School plan 2018-2020

Blackville Public School 1252

School vision statement

At Blackville Public School we are committed to providing a personalised and quality education within an inclusive environment. Our school motto is 'Strive to Achieve'. This is our belief in academic work, sporting successes and personal growth. Our students understand that nothing is possible without hard work. It is our intention that all students grow, develop and learn in an environment that reflects 21st century teaching and 21st century learning.

We aim to provide a myriad of experiences and social opportunities for our students as they live in a geographically isolated area. Our school sits in an alliance of schools to ensure all students have high quality learning beyond the barriers of isolation. Dedication by our staff and involvement by our school community assist in providing a dynamic and vibrant environment.

School context

Blackville Public School is a geographically isolated, small school in a village of approximately 20 people. We are located on rich farming land in the Liverpool Plains. Our current enrolment is 11 students drawn from the village and nearby farming properties. We have a history of excellence producing confident, well rounded young people who have gone on to achieve great things. Our aim is to nurture lifelong learners who are never disadvantaged by their isolation.

We provide a dynamic and caring educational environment in which all 11 students access a varied and balanced curriculum. Our students benefit from an extremely positive setting and are involved in a wide–range of extra curricula activities. We are part of a Learning Network with a number of like small schools and come together for academic, sporting and cultural activities.

At Blackville, we have constructed an environment which reflects the technological 21st century learning environment of today. Our learning programs utilise a vast array of technology and devices to enhance access to syllabus outcomes and to ensure students become critical thinkers and develop a passion for learning.

School planning process

Processes followed

1**.** Staff and parents performed evaluations and provided feedback on previous school plan and made recommendations for future directions.

2. Findings communicated to school community.

3. School satisfaction surveys given to students, staff and parents.

4. Ongoing consultation with staff, students, parents.

5. Drafting the school plan, seeking school and community feedback and redrafting the plan.

Consultation Strategy

1. Consultation during P&C meetings.

2. Surveys sent home to all families.

3. Information provided in the Newsletter.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Quality Learning

STRATEGIC DIRECTION 2
Quality Teaching

Purpose:

Student Progress

Blackville Public School strives to develop a quality learning environment where teaching practices deliver high and explicit expectations. Quality teaching practices, a reflective teaching and learning cycle and appropriate differentiation develop meaningfully engaged students working towards their personal learning goals. Students demonstrate autonomy and initiative in relation to their own learning behaviour.

Purpose:

Future Focused Learning

Blackville Public School is committed to developing teacher capacity to deliver high quality, differentiated and engaging teaching and learning. Staff will support students through excellent teaching and learning programs that include technology and future focused learning at their core.

Strategic Direction 1: Quality Learning

Purpose

Student Progress

Blackville Public School strives to develop a quality learning environment where teaching practices deliver high and explicit expectations. Quality teaching practices, a reflective teaching and learning cycle and appropriate differentiation develop meaningfully engaged students working towards their personal learning goals. Students demonstrate autonomy and initiative in relation to their own learning behaviour.

Improvement Measures

100% students demonstrate beyond expected growth in NAPLAN writing years 3–5, years 5–7.

100% students K–2 demonstrate expected growth along the progressions.

People

Students

Students understand how they learn and are able to articulate the progress of their learning.

Staff

Understand and effectively implement visible learning techniques in classroom practice.

Leaders

Lead and model professional learning for staff in visible learning environments ensuring that it is embedded in daily classroom practice.

Parents/Carers

Develop practices aligned to current teacher practice when engaging in school based activities.

Processes

Visible Learning

Blackville Public School employs visible learning throughout the school with a focus on co–constructed learning goals and success criteria, questioning and feedback.

Evaluation Plan

Progress towards improvement measures will be evaluated through observational records, pre and post testing, work samples, analysis of assessment data and surveys with students and parents.

Goals, progress and achievement of milestones are regularly monitored and refined as required.

Practices and Products

Practices

Visible Learning

Teachers use visible learning strategies as an integral part of daily classroom instruction as evidenced by lesson observations, teaching programs and student work samples.

Teachers expertly practise formative assessment to inform teaching and learning as evidenced by teaching programs, classroom observations, work samples and assessment data.

Students develop learning intentions, monitor their own progress and articulate the learning they have achieved as evidenced in teacher observations, work samples and learning journals.

Products

Students understand, articulate and are engaged in their learning. They reflect on their learning and the learning of others. Students set and actively work towards future goals.

Teaching programs are dynamic and show evidence of reflection and revision as evidenced in teacher program feedback and self evaluations, lesson observations, PDP's and walkthroughs.

Strategic Direction 2: Quality Teaching

Purpose

Future Focused Learning

Blackville Public School is committed to developing teacher capacity to deliver high quality, differentiated and engaging teaching and learning. Staff will support students through excellent teaching and learning programs that include technology and future focused learning at their core.

Improvement Measures

All staff embedding digital technology in classroom practise through the use of coding, robotics and e–portfolios.

On average, a score of 4.5 in our classroom, on LPSSA scale for engagement, higher order thinking and student direction. (Quality Teaching– A classroom practise guide.)

Students skills, knowledge and understanding of digital technologies results in higher than expected growth in NAPLAN online results.

100% of students (K–6) will engage in STEAM related activities, coding and robotics.

People

Students

Engage in learning activities with a STEAM focus demonstrating higher order thinking for future focused learning.

Staff

Build capacity in the use of technology in lessons to increase the effectiveness of their teaching practice and student engagement and learning.

Leaders

Lead the implementation of future focused learning through driving professional learning of staff in STEAM and digital technology.

Community Partners

Strengthen our Small Schools Network through shared learning experiences, collaboratively developing scope and sequences/protocols and shared professional learning.

Parents/Carers

Understand and engage in future focused learning through workshops, shared learning experiences and the collegial sharing of information.

Processes

Digital technologies

Blackville Public School engages with digital technologies in focus projects to develop students' critical and creative thinking, ability to solve complex problems and become mindful global citizens.

Blackville Public School embeds future focused learning in all Key Learning Areas, including the use of coding and robotics.

Evaluation Plan

Progress towards improvement measures will be evaluated through evidence contained in teaching and learning programs, pre and post assessments plus feedback from students, staff and parents.

Practices and Products

Practices

Staff provide high quality, differentiated and engaging teaching and learning. This is evidenced by teaching programs, supervision feedback records, e–portfolios, classroom observations and student work samples.

Learning environments use current technology across all Key Learning Areas as evidenced by teaching programs, classroom observations and work samples.

Products

The appropriate use of technology is evident in all applicable classroom programs and practices.

Teaching practice consistently utilises technological learning as a support for the teaching of higher order thinking, the use of explicit quality teaching criteria and high expectations across all Key Learning Areas.