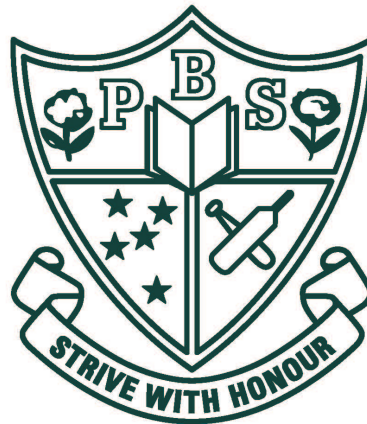


School plan 2018-2020

Blackheath Public School 1246



School background 2018–2020

School vision statement

Blackheath Public School is committed to developing individual strengths, a love of learning and the capacity to achieve within a culture of respect for self, others and the environment.

Blackheath Public School has a special focus on academic excellence, cultural diversity studies, environmental initiatives and building strong positive interpersonal skills.

Our Vision is consistent with the **Melbourne Declaration**:

It is about **equity**: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.

It is about **excellence**: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team.

It is about **success as a learner**: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

In this way our students will grow into **active and informed citizens** locally, nationally and worldwide.

Our Vision requires teachers and leaders who:

- Know the students and how they learn
- Know syllabus content and how to teach it
- Create and maintain supportive and safe learning environments
- Plan for and implement effective teaching and learning
- Are accountable for student learning through authentic assessment, individual student feedback and in accurately reporting to parents

School context

Blackheath Public School, located in the upper Blue Mountains, prides itself on being a community school. Enrolment in **2018 is 349**. Parents and community members play an important role in school functioning and help to give the school its reputation for high quality education. Our school provides a foundation for our students' intellectual, physical, social, emotional spiritual and aesthetic development. Our School provides a secure and happy learning environment in which our students are able to develop the necessary knowledge, skills, understandings, attitudes and values for a productive and rewarding life in an educated, just and open society. It is highly regarded for its programs.

Our school is a registered **KidsMatter** school – part of an Australia-wide primary school's mental health initiative. We are also a **Stephanie Alexander Kitchen Garden** school.

The school is accredited **Asthma Friendly** and **SunSAFE** and operates the **Live Life Well @ School** initiative.

The school's **ICSEA at 1070** (ACARA website) shows a broadly average socio-educational spread with 12% in the bottom quarter, 51% in middle quarters and 36% in the top quarter.

Suspension rate is minimal as the school follows **Restorative Practices** which is based on positive relationship based teaching and learning.

Indigenous students account for 2% of enrolment.

Student participation in sport is enthusiastic and the school enjoys "Diamond" status in the Premier's Sporting Challenge as well as solid performance in, team sports, swimming, athletics and cross country.

Student participation and performance in CAPA (musical, drama and visual arts) is strong with a specialist Music teacher taking all classes for 1 hour per week as well as band, senior and junior choir and recorder group. Students in 2017 performed in Nepean Dance Concerts, Town Hall Choir, Opera House Recorder Concert, Upper Blue

School planning process

The writing of the School Plan commenced in 2014 with a series of surveys. Students, parents and staff were asked what they valued about Blackheath Public School and what could be improved. These responses were collated and presented in a powerpoint presentation to staff and parents.

Parents were also given the opportunity to provide feedback to the school through the KidsMatter parent survey.

Parents were invited to two meetings to facilitate the formation of the Strategic Directions. Staff meetings were held to build the plan as well as to analyse data including NAPLAN, Student wellbeing and attendance.

Feedback

Parents, students and staff feedback clearly identified a vision around **equity and excellence**, a **broad and rich curriculum** and commitment to the **whole child**.

They want the **basics** to be in place with a real focus on **literacy and numeracy**.

They want a commitment to the systematic implementation of new **NSW syllabuses**, incorporating the content of the Australian Curriculum.

They want achievement for all students with an increasing recognition that teaching and learning will be more **differentiated and personalised** and so less likely a "one size fits all" approach.

They want a school where "**nobody is left behind**" and "**nobody is held back**", where students can increasingly engage in their own learning, at their own pace and in their own style – but they want student progress to be carefully tracked and reported and for expectations to be high.

