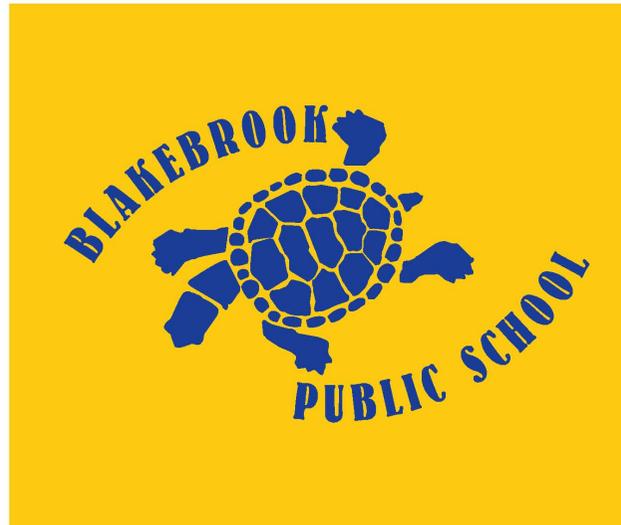


# School plan 2018-2020

## Blakebrook Public School 1254



# School background 2018–2020

## School vision statement

Blakebrook Public School produces citizens, well-educated and with the capacity and confidence to succeed in the future.

Blakebrook Public School commits to high expectations for student learning and teacher learning, with strong home/school partnerships through embracing a future focused learning pedagogy.

## School context

Blakebrook Public School, through the school planning process, will ensure quality teaching programs are evident in our school where students, teachers, parents and the school community plan and work co-operatively to provide the most responsive, supportive and challenging learning experiences for students in a safe, caring environment.

Blakebrook Public School is nestled in a quiet, rural setting on Rosehill Road 10km north west of Lismore. Our school provides a quality learning environment for students from the Nimbin, Jiggi, Koonorigan, Keerrong, Rock Valley and Lismore areas.

Blakebrook Public School has a proud history and currently supports 79 pupils in Kindergarten to Year 6.

Our school will be a place where students develop values, attitudes, skills, knowledge and habits of mind to enable them to be caring, responsible, competent and self-directed learners, able to take their place positively and effectively in society.

Our school encourages the development of staff as competent and skilled professionals who find fulfilment and enjoyment in their careers and value the establishment of partnerships with parents and the community in the education of the students.

Our school will be part of a dynamic community of schools and a proud member of The Rivers P–12 College.

Our students enjoy an exciting learning environment that includes well-resourced classrooms and excellent playground facilities.

Our school will promote values and unity through focus on the 'BLIMPS'; Blakebrook is Learning, Inclusive, Mindful, Positive and Safe. These values will underpin our policies and programs to foster a holistic school learning environment which values diversity and respects individual differences.

## School planning process

The School Plan is the result of a rigorous process of data collection and community consultation.

The school community, including staff, grade 4/5/6 students, parents and community members were consulted using the following methods:

- Staff meetings reviewing current practices, evaluation of previous school plan and setting future directions.
- Survey to parent body seeking opinions of the school community. Survey focused on 3 things the school is currently doing well, and 1 thing to improve on.
- Survey to staff and students seeking opinions as above.
- P & C committee meetings to review the survey findings and provide input into the school's future directions.
- Draft Vision, Strategic Directions and School Plan is presented to the school community with references in newsletter, hard-copies available at school, P&C meetings and staff meetings for further consultation.
- Collegial meetings with Principals for verification.
- Meetings with Director Public Schools and Principal, School Leadership and High Performance Learning, High Performance and Accountability for verification.
- Draft Plan then revisited and changes made as needed.
- Final copy of plan completed.

# School strategic directions 2018–2020

**STRATEGIC  
DIRECTION 1**  
Quality Learning

**Purpose:**

To ensure all students develop into self directed, motivated learners, highly engaged, reflective and future focused, intent on personal improvement and achievement.

**STRATEGIC  
DIRECTION 2**  
Quality Teaching

**Purpose:**

Embed and sustain a culture of continuous school improvement through the development of high quality teachers. Our staff will maintain and develop innovative knowledge, informed by evidence and best practice research, fostered by a culture of quality professional learning so that the needs of our students are met.

**STRATEGIC  
DIRECTION 3**  
Well being and engagement in  
learning.

**Purpose:**

To develop engaged, resilient, socially competent individuals through the creation of nurturing, supportive relationships and purposeful learning environments.

# Strategic Direction 1: Quality Learning

## Purpose

To ensure all students develop into self directed, motivated learners, highly engaged, reflective and future focused, intent on personal improvement and achievement.

## Improvement Measures

A high proportion of students are attaining expected growth in Literacy and Numeracy.

Evidence of learning will be demonstrated through classroom practice, programming and reporting.

High levels of student engagement evident in all learning opportunities.

High number of parents/carers attending reporting conferencing.

## People

### Students

Students will become visible learners who use learning habits to collaboratively set SMARTER learning goals in order for them to become independent learners, motivating them to achieve their full potential in literacy and numeracy.

### Staff

Staff will maximise student learning through identifying and analysing data (SMART, attendance, L3, L3S1 etc) to plan and target explicit individualised, integrated and differentiated learning.

### Staff

Staff will maintain accurate records and documentation in order to adjust their teaching strategies to maximise impact on student learning.

### Parents/Carers

Parents and carers will collaboratively develop and support their child in the implementation and monitoring of learning plans and personal goals, ensuring their child's engagement, well being and aspirations are met.

### Leaders

The school leadership team engages the school community in reflecting on student performance data.

### Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and well-being.

