

# School plan 2015-2017

## Blairmount Public School 4535



# School background 2015–2017

## School vision statement

Blairmount Public School is an engaged learning community.

Students at Blairmount Public School are challenged yet supported in a productive learning environment. They feel happy, safe, respected and valued as they discover how they best learn.

Teachers at Blairmount Public School know their students well, their strengths and their needs, and engage them in learning through a range of innovative, 21st century research based pedagogies. They are reflective, creative, adaptive and motivated.

Parents and carers at Blairmount Public School are partners in their children's learning. They are informed, active and supportive in their children's education. They feel welcomed, valued and respected as a vital part of the learning community.

Blairmount Public School values and celebrates the success of our students, staff and parents to encourage a positive school culture.

## School context

Blairmount Public School, established in 1983 has a strong culture of being proudly public and a vital part of the wider community. The school is situated on the western side of Campbelltown and its feeder areas comprise 60% public housing & 40% private housing including the housing estate of Blair Athol.

Blairmount Public School receives significant loading in our RAM allocation to support the needs of students from Low SES School Communities. We encourage participation and involvement with an emphasis on equity for all students.

Blairmount participates in the Early Action for Success (EaFS) initiative. This means we have two instructional leaders who work directly with teachers in the early years of school (K–4), to strategically plan appropriate interventions in literacy and numeracy. Reflective practices underpin a process of continual classroom improvement, allowing for stakeholders to be responsive to the ever changing needs and the latest developments and research in pedagogy and improving student outcomes. The belief that learning together whilst striving to achieve personal best is encouraged in all.

The school aims to promote pride in self and school by encouraging the wearing of school uniform and participation in community events. Very successful student welfare practices promote in students a sense of well-being, happiness and responsibility. The school enjoys a high profile within the wider community through sport and the performing arts, which are important parts of the school culture.

## School planning process

Blairmount Public School's annual evaluation and planning processes is a very collaborative and transparent, inclusive of all key stakeholders.

The annual planning process involves the systematic collection, analysis and interpretation of the school's current strategies and their effectiveness in meeting our collaboratively developed school targets. Through the assignment of strategic directions to specific leaders, strategies under each of the strategic directions are effectively implemented, monitored and evaluated every 5 weeks.

From mid Term 3, the data analysis process begins and culminates in the school's Annual Planning weekend and the presentation of the 'Data Findings Package'.

From the data presented, all stakeholders make judgements of the merit, worth or value of the strategies and form recommendations regarding the continuation or cessation of current strategies, and whether new strategies need to be developed and implemented. Once the recommendations are costed and scrutinised against the reforms, the school plan is developed and reported back to staff.

All staff and the community have ownership over the direction of the school and the jointly constructed school plan acts as a working document to drive school improvement beginning at the classroom level.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Students are engaged, empowered and reflective learners.

### Purpose:

Students at Blairmount Public School are challenged yet supported in a productive learning environment. They feel happy, safe, respected and valued as they discover how they best learn. Students are given the opportunity to celebrate their success.

## STRATEGIC DIRECTION 2

All teachers are reflective and responsive to 21st Century pedagogy.

### Purpose:

Teachers at Blairmount Public School know their students well, their strengths and their needs, and engage them in learning through a range of innovative, 21st century research based pedagogies. They are reflective, creative, adaptive and motivated. Teachers value and celebrate the success of all stakeholders to encourage a positive school culture.

## STRATEGIC DIRECTION 3

Parents are partners in their children's education and in decision making processes.

### Purpose:

Parents and carers at Blairmount Public School are partners in their children's learning. They are informed, active and supportive in their children's education. They feel welcomed, valued and respected as a vital part of the learning community. Parents value and celebrate the success of all stakeholders to encourage a positive school culture.

# Strategic Direction 1: Students are engaged, empowered and reflective learners.

**Purpose**

Students at Blairmount Public School are challenged yet supported in a productive learning environment. They feel happy, safe, respected and valued as they discover how they best learn. Students are given the opportunity to celebrate their success.

**Improvement Measures**

All students monitor their own progress using Learning Intentions & Success Criteria in writing.

100% of students participate in Learning Conversations with their parent and teacher.

100% of students are given opportunity to take part in a self-directed, passion driven project.

100% of students are given the opportunity to take part in Inquiry Based Learning.

Attendance rates of Blairmount PS exceeding state averages from 94.9% to 95.9%.

100% of Aboriginal students achieve growth towards individual goals within their Personalised Learning Pathways.

100% of students sharing their learning journey through Seesaw.

100% of students are provided with effective teacher feedback through Seesaw.