Our staff and parent-community strongly support the full implementation of the 6 year **Gonski** funding model to supplement the NSW government funding commitments

School background 2018–2020

School vision statement

- Are always learning, outward looking and progressive
- Engage professionally with colleagues, parents and carers and the wider community, including government and non-government agencies.

School context

Mountains Music and Dance Festival.

Blackheath Public School has a highly successful **School Centred Hub** incorporating collaborative work with local educational, health and community organisations to develop a strong, supportive and resilient community.

The school provides targeted support and differentiated programs for students depending on their individual educational, social and emotional needs. Gifted and Talented students have many extra opportunities including participation in Tournament of Minds, Coding, Debating and Leadership opportunities.

The school is also a committed member of the **Upper Blue Mountains Learning Community** which includes local Public primary and high school who work together to raise the profile of Public Education and to ensure a consistent high standard of educational practices across the Upper Blue Mountains Community of Schools.

School planning process

under *Local Schools, Local Decisions*.

They want our students to be competent users of technology for **learning** and for **communication** purposes. They want students to be competent users of technology without it 'taking over'.

They want our **positive culture** retained in an era of higher staff turnover and renewal.

Parents want a **better understanding of syllabuses** of what and how we teach and learn and they want to be shown ways of helping their children academically, socially and emotionally.

Teachers want to engage deeply with **new syllabuses** and they want to **map student literacy and numeracy achievement** more closely. They are open to opportunity for **collaboration** to improve their teaching practice.

The school's leadership wants learning (for students, staff and the wider school community) to remain the focus.

The school's leaders want **more teachers to maintain accreditation** through professional development by The NSW Education Standards Authority (**NESA**).

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality Teaching and Learning

Purpose:

To maintain and build a culture of student led learning incorporating the processes for the establishment of personal learning goals, meaningful and regular feedback leading to students who are actively involved in their own learning, able to think critically and creatively with a positive mindset, as lifelong learners. All students learning at appropriate levels through differentiated programs and parents aware of the academic expectations of their children.

STRATEGIC DIRECTION 2

Quality Sysytems and
Processes

Purpose:

To ensure consistent, specific and meaningful data is collected across all stages, so that teachers, students and parents have a clear understanding of individual student's and cohort progress, trends and issues. Collation and storage of data so that it is accessible for teachers and regularly reported to students and parents, as well as informing and future programs.

STRATEGIC DIRECTION 3

Our School community

Purpose:

To build teacher, student and parent capacity through sharing resources, expertise, mentoring and events across the community. To align values, cultures and actions between learning community partners.

Strategic Direction 1: Quality Teaching and Learning

Purpose

To maintain and build a culture of student led learning incorporating the processes for the establishment of personal learning goals, meaningful and regular feedback leading to students who are actively involved in their own learning, able to think critically and creatively with a positive mindset, as lifelong learners. All students learning at appropriate levels through differentiated programs and parents aware of the academic expectations of their children.

Improvement Measures

Surveys indicate students feel more engaged in their learning and focused on improvement.

Surveys indicate parents/carers understand what their children are learning, where they are, importance of critical feedback and how they can support them.

Staff feel confident and understand the ethos of using learning intentions, supporting the provision of critical and consistent feedback and the setting of SMART goals.

Students have a clear understanding of where they are in the Learning progression and strategies for improvement

Collaboratively developed Stage programs, show evidence of differentiated, challenging teaching/learning activities that encourage creative and critical thinking.

Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019.

People

Staff

Develop and maintain knowledge and understanding of the use of learning intentions and the effective and meaningful, stage relevant feedback processes.

Ongoing improvement of rigorous, relevant and flexible teaching that embeds best practice.

Create awareness and expertise of the importance of systematic and critical feedback in improving student outcomes.

Students

Develop skills and knowledge and understanding that learning is sequential and rates of progress can vary between individuals.

Learn to make relevant judgements about their own progress and that of others.

Develop a positive mindset to learning.

Parents/Carers

Develop understanding of whole school programs (including processes that cater for differentiation) scope and sequence; how to access and understand school data and performance, including the concepts of continuum. Thus encouraging them to engage in meaningful conversations around these regarding learning, between parents and their children incorporating Positive Mindset and critical feedback.

