

# School plan 2018-2020

## Blaxland Public School 1258



# School background 2018–2020

## School vision statement

To provide the Blaxland Public School Learning Community with a bridge to learning through the provision of opportunities to:

- **be lifelong learners** who demonstrate a love of learning, take calculated risks, are in charge of their behaviour and learning and aim for personal bests, are self-motivated, self-disciplined, reflective and can apply past knowledge to new situations, all without the need for instant gratification.
- **experience happiness and joy** where, we are emotionally at peace, able to love and enjoy life, have positive self-esteem and humour, are enthusiastic, understanding, honest, friendly and kind; a participator who can be in awe and in wonder at life.
- **be inclusive and interdependent** demonstrating consideration, trustworthiness, reliability, generosity, care, cooperation, collaboration, empathy and the capacity to listen, lead and empower others, to be respectful, responsible and have initiative, integrity, tolerance and acceptance of difference.
- **think** in ways that are creative, innovative, flexible, critical, questioning, independent, metacognitive, hypothetical, problem solving and considerate of all options and opinions with the capacity to take what is known to the partially known in order to increase learning.
- **be persistent and resilient** displaying ethical understanding, high expectations, patience, courage, persistence and perseverance. We manage impulsivity, strive for accuracy, precision and excellence.

## School context

Blaxland Public School is committed to bridging the learning of students, parents, staff and the wider community through a culture of life long learning, happiness and joy, inclusivity and interdependence, thinking creatively and critically with persistence and resilience within the framework of a learning community. Fundamental to this learning community are the partnerships we sustain and continue to develop along with the support networks currently in place. This includes the P&C, the schools of the Lower Blue Mountains' Learning Community, Rotary, Gateway Family Services, local businesses and industry.

The core values that underpin school life are excellence, respect, responsibility, integrity, fairness, cooperation, participation, care and democracy.

High expectations that encourage risk taking, achievement and personal excellence are inherent in school culture. Individual strengths and the potential of each and every student are valued and programs are provided to enhance student welfare, self confidence and self esteem. Teaching and learning is responsive to student, teacher and community needs and interests where a wide range of experiences that encourage leadership and enjoyment of learning.

114 students are enrolled from Kindergarten to Year 6 across six classes. 12% of our students are from Aboriginal backgrounds.

The school received equity funding for 2018 that enables the delivery of specialised programs and support such as:

- Aboriginal enrichment programs in learning and culture.
- additional School Learning Support Officers to boost student wellbeing and learning.
- socio-economic support.
- additional teaching and learning support for students identified with specific low level needs.

## School planning process

NSW Public Schools self assess using the Schools Excellence Framework. The framework provides schools with explicit descriptions of high quality practice across the three domains of Learning, Teaching and Leadership in order to develop a shared vision, identify priorities and track progress and achievement.

Staff met in Term 4, 2017 to review the Excellence Framework, school directions, student achievement and progress towards our short and long term goals.

### 2018

**In the domain of *Learning* our focus is:**

#### 1. Learning Culture

The school is committed to strengthening and delivering learning priorities, maintaining respectful and positive relationships that have been developed throughout the school community along with supporting students in the development of strong identities as successful learners while developing and sustaining a school wide collective responsibility for student learning and success.

#### 2. Curriculum and Learning

The school is committed to establishing active partnerships and working collaboratively to ensure continuity of student learning, differentiation of curriculum and provide positive, effective personal student feedback that leads to improved learning. The delivery of whole school systematic processes are implemented to identify, address and track student learning and improve literacy and numeracy outcomes for each and every student.

**In the domain of *Teaching* our focus is:**

#### 1. Collaborative Practice

The school is committed to providing, receiving and

# School background 2018–2020

## School vision statement

## School context

- additional learning support for students diagnosed with specific high level learning and wellbeing needs.

## School planning process

responding to planned constructive feedback from colleagues in order to improve teaching practice, collaborating within and across stages to facilitate consistency in curriculum delivery, Kindergarten to Year 6 and identification and utilisation of colleague expertise to improve practice.

### 2. Learning and Development

The school is committed to effectively planning for professional development to improve teaching performances that will improve student learning by sharing and evaluating professional learning, improving literacy and numeracy pedagogy and promoting "What Works Best"

**In the domain of *Leading*** our focus is:

### 1. School Resources

The school is committed to planning for and supporting the delivery of curriculum through appropriate and effective resourcing, integrating long term financial planning with school planning and implementation processes, optimising the use of school facilities within the local community to best meet the needs of the students and the school community, ensuring workforce planning supports whole school improvement initiatives and developing leadership capabilities throughout the school.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Student Wellbeing

**Purpose:**

Student Wellbeing underpins student learning. Positive student welfare systems provide the required learning environment in which children develop a love of learning and evolve into life long learners who are increasingly in charge of their learning. Student wellbeing enhances their self-esteem and provides the resilience and trust needed to allow them to be calculated risk-takers in a learning environment that they find to be increasingly intrinsically motivating and inspiring.