**People**

**Students**

Students are supported to achieve personalised learning goals through differentiated programs (EAfS).

**Staff**

Staff are supported to develop a shared understanding of a range of tools to monitor student learning progress and identify skill gaps for improvement (EAfS).

**Parents/Carers**

Develop community partnerships that support students in their learning and provide tools allowing virtual access to the classroom.

**Leaders**

Equip and support all staff to create a school culture where staff seek self-improvement by exploring and responding to current educational research (EAfS).

**Processes**

**Quality Assessment Practices:**

Students are provided opportunities to actively be involved in student self- and peer- assessment (EAfS).

Teachers are enabling students to know where they are at, where they are going and how to get there in literacy and numeracy (EAfS).

**Innovative 21st Century Learning Strategies:** Students deeply value the learning taking place in their classroom, they are able to take risks and are partners in the negotiation of learning experiences.

**Aboriginal Education:** Aboriginal students are supported in attendance, engagement and achievement of outcomes that match or better outcomes of all students.

**Seesaw:**

Utilise and develop digital portfolios as a platform for student to capture and articulate their learning journey with direction and understanding.

**Evaluation Plan**

Pre / post student interviews

Surveys

PLAN data

Attendance and suspension data

**Practices and Products**

**Practices**

**Quality Assessment Practices:**

Teachers use a range of assessment instruments to help monitor student learning progress and to identify skill gaps for improvement. Teachers incorporate in teaching and learning programs (EAfS).

**Innovative 21st Century Learning Strategies:**

Facilitate opportunities for students to be involved in investigative, reflective learning through Inquiry Based Learning models including Genius Hour / 20% time (EAfS).

**Aboriginal Education:**

Strong and respectful partnerships exist between the school and local AECG, supporting collaborative decision-making processes to best meet the need of Aboriginal students.

**Seesaw:**

Teachers publicly recognising and sharing student work and achievements through a variety of public forums eg Seesaw and Facebook etc.

**Products**

**Quality Assessment Practices:**

Product: Evaluating and reporting student performance data underpinning the whole school assessment strategy.

**Innovative 21st Century Learning Strategies:**

# Strategic Direction 1: Students are engaged, empowered and reflective learners.

## Improvement Measures

## People

## Processes

## Practices and Products

Product: Students are self directed, passion driven learners.

Aboriginal Education:

Product: All Aboriginal students achieve growth in 100% of individual goals within their Personalised Learning Pathways.

Seesaw:

100% of students encapsulate their learning experiences utilising digital portfolios.

## Strategic Direction 2: All teachers are reflective and responsive to 21st Century pedagogy.

### Purpose

Teachers at Blairmount Public School know their students well, their strengths and their needs, and engage them in learning through a range of innovative, 21st century research based pedagogies. They are reflective, creative, adaptive and motivated. Teachers value and celebrate the success of all stakeholders to encourage a positive school culture.

### Improvement Measures

100% of staff provided with effective feedback and an opportunity to be part of a community of reflection.

100% of teachers will be able to provide assessment data that demonstrates student growth within their coaching focus area.

100% of staff are reflective learners and pursue current educational research (EAfS).

100% of teachers providing opportunities for students to engage in models of current research and 21st Century pedagogies e.g. Inquiry Based Learning, Genius Hour, 20% time, PBL etc.

100% of teachers/students engaging with and sharing their learning journey through blogs, vlogs, twitter, Facebook, etc.

100% of staff engage in Growth Mindset training.

### People

#### Staff

Staff are supported to apply current research and 21st Century pedagogies through targeted professional learning.

#### Parents/Carers

Parents are supported to engage with 21st Century classroom practice through opportunities to engage in classrooms, workshops and digital platforms etc.

#### Leaders

Leaders are supported to create a school culture where staff seek self-improvement by exploring and responding to current educational research (EAfS).

### Processes

#### Coaching:

Staff are supported through a whole school coaching model which allows them to actively seek out and participate in their own professional development.

Staff embrace feedback and collaborate with students and coaches to ensure all pedagogy is underpinned by the MeE Framework and all learning experiences are high cognitive, high affective and high operative.

#### Teachers as lifelong learners:

Leaders guide professional growth of all staff members and support and provide opportunities around current educational research (EAfS).

#### Global Learning Community:

Staff sharing success, engaging in professional dialogue and seeking feedback from colleagues locally and globally (EAfS).

#### Growth Mindset:

All staff and community to engage in Growth Mindset training to empower students to become successful learners.

### Evaluation Plan

Professional learning plans / reflections

Surveys

Instructional rounds

Teacher interviews

### Practices and Products

#### Practices

##### Coaching:

All staff are empowered to confidently develop, apply and reflect on their own professional learning goals to refine quality teaching practice (EAfS).