Community Partners

Develop the capacity to work

Processes

Professional Learning

Systematic, relevant and ongoing professional development to provide deep knowledge and understanding and the competence to implement the NSW Syllabus for the Australian curriculum.

Develop self-directed learners by – developing deep knowledge and appreciation of the positive impact on learning of setting SMART goals, using critical feedback and positive mindset.

Developing expertise in strategies for the successful implementation of using SMART goal setting and critical feedback across the school.

Evaluation Plan

Teaching programs will include learning intentions, SMART goal setting and critical feedback as part of the teaching/learning cycle.

Language of Smart Goals and positive mindset will be evident across the school.

The NSW syllabus used by all teachers and students to track progress and inform next steps.

Practices and Products

Practices

Students articulate learning intentions as well as success criteria and set realistic SMART learning goals.

Students are engaged in their learning and focused on improvement.

Staff members demonstrate a deeper and shared understanding of skills and capacities

Through quality leadership, staff deliver differentiated curriculum to engage all students.

All students requiring adjustments, (including Gifted and Talented and those needing support), are catered for appropriately

Teachers and students using the language of positive mindset.

Products

There is a culture of critical, constructive feedback across the school where students and teachers use Learning Progressions to inform progress and next steps.

parents/carers understand what their children are learning, where they are on the learning progressions, importance of critical feedback and how they can support them.

Staff feel confident and understand the ethos of supporting the provision of critical and consistent feedback and the setting SMART goals.

Students have a clear understanding of where they are in the Learning progression

Strategic Direction 1: Quality Teaching and Learning

People

collaboratively to enrich and extend curriculum programs

Leaders

Develop expertise to promote a whole school culture of differentiated teaching and lead school processes to engage students and enable them to successfully learn using positive mindset, critical and constructive feedback.

Develop expertise in 'Using Data with Confidence'.

Develop the capacity to analyse and communicate school data with a focus on continuous improvement.

Develop capacity to efficiently and effectively allocate school resources.

Practices and Products

and strategies for improvement.

Staff and students demonstrate an understanding and use of Growth Mindset.

Collaboratively developed Stage programs, show evidence of differentiated, challenging teaching/learning activities that encourage creative and critical thinking.

Strategic Direction 2: Quality Systems and Processes

Purpose

To ensure consistent, specific and meaningful data is collected across all stages, so that teachers, students and parents have a clear understanding of individual student's and cohort progress, trends and issues. Collation and storage of data so that it is accessible for teachers and regularly reported to students and parents, as well as informing and future programs.

Improvement Measures

All CTs can demonstrate student achievement with measurable data.

Data will be collected, collated and reported upon according to a timetable across all stages.

The data collected will be consistent across all stages and will include:

PM Benchmarking (ES1, Stage 1), South Australian Spelling Testing, anecdotal records, Surveys and student reflections, Performance and Development Framework, Tell Them From Me survey data, PLAN tracking software to plot student achievement to The NSW syllabus documents used by all teachers and students to track progress and inform next steps.

People

Students

Develop capacity to access and engage in data to understand their progress and next steps.

Staff

Create capacity for individuals and teams to lead processes with the purpose of achieving milestones.

Collect, store, use data to inform teaching and learning programs, evaluation and report to students, colleagues, parents and carers.

Develop skills to create appropriate assessment tasks to successfully gather and analyse useful data.

Parents/Carers

Build awareness of the processes involved with partnerships that achieve measureable growth and progress within a positive and inclusive school culture.

Develop an understanding and proficiency to use school management systems.

Community Partners

Develop capacity of community partners to collaborate with the school and enhance school management systems.

Leaders

Build expertise in 'Using Data with Confidence' and budgeting.

Develop capacity to efficiently and

Processes

Data Collection

Embed consistent, relevant and meaningful data collection and analysis across all teaching and learning programs ES1 to Stage 3.

Data storage consistent and accessible for all staff.

Data will be collected, collated and reported upon according to a timetable across all stages.

Evaluation Plan

Data will be collected, collated and reported upon according to a timetable across all stages.

The data collected will be consistent across all stages and will include: PM Benchmarking (ES1, Stage 1), South Australian Spelling Testing, anecdotal records, Surveys and student reflections, Performance and Development Framework, Tell Them From Me survey data, PLAN tracking software to plot student achievement to inform teaching and learning and track progress ES1 and Stage 1.

