 1302



# BOOLAROO

PUBLIC SCHOOL

Respect, Responsibility, Excellence



# School vision and context

## School vision statement

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At Boolaroo Public School we provide "Quality Education in a Caring and Innovative Environment", where all learners aspire to reach their potential. Students are socially and emotionally equipped to connect, succeed, thrive and learn. As a whole school community we work collaboratively, setting high expectations and building relationships that promote our core values **"RESPECT, RESPONSIBILITY & EXCELLENCE"**.

***Succeeding Today, Preparing for Tomorrow***

## School context

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Boolaroo Public School caters for the educational needs of our local lakeside community students in a caring and inclusive environment. We provide students with access to quality programs within a varied and balanced curriculum. The school fosters a culture of high expectations, community engagement and has strong relationships with our P&C. Our school values of Respect, Responsibility and Excellence underpin our daily work ensuring our learning community strives for excellence.

At Boolaroo Public School we are committed to providing high quality education for students from Kindergarten to Year 6 within a supportive learning environment. There is a strong focus on literacy and numeracy as we believe these are the building blocks for all learners. Using data from external and internal assessments, student learning needs are identified and catered for. Student learning is also supported by a range of extracurricular programs.

Our current school enrolment is 87, and 17 students identifying as Aboriginal and /or Torres Strait Islander people and we have four EAL/D students. Visitors to the school comment on the close, cooperative and supportive relationships that exist between students and staff.

Using our situation analysis we identified two areas of focus for this Strategic Improvement Plan: Student Growth and Attainment and an Inclusive Learning Culture.

To achieve our directions, the school will have a continued emphasis on embedding quality teaching practices in literacy and numeracy. We will continue to use explicit and direct teaching strategies alongside collaboration and feedback to support all students to achieve their expected growth. Further work will occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

A culture of personal excellence and high expectations for all our students will be embedded through providing opportunities for students to belong, thrive, succeed and learn. All stakeholders will work cohesively to create a holistic learning community. Our systems will be transparent, highly effective and sustainable to support community engagement, resulting in sustained and measurable whole school improvement.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student achievement, growth and performance in reading and numeracy, we will ensure the implementation of appropriate curriculum provision for every student. This includes learning activities that are innovative, engaging and differentiated, underpinned by evidence-informed strategies, embedded evaluative practices and quality teaching.

## Improvement measures

### Reading

Achieve by year: 2026

- An increase of 1.5% in Check-in Assessment mean scaled score for reading in Year 3, 4 and 5 for 2026 compared with Year 3, 4 and 5 in 2025.

### Reading

Achieve by year: 2026

- An uplift of 1.5% for students Year 1 to 2 in fluency measured against 2025 data

### Numeracy

Achieve by year: 2026

- An increase of 1.5% in Check-in Assessment mean scaled score for numeracy in Year 3, 4 and 5 for 2026 compared with Year 3, 4 and 5 in 2025.

## Initiatives

### Reading

In reading we will embed sustainable whole school processes for collecting and analysing data for assessment at point of need. The evaluation of this data will regularly be used to inform:

- Differentiate reading groups K-6;
- Explicit teaching of phonics, comprehension and vocabulary skills K-6 through network initiatives;
- Analyse student data, plot and monitor students on Data Walls and PLAN2 to measure progress and inform future directions;
- Determine support provided to staff, by the APC&I, to drive student improvement and monitor student progress;
- Implement systematic intervention processes;
- Additional APC&I time (school funded 6101).

We will embed a pedagogical base for whole school teaching and learning that supports:

- Monitoring and evaluation of teaching strategies; professional learning, programs and resourcing;
- Explicit phonics including decodable readers;
- Time for collaboration engaging in high impact professional learning across our school and the small schools network resulting in positive impact on student achievement as well as quality teaching, teacher morale and school culture;
- Contribute and effectively engage in network initiatives.

### Numeracy

In numeracy we will embed sustainable whole school processes for collecting and analysing data for assessment at point of need. The evaluation of this data will regularly be used to inform:

- Analysis student data, plot and monitor students on Data Walls and PLAN2 to measure progress and inform future directions;

## Success criteria for this strategic direction

### Reading and Numeracy

- All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.
- Assessment data is collected on ALAN for reading and numeracy regularly and used to drive classroom instruction.
- Differentiated learning activities are visible in all classrooms and teaching programs.
- All students articulate, understand and achieve their literacy and numeracy pathways.
- Students demonstrate all strands of Scarborough's Reading Rope to become skilled readers.
- Whole school and/or inter-school relationships provide mentoring and coaching support as well as developing collegiality ensuring the ongoing development and growth of all staff.

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

### Data:

We will use a combination of data sources. These will include:

- NAPLAN/Check in data
- Scout - Value added data
- Student work samples
- ALAN suite of data tools for literacy and numeracy
- DoE Short Assessments
- Internal school assessment

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- APCI working with staff to drive student improvement and monitor student progress through impact meetings and professional learning;
- Monitoring and evaluation teaching strategies, professional learning, programs and resourcing;
- Systematic intervention processes.

We will embed a pedagogical base for whole school teaching and learning that supports:

- Collaborative practices within and across schools K-6 to embed differentiated, quality teaching and learning activities into programs;
- A whole school approach ensuring effective evidence informed teaching methods optimise learning progress for all students across a range of abilities;
- Implementation of K-6 new syllabus and units of work through explicit teaching;
- School-wide, collective responsibility in setting high aspirational goals for all students in consultation with parents.

## Evaluation plan for this strategic direction

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- Student PLPS
- Teacher programs
- Classroom observations

### Analysis:

Analysis will be embedded through 5 weekly systematic internal data analysis as part of the implementation and monitoring of the School Implementation Plan (SIP). Annually the school will review progress towards the improvement measures.

### Implications

The findings of the analysis will inform:

\* Future actions and next steps.

\* Annual reporting on school progress measures (published in the Annual Report each year, in the newsletter and on the School Website throughout the year).

# Strategic Direction 2: Inclusive Learning Culture

## Purpose

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To embed a culture of personal excellence and high expectations for all our students by providing opportunities for students to belong, thrive, succeed and learn. All stakeholders will work cohesively to create a holistic learning community.

## Improvement measures

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### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2026

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

- The attendance rate for the school is increased from 90.73% in 2023 to 94% by 2026.

## Initiatives

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### Wellbeing & Attendance

A strategic and planned whole school community approach to student wellbeing and engagement with a collective responsibility ensuring all students can connect, succeed, thrive and learn.

- Working collaboratively with the wider community to enhance student wellbeing and our school values enhancing a culture of collective efficacy and community partnership;
- Students confidently develop skills in self-regulation and ethical decision making necessary to become resilient learners who maintain positive relationships;
- Promote a positive culture that builds strong relationships across the whole school community.;
- Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk;
- Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students;

## Success criteria for this strategic direction

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### Wellbeing & Attendance

- Teachers, parents, and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Students will display more confidence and resilience when faced with challenging situations.
- Every student can identify a staff member for whom they can confidently turn for advice and assistance at school.
- Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of school values and expectations.
- Implement consistent student attendance systems and procedures K-6. Students are attending school regularly and attendance patterns are communicated to parents regularly.

## Evaluation plan for this strategic direction

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### Question:

To what extent have we achieved our purpose and can demonstrate that a strong school culture supports all students, staff and the wider school community.

### Data:

We will use a combination of data sources. These will include:

- Attendance
- Focus group feedback
- Student voice

# Strategic Direction 3:

**Purpose**

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**Initiatives**

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**Success criteria for this strategic direction**

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**Evaluation plan for this strategic direction**

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