##### Teachers as lifelong learners:

All staff actively applying 21st Century pedagogies informed by current educational research (EAfS).

##### Global Learning Community:

Staff engaging in and seeking feedback from internal and external professional learning e.g. Growth Coaching, Twitter, Facebook, Adobe, instructional leaders, L3 etc.

##### Growth Mindset:

Teachers will use skills and strategies learnt through Growth Mindset professional learning to encourage and motivate students in their classrooms.

#### Products

##### Coaching:

Consistent outstanding quality teaching practices across all KLA's (EAfS).

##### Teachers as Co-Researchers:

All staff are active learners in their profession reflecting, refining and refocusing on current practice (EAfS).

##### Global Learning Community:

## Strategic Direction 2: All teachers are reflective and responsive to 21st Century pedagogy.

### Improvement Measures

### People

### Processes

### Practices and Products

Development of teachers' professional growth and the application of current educational research (EaFS).

Growth Mindset:

All students will develop a sense of empowerment and the ability to improve and achieve.

# Strategic Direction 3: Parents are partners in their children's education and in decision making processes.

Purpose	People	Processes	Practices and Products
<p>Parents and carers at Blairmount Public School are partners in their children's learning. They are informed, active and supportive in their children's education. They feel welcomed, valued and respected as a vital part of the learning community. Parents value and celebrate the success of all stakeholders to encourage a positive school culture.</p>	<p><b>Staff</b></p> <p>Staff will be provided with professional learning to confidently engage parents in their child's learning. Provide opportunities for parental involvement through innovative initiatives.</p>	<p><b>Learning Goals:</b></p> <p>Students are provided with opportunities to work shoulder to shoulder with their parents on their learning journey.</p>	<p><b>Practices</b></p> <p><b>Learning Goals:</b></p> <p>Staff provide all parents with the opportunity to develop learning goals in collaboration with the classroom teacher.</p>
<p><b>Improvement Measures</b></p> <p>60% of parents collaboratively developing at least one learning goal for each of their children.</p> <p>100% of school events communicated via a variety of forums including social media and an increase in parental participation in all aspects of school life.</p> <p>An increase in parental participation at professional development opportunities from 1% to 10%.</p> <p>An increase in parental engagement from 1% to 3% with P&amp;C, planning days and other groups that provide opportunities for discussion, feedback and decision-making.</p> <p>5% of parents accessing higher education through school organised training.</p>	<p><b>Parents/Carers</b></p> <p>Regular opportunities created for authentic two-way communication with parents to ensure transparent and accountable decision making that benefits all stakeholders.</p> <p><b>Community Partners</b></p> <p>Stronger links and communication with outside agencies that enable collaborative planning and decision making to benefit the school community.</p>	<p><b>Authentic Engagement:</b></p> <p>Community members are provided with opportunities to attend a variety of community school events and engage with in-school digital platforms that allow them to develop a deep understanding and a deep knowledge of their child's education.</p> <p><b>Active Decision Making:</b></p> <p>All staff to work in collaboration with parents to provide regular opportunities that promote discussion, feedback and decision making around school governance.</p> <p><b>Higher Education:</b></p> <p>Opportunities for parents to improve their life skills and work prospects through school organised higher education courses.</p>	<p><b>Authentic Engagement:</b></p> <p>Staff provide highly engaging parent professional development opportunities that community members are inspired to attend.</p> <p><b>Active Decision Making:</b></p> <p>Staff provide opportunities for parents to have a voice in all decision making processes.</p> <p><b>Higher Education:</b></p> <p>Staff and the CCLO co-ordinate TAFE and higher education workshops for all community members to attend.</p>
		<p><b>Evaluation Plan</b></p> <p>Surveys</p> <p>Parent interviews</p> <p>Parent/teacher meeting feedback</p> <p>Social media feedback</p>	<p><b>Products</b></p> <p><b>Learning Goals:</b></p> <p>Increased opportunities for parents to be active participants in their child's learning through a variety of internal and digital processes eg Seesaw and Learning Conversations</p> <p><b>Authentic Engagement:</b></p> <p>An increased number of parents engaging authentically with their child's education.</p> <p><b>Active Decision Making:</b></p>



# Strategic Direction 3: Parents are partners in their children’s education and in decision making processes.

## Improvement Measures

## People

## Processes

## Practices and Products

Increased parent consultation and feedback contributing to school planning and future directions.

Higher Education:

An increased number of parents improving life skills and work prospects to positively impact their quality of life.