Practices and Products

Practices

Resources are used equitably and for maximum impact.

Data collection analysis and storage is consistent and accessible.

Data is used to inform teaching /learning and behaviour programs.

Products

All CTs can demonstrate student achievement with measurable data.

Data will be collected, collated and reported upon according to a timetable across all stages.

The data collected will be consistent across all stages and will include:

PM Benchmarking (ES1, Stage 1), South Australian Spelling Testing, anecdotal records, Surveys and student reflections, Performance and Development Framework, Tell Them From Me survey data, PLAN tracking software to plot student achievement to inform teaching and learning and track progress ES1 and Stage 1.

The NSW syllabuses used by all teachers and students to track progress and inform next steps.

Strategic Direction 2: Quality Sysytems and Processes

People

effectively allocate school resources.

Strategic Direction 3: Our School community

Purpose	People	Processes	Practices and Products
To build teacher, student and parent capacity through sharing resources, expertise, mentoring and events across the community. To align values, cultures and actions between learning community partners.	Students Provide opportunities to experience high school environment, such as fun day, musical, dance, porting and academic special days. Provide extracurricular opportunities across the schools. Develop high degree of awareness and understanding of Aboriginal culture, history and contemporary issues. Provide training through Growth Mindset to develop a positive outlook on independent potential and build resilience.	The School as a Learning Community By implementing Growth Mindset, together with 'Bounce Back', teachers will support the development of resilience in students. The School within The Community of Blackheath To increase communication and engagement with parents and community – Written reports, Interviews, newsletter, electronic sign, Skoolbag app, P&C, School based hub (HATT), School Website, Class Dojo. Effective transition processes from preschool to school and from primary to high school, from Kinder to Stage 1 and Year 2 to stage 2 and Year 4 to Stage 3, including Aboriginal and special needs students. Community involvement in the life of the school – volunteers, tutoring, specialist, support, special events.	Practices Students will – build knowledge and strategies to improve their mental wellbeing and performance, through using Growth Mindset. Students will build relationships with students from other schools through extra-curricular opportunities and test their skills in other settings. Students will – be given the opportunity to showcase their skills in the local community and schools. Transitions in place for preschool to school, between Stages and primary to high school for all students including those with disabilities. Staff will build professional support networks by working with Learning Community schools through regular network meetings. These will include; SASS network, Blue Mountains Executive Network, Learning Community, Women in Educational Leadership, Teach Meets.
Improvement Measures	Staff Staff will access more localised and meaningful TPL by sharing resources and expertise. Engage in support networks such as Executive and beginning teacher networks. Training provided though Blue PEN to develop Growth Mindset knowledge and develop culture	The Upper Blue Mountains Learning Community of Schools Orientation programs, shared professional learning, visiting performers, sporting competitions, debating, public speaking, dance and music performances, network meetings, principal meeting and collegial support.	Products All staff members understand the interrelationship between social, emotional and academic learning. Surveys demonstrate students are more able to apply core skills such as rational and optimistic thinking skills, as compared to baseline data. Development of strong levels of connectedness between school and home, measured by increased parent involvement in the school.
All staff members understand the interrelationship between social, emotional and academic learning. Surveys demonstrate students are more able to apply core skills such as Growth Mindset as compared to baseline data. Development of strong levels of connectedness between school and home, measured by increased parent involvement in the school. All staff members understand the interrelationship between social, emotional and academic learning. Surveys demonstrate students are more able to apply core skills such as Growth Mindset as compared to 2018 baseline data. Development of strong levels of connectedness between school and home, measured by increased parent involvement in the school.	Leaders Leaders will run workshops, support and network groups. Parents/Carers Parents through Growth Mindset will learn how to support their children's wellbeing. Community Partners	Evaluation Plan Development of network linkages – Principal, executive, teacher and office staff.	Development of strong levels of connectedness between school and home, measured by increased parent involvement in the school.

Strategic Direction 3: Our School community

People

Principals in the Learning Community work closely with BMCC, local businesses, community members and agencies.

Practices and Products

Aligned values, cultures and actions between learning community partners.