

School plan 2018-2020

Blairmount Public School 4535



School background 2018–2020

School vision statement

Students, teachers, parents and carers at Blairmount Public School are members of an informed, innovative, empowered and successful learning community.

Students at Blairmount Public School are challenged and empowered to take educational risks to develop deep understanding. Our learners have the mindset to demonstrate learning resilience in a safe and inclusive learning environment. They reflect on their learning and take on feedback to improve. Students are connected learners who publish to and celebrate success with an authentic global audience.

Teachers at Blairmount Public School are reflective, innovative and have a deep understanding of their students and the way they learn. They empower students to have an active voice in the learning process and work creatively and innovatively to best meet the needs of students. Teachers work collaboratively both within and across schools. They seek feedback and are adaptive and motivated to help students achieve their full potential. Teachers encourage a positive school culture and promote and lead the celebration of all successes across the school community.

Parents and carers at Blairmount Public School are informed and active partners in their children's education. They are knowledgeable of student progress and are encouraged, welcomed and empowered to have an authentic voice in decision making and planning. They are seen as an integral part of our successful learning community. Partnerships with community businesses and experts are created and sustained to authentically engage with students and the school.

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 are 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 evidence collection and analysis begins and culminates in the school's Annual Planning weekend and the presentation of the 'Evidence Book'.

From the evidence presented, all stakeholders make judgements on the merit, worth or value of the processes and strategies and form recommendations regarding the continuation or cessation of what is currently happening, and whether new strategies need to be developed and implemented. Once the recommendations are costed and scrutinised against priorities, 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 2018–2020

STRATEGIC DIRECTION 1

Empowered, Risk Taking &
Successful Students

Purpose:

Students at Blairmount Public School are challenged and empowered to take educational risks to develop deep understanding. Our learners have the mindset to demonstrate learning resilience in a safe and inclusive learning environment. They reflect on their learning and take on feedback to improve. Students are connected learners who publish to and celebrate success with an authentic global audience.

STRATEGIC DIRECTION 2

Reflective, Innovative &
Knowledgeable Teachers

Purpose:

Teachers at Blairmount Public School are reflective, innovative and have a deep understanding of their students and the way they learn. They empower students to have an active voice in the learning process and work creatively and innovatively to best meet the needs of students. Teachers work collaboratively both within and across schools. They seek feedback and are adaptive and motivated to help students achieve their full potential. Teachers encourage a positive school culture and promote and lead the celebration of all successes across the school community.

STRATEGIC DIRECTION 3

Informed, Active Community

Purpose:

Parents and carers at Blairmount Public School are informed and active partners in their children's education. They are knowledgeable of student progress and are encouraged, welcomed and empowered to have an authentic voice in decision making and planning. They are seen as an integral part of our successful learning community. Partnerships with community businesses and experts are created and sustained to authentically engage with students and the school.

Strategic Direction 1: Empowered, Risk Taking & Successful Students

Purpose	People	Processes	Practices and Products
<p>Students at Blairmount Public School are challenged and empowered to take educational risks to develop deep understanding. Our learners have the mindset to demonstrate learning resilience in a safe and inclusive learning environment. They reflect on their learning and take on feedback to improve. Students are connected learners who publish to and celebrate success with an authentic global audience.</p>	<p>Students</p> <p>Build resilience in all aspects of school life to maintain positive relationships and develop a growth mindset.</p> <p>Staff</p> <p>Provide opportunities for students to co-author learning experiences and are supported in professional learning in technology, growth mindset and Aboriginal education.</p> <p>Leaders</p> <p>Promote reflective practice and provide opportunities for differentiated professional learning.</p>	<p>Aboriginal Education</p> <p>Aboriginal students are supported in attendance, engagement and achievement of outcomes that match or better outcomes of all students.</p> <p>Future Focussed Learners</p> <p>Students are supported to become resilient learners who regularly co-author their own learning experiences including the effective and authentic use of technologies.</p> <p>Wellbeing</p> <p>Students are provided with supportive and positive frameworks that result in improved resilience, engagement and relationships, where individual successes are acknowledged and celebrated.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> Semester surveys Tell Them from Me survey Teaching for Effective Learning (TfEL) data Personalised Learning Pathway evaluations 	<p>Practices</p> <p>Aboriginal Education: Strong and respectful partnership exists between the school and local AECG supporting collaborative decision making processes to best meet the needs of Aboriginal students.</p> <p>Future Focussed Learners: Facilitate opportunities for students to share learning with authentic global audiences utilising a variety of technologies.</p> <p>Wellbeing: Positive respectful relationships are evident and widespread among students and staff.</p> <p>Products</p> <p>Aboriginal Education: All Aboriginal students achieve growth in 100% of individual goals within their Personalised Learning Pathway.</p> <p>Future Focussed Learners: Students at Blairmount PS demonstrate a growth mindset in all aspects of school life.</p> <p>Wellbeing: All students can identify a staff member who can provide advice, support and assistance to help them fulfill their potential.</p>
Improvement Measures			
<p>Aboriginal Education</p> <ul style="list-style-type: none"> 100% of Aboriginal students achieve growth towards individual goals within their Personalised Learning Pathways. <p>Future Focussed Learners</p> <ul style="list-style-type: none"> 100% of students at BPS have 1:1 access to a device. Increased proportion of students using the language of Growth Mindset <p>Wellbeing</p> <ul style="list-style-type: none"> 100% of students can identify a staff member who can provide advice, support and assistance to help them fulfill their potential. 			