## Processes

### Curriculum and Learning

Students are engaged in differentiated and authentic learning experiences that foster creativity, communication, collaboration and visible learning intentions, success criteria and feedback is evident.

Assessment, planning and programming and teaching models inform and improve student learning outcomes in Literacy and Numeracy.

### Personalised Learning

Staff use rigorous identification and monitoring processes to ensure high levels of support are provided for all students. Interventions are provided for students 'at risk' and involve integrated and intensive support in literacy and numeracy.

## Evaluation Plan

The Leadership Team will lead inquiry discussions around:

- Literacy and Numeracy Data
- NAPLAN Data
- Student behaviour and engagement (PBL)
- Teaching and Learning Programs
- Assessment and Reporting Processes
- Learning Intentions and Success Criteria
- Personalised Learning Pathways use SMARTER goals

## Practices and Products

### Practices

Students and staff use reflective practices and assessment to inform planning, teaching and learning.

Research based practices including L3, L3S1, TEN and LAP are utilised to enhance learning.

### Products

Whole school literacy and numeracy plans are embedded in all teaching and learning programs.

Students will meet individual targets or goals set in Personalised Learning Plans.

# Strategic Direction 2: Quality Teaching

<p><b>Purpose</b></p> <p>Embed and sustain a culture of continuous school improvement through the development of high quality teachers. Our staff will maintain and develop innovative knowledge, informed by evidence and best practice research, fostered by a culture of quality professional learning so that the needs of our students are met.</p>
<p><b>Improvement Measures</b></p> <p>Quality assessment practices are embedded across the school. that inform learning.</p> <p>All teachers enact the Professional Teaching Standards with some considering higher levels of accreditation.</p> <p>All learning programs reflect current research, the curriculum and individual needs of students.</p>

<p><b>People</b></p> <p><b>Students</b></p> <p>Students are able to articulate their learning and understand what they need to know next to enable continuous learning.</p> <p>Students use feedback, assessment and reporting processes to reflect on their learning.</p> <p><b>Staff</b></p> <p>Staff will ensure appropriate assessment (summative/formative) and reporting practices are used consistently to monitor learning outcomes and they will use their understanding of current research and pedagogy to refine their capacity to maximise individual and collective wellbeing.</p> <p><b>Leaders</b></p> <p>School leaders will ensure that professional learning builds skills in the analysis, interpretation and use of student performance data.</p> <p>They will use current research to lead and expand professional learning opportunities for all staff that focus on improved student learning.</p> <p><b>Leaders</b></p> <p>The school leadership team will use data to inform key decision making and engage the school community in reflecting on student performance data.</p> <p><b>Parents/Carers</b></p> <p>Parents and carers develop an</p>
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<p><b>Processes</b></p> <p><b>Professional Learning</b></p> <p>Teaching practices are evidence based using research such as What Works Best and the Quality Teaching Framework.</p> <p><b>Professional Teaching Standards</b></p> <p>Teacher practice is reflective of standards and the Quality Teaching Framework.</p> <p><b>Evaluation Plan</b></p> <p>Students able to articulate goals to parent or carers and indicate process/progress towards achieving them during reporting period.</p> <p>Tell Them From me surveys</p> <p>Class program supervision.</p> <p>Assessment for Learning – community of schools</p>
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<p><b>Practices and Products</b></p> <p><b>Practices</b></p> <p>Every teacher analyses, utilises data and formative assessment to inform and differentiate teaching and learning.</p> <p>Teachers share criteria for assessments with students and communicate assessment practices with staff and community.</p> <p>All staff undertake professional learning in Science inquiry and STEM approaches.</p> <p><b>Products</b></p> <p>Teaching and learning programs that are evidence informed and that reflect syllabus outcomes.</p> <p>Formative and summative assessments are embedded in teaching and learning.</p>
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## Strategic Direction 2: Quality Teaching

### People

understanding and value of school assessment practices. They receive regular information to support their child's progression to next level.

# Strategic Direction 3: Well being and engagement in learning.

## Purpose

To develop engaged, resilient, socially competent individuals through the creation of nurturing, supportive relationships and purposeful learning environments.

## Improvement Measures

Improved social climate of the school as evidenced by increased numbers of students displaying positive behaviours.

Elements of the Wellbeing Framework are visible in all aspects of school life and student development.

## People

### Students

Care for self, and contribute to the wellbeing of others and the wider community.

### Staff

Staff develop understandings of the themes Connect, Succeed and Thrive and the five domains of wellbeing; cognitive, emotional, social, physical and spiritual.

Embed behaviour expectations and PBL matrix within classroom practices. Focussed on effective positive feedback and whole school consistency.

### Leaders

Leaders will plan and promote school practices that support the cognitive, emotional, social, physical and spiritual well-being of students and the wider community.

### Leaders

Develop a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

### Parents/Carers

Work collaboratively with school staff and experts to support student achievement in learning, engagement and wellbeing.

## Processes

### Student Wellbeing

Through Professional Learning, staff will develop a shared understanding of the Wellbeing Framework, to support positive academic and social outcomes for all students.

### School Culture

Enhancing student wellbeing, using data, feedback, assessment tasks and evidence based research to engage in on going reflective practice, which facilitates improvement in learning and teaching.

## Evaluation Plan

School Excellence Framework

TTFM surveys

Wellbeing Assessment Tool

PBL SET

Peer Support evaluations

Attendance Policy and data

## Practices and Products

### Practices

Explicit teaching of Positive Behaviour for Learning (PBL).

Organise systems, particularly the social culture, learning and teaching environment

### Products

Improved community support of School Wellbeing procedures..

Positive and respectful relationships across the school community support a productive learning environment, positive behaviour and effective engagement.

The school has a comprehensive and inclusive framework to support the whole child.