

School plan 2015-2017

Blandford Public School 1256



School background 2015–2017

School vision statement

Blandford Public School encourages, in all aspects of our school life:

- care and support for each other
- a commitment to and engagement with learning
- building the capacity of all learners for continuous improvement
- responsibility and respect for our school and our community
- At Blandford Public School we endeavour to live by our school motto “Do Our Best”.

School context

Blandford Public School is a small, rural school situated in the village of Blandford, with an average enrolment of 40 students.

The school draws students from the village of Blandford, the farming district of Timor and the town of Murrurundi. Some families from Murrurundi have an historic connection to Blandford Public School and continue to send their children here.

Currently there are students who identify as ATSI as well as children who come from a language background other than English. There is a relatively even gender mix of students.

The teaching staff consists of the principal teaching the senior class (Y3–6), one full-time permanent classroom teacher (K–2) and two temporary part-time teachers. There are two part-time administrative staff, one school learning support officer, and a general assistant who carries out his tasks after school and at weekends.

Blandford Public School sits beside the New England Highway with two separate classrooms, and one other building which combines the library, staffroom/kitchen and administrative office. The grounds are flat and safe for student play and activities and well maintained with mature trees on the boundaries and an open grass oval area.

School planning process

School team attends Wollemi Planning workshop T4 W4 2014

Principal outlines new planning process to parents and community via newsletter, website and P&C meeting T4 W5 2014

Staff meetings discuss 3x strategic directions at staff meetings T4 W5/6 2014

Community meeting called at Blandford PS to discuss process and engage community discussion encouraging ideas and input into new School Plan T4 W8 2014

Discussion with staff, students and parent community of 3 key strategies – purpose, people, processes, practices and products. T4 W4–10 2014

Conversation between principal and Wollemi Director to discuss key improvement measures and strategies to collect meaningful data. T4 2014

Wollemi Principal workshop meetings with PLOs and Director T1 2015

Invermein Principal workshop meetings with PLOs and Director T1 2015

Table draft of SMP to P&C meeting T1 W5 2015 for further consultation

Draft SMP to PLO for further directions and critique T2 W12 2015 for critique

Draft completed for submission T2 W2 2015

School strategic directions 2015–2017



STRATEGIC DIRECTION 1 Learning

Purpose:

Our school is committed to developing students who are deeply engaged, self-directed learners, within the framework of an innovative, strategic and relevant curriculum, enabling each of them to fully participate in the life and times of the 21st century, as stated in the Melbourne Declaration.



STRATEGIC DIRECTION 2 Teaching and Leading

Purpose:

Our teachers and leaders are committed to continuous improvement in the learning outcomes of our staff and students by identifying the needs of all learners planning for quality professional practice and implementing appropriate pedagogies to build capacity in our community of learners.

Strategic Direction 1: Learning

Purpose

Our school is committed to developing students who are deeply engaged, self-directed learners, within the framework of an innovative, strategic and relevant curriculum, enabling each of them to fully participate in the life and times of the 21st century, as stated in the Melbourne Declaration.

Improvement Measures

Internal and external data informs classroom programs and ILPs for identified students as evidenced by all students showing growth of at least 0.4 effect size.

People

Students

Students will develop self-direction skills and competencies across all aspects of the curriculum through programs that cater for individual needs and difference.

Students will understand and develop skills to determine why they need to set learning goals.

Parents/Carers

Parents will better understand teacher professional learning priorities & their implications for classroom learning through formal & informal communications.

Parents will attend semester parent/teacher conferences and curriculum information sessions.

Community Partners

Our Community of Schools (CoS) will deliver curriculum focused professional learning.

Staff

Leaders and staff will have deep knowledge of syllabus documents with particular emphasis on the new curricular.

Leaders and staff will have deep knowledge of Quality Teaching elements.

Processes

Student reflection

Students use reflection on assessment and reporting processes and feedback to set learning goals for literacy and numeracy.

Students are active citizens

Students are self-aware, build positive relationships and actively contribute to the community.

Evaluation Plan

The school plan will incorporate milestone planning in key improvement areas with five weekly review of impact and annual review via the annual milestone process.

Practices and Products

Practices

All students are able to reflect on their learning and identify their own learning needs, developing increasing self-direction as learners, as evidenced through goal setting and discussion of goals with teachers.

Products

Internal and external data informs classroom programs and ILPs for identified students as evidenced by all students showing growth of at least 0.4 effect size.

All students (Year 2–6) demonstrate growth of at least 0.4 effect size as measured by standardised tests.

All students (K–1) achieve benchmarks at or above age appropriate levels as measured by literacy and numeracy continuum data.

Strategic Direction 2: Teaching and Leading

Purpose

Our teachers and leaders are committed to continuous improvement in the learning outcomes of our staff and students by identifying the needs of all learners planning for quality professional practice and implementing appropriate pedagogies to build capacity in our community of learners.

Improvement Measures

All staff will have professional learning goals aligned to the Australian Professional Standards for Teachers, to ensure continuous professional growth and of high quality pedagogy, as evidenced through the implementation of Performance and Development Framework procedures.

People

Students

Students will engage in self-assessment of their learning.

Staff

Staff will better understand and effectively deliver teaching and learning programs that consistently address Quality Teaching practices.

Staff will analyse data sets to provide differentiated teaching and learning programs and quality feedback to students and colleagues.

Staff will continually engage in self-assessment of their professional

Parents/Carers

Parents will develop their understanding of how their children develop skills to assess their own learning.

Community Partners

Our Community of Schools (CoS) will deliver pedagogy focused professional learning.

Processes

Professional learning goals

All teachers have professional learning goals aligned with the APSfT and the school plan to ensure professional learning drives whole school improvement.

Lesson observation and reflection

Teachers participate in lesson observation, reflection and discussion using the Quality Teaching Framework to improve the quality of instruction.

Data analysis

A system is in place to enable teachers to collect and analyse data and use that data to measure their impact, differentiate teaching and report on student progress.

Evaluation Plan

The school plan will incorporate milestone planning in key improvement areas with five weekly review of impact and annual review via the annual milestone process.

Practices and Products

Practices

Student assessment data will be analysed collaboratively to inform classroom practice and whole school organisation, as evidenced by action plans and teaching programs.

Products

All staff will have professional learning goals aligned to the Australian Professional Standards for Teachers, to ensure continuous professional growth and of high quality pedagogy, as evidenced through the implementation of Performance and Development Framework procedures.