Strategic Direction 2: Reflective, Innovative & Knowledgeable Teachers

Purpose

Teachers at Blairmount Public School are reflective, innovative and have a deep understanding of their students and the way they learn. They empower students to have an active voice in the learning process and work creatively and innovatively to best meet the needs of students. Teachers work collaboratively both within and across schools. They seek feedback and are adaptive and motivated to help students achieve their full potential. Teachers encourage a positive school culture and promote and lead the celebration of all successes across the school community.

Improvement Measures

Evidence Based Practices

- An increase in the percentage of students achieving equal to or greater than expected growth in literacy and numeracy.

Innovative Research Based Pedagogy

- 100% of staff participating in stage, school and cross school collaboration.
- Increase in visible learning strategies measured through a visible learning matrix.

Future Focussed Classrooms

- An increase in the percentage of teachers reflecting on current practices to initiate change.

People

Staff

Staff are supported to apply current research and use evidence based practices through targeted professional learning.

Leaders

Leaders guide professional growth of all staff based on current research, supporting and encouraging opportunities utilising innovative pedagogy.

Parents/Carers

Parents and carers are encouraged to experience innovative classroom practice through opportunities to engage in classrooms, workshops and digital platforms.

Processes

Evidence Based Practices

Staff are supported to use evidence based practices. The spiral of inquiry framework and Growth Coaching will be used to promote professional reflection and individual professional learning along with regular meetings with Instructional Leaders.

Innovative Researched Based Pedagogy

Teachers, in partnership with CORWIN and a community of schools, engage in current educational research to become an accredited Visible Learning school.

Future Focussed Classrooms

Teachers are encouraged to reflect on current practice to create classrooms that are empowering, innovative, informed and successful.

Evaluation Plan

- PAT testing
- NAPLAN
- PLaN 2
- Visible Learning Matrix
- Classroom Observations
- Surveys

Practices and Products

Practices

Evidence Based Practices: Teachers use a collaborative and reflective framework as a tool to personalise professional learning and to reflect on what is currently happening for teachers and students.

Innovative Researched Based Pedagogy: Teachers employ visible learning practices to improve student learning.

Future Focussed Classrooms: Staff utilise 1:1 technology authentically and experiment with flexible learning spaces.

Products

Evidence Based Practices: All staff are reflective as a result of engaging in spiral of inquiry and meeting regularly with Instructional Leaders.

Innovative Researched Based Pedagogy: Students can articulate their learning and teachers can see learning through the eyes of students.

Future Focussed Classrooms: Teachers utilise innovative pedagogies to empower students to be creative, critical thinkers who collaborate, cooperate and communicate.

Strategic Direction 3: Informed, Active Community

Purpose

Parents and carers at Blairmount Public School are informed and active partners in their children's education. They are knowledgeable of student progress and are encouraged, welcomed and empowered to have an authentic voice in decision making and planning. They are seen as an integral part of our successful learning community. Partnerships with community businesses and experts are created and sustained to authentically engage with students and the school.

Improvement Measures

Authentic and Sustained Parent Engagement

- Increased number of opportunities for parents to attend high quality learning experiences in a range of curriculum areas.

Partnerships

- Increase in community and expert partnerships and the number of classes engaging in entrepreneurship.

Empowered Decision Making

- An increased proportion of parents and students at P&C, planning days and other forums that provide opportunities for discussion, feedback and decision making.

People

Students

Students are provided opportunities to engage in authentic learning experiences that broaden their connection to communities.

Staff

Staff provide opportunities for parents to experience innovative classroom practice through opportunities to engage in classrooms, workshops and digital platforms.

Community Partners

Stronger links and communication that enables collaborative planning and decision making to inform decisions within the school.

Processes

Authentic and Sustained Parent Engagement

Opportunities and experiences are delivered innovatively to develop positive relationships and a deeper understanding of current curriculum and classroom practice.

Partnerships

Investigate opportunities to develop partnerships between the school and local, national and international organisations allowing students to engage in and connect their learning to authentic real world experiences.

Empowered Decision Making

Parents and students are provided opportunities to be equal partners in all decision making processes and know their voice is welcomed and valued.

Evaluation Plan

- Surveys
- Event registers

Practices and Products

Practices

Authentic and Sustained Parent Engagement:

Staff regularly provide high quality learning experiences for parents in a range of curriculum areas, eg literacy, numeracy and ICT.

Partnerships: Students regularly accessing established local, national and international partnerships.

Empowered Decision Making: Staff provide ongoing and sustained opportunities for parents and students to have an authentic voice in all school directions.

Products

Authentic and Sustained Parent Engagement:

An increased number of parents authentically engaging with staff and their child's education leading to an improved understanding of student achievement.

Partnerships: An increase in the number of staff and students engaged in partnerships that have allowed connections to real life experiences and entrepreneurship.

Empowered Decision Making: Increased regular parent and student consultation and feedback to drive all decision making within the school.