**STRATEGIC  
DIRECTION 2**  
Quality Teaching and Learning

**Purpose:**

Quality Teaching and Learning is at the core of an effective school. Quality Teaching and Learning is based on high expectations and teaching practices designed to meet the diverse needs of all students through a differentiated curriculum that is flexible, reflective, relevant and dynamic.

# Strategic Direction 1: Student Wellbeing

## Purpose

Student Wellbeing underpins student learning. Positive student welfare systems provide the required learning environment in which children develop a love of learning and evolve into life long learners who are increasingly in charge of their learning. Student wellbeing enhances their self-esteem and provides the resilience and trust needed to allow them to be calculated risk-takers in a learning environment that they find to be increasingly intrinsically motivating and

## Improvement Measures

Teachers develop PDPs incorporating the revision and development of whole school wellbeing programs and procedures incorporating *Positive Behaviour for Learning (PBL)* .

100% of staff understand the developed *Positive Behaviour for Learning* program and procedures.

Completion of *Healthy Life Skills* program for all students conducted at the school.

## People

### Students

Actively demonstrate a sound understanding of the learning routines and expectations in the classroom and playground as well as positive behaviours that enhance their learning and keep them safe. All students will engage in the *Healthy Life Skills* program designed to develop habits of well-being.

### Staff

Understand and follow the whole school *Positive Behaviour for Learning* program and procedures.

### Parents/Carers

Understand and support the school's procedures of positive reinforcement of behaviours in the classroom and playground.

## Processes

Whole school implementation of *Positive Behaviour for Learning (PBL)* supporting student behaviour, success and learning to be safe, respectful learners.

Professional development of school leaders in *PBL*. Opportunities for data analysis, systems revision and development.

Opportunities for staff consultation and development of the procedures.

Opportunities for parents and caregivers to be consulted and informed.

*Healthy Life Skills* program conducted in the school. All students engaged in developing wellbeing strategies and practices during Term One.

## Evaluation Plan

Publication of school's reviewed student welfare procedures and processes.

## Practices and Products

### Practices

All teachers engage with revised whole school welfare processes and procedures. Students are consistently reinforced for positive behaviour in being safe, respectful learners.

Data gathered on behaviour trends in the classroom and playground to inform future directions.

Timely meetings to monitor the implementation process of the new procedures.

### Products

Publication of school's new student wellbeing procedures and processes.

# Strategic Direction 2: Quality Teaching and Learning

## Purpose

Quality Teaching and Learning is at the core of an effective school. Quality Teaching and Learning is based on high expectations and teaching practices designed to meet the diverse needs of all students through a differentiated curriculum that is flexible, reflective, relevant and dynamic.

## Improvement Measures

80% of students are able to articulate the learning intentions and success criteria of literacy sessions or activities they are doing.

80% of students in Years 3 – 6 can successfully list the *Super Six* comprehension strategies.

100% of identified students have Individual Learning Plans (ILPs) developed by their teachers using reports in PLAN.

100% of staff include learning intentions and success criteria in literacy sessions and how they are to communicate these effectively to their students.

100% staff have *"Where to next"* suggested teaching learning activities in the electronic literacy continuum and build these into their teaching and learning programs.

## People

### Students

Will engage in a differentiated curriculum increasingly able to verbalise the learning intentions and success criteria for literacy tasks and activities.

Are explicitly taught and become familiar with and use the *Super Six* comprehension strategies.

### Staff

Develop Performance Development Plans that reflect the schools direction and focus in relation to developing *Visible Learning* within their classroom and across the school. From professional development staff will develop a deeper understanding of the importance of and how to build into their lessons and effectively communicate learning intentions and success criteria to their students.

Staff identify and develop Individual Learning Plans (ILPs) using reports in PLAN for students indicated as performing in the middle bands of NAPLAN.

Staff utilise the *"Where to next"* suggested teaching and learning activities in the electronic literacy continuum and build these into their teaching and learning programs.

Explicitly teach the *Super Six* comprehension strategies.

### Parents/Carers

Will increasingly understand the importance of *Visible Learning* in supporting their child's growth and

## Processes

Staff engage in professional development in identifying and meeting the needs of middle band performing students. This professional development will include a deeper understanding of how to access and use the *"Where to next"* suggested teaching learning activities in the electronic literacy continuum and build these into their teaching and learning programs. Professional development of teacher and School Learning Support Officers (SLSO) will also include a deeper understanding of the *Super Six* comprehension strategies.

## Evaluation Plan

School leaders trained in *Visible Learning* practices (learning intentions and success criteria for literacy tasks and activities) which are then shared with all staff at scheduled professional development sessions.

## Practices and Products

### Practices

Staff are able to build into their lessons and effectively communicate learning intentions and success criteria to their students in literacy programs.

Teachers are able to identify and develop Individual Learning Programs (ILP) for targeted middle band students.

Teachers are able to include *"Where to next"* suggested teaching learning activities in the electronic literacy continuum and build these into their teaching and learning programs.

### Products

ILP developed for targeted middle band students.

# Strategic Direction 2: Quality Teaching and Learning

## People

development in the classroom.