School plan 2015 – 2017

Blaxland Public School 1258
Member of the Lower Blue Mountains Community of Schools

Learning  
Engagement  
Quality Teaching
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, and 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, honest, friendly and kind; a participant who can be in awe and in wonder at life.

- **be inclusive and interdependent** demonstrating consideration, trustworthiness, reliability, generosity, caring, 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, meta cognitive, hypothetical, problem solving and considerate of all options and opinions with the capacity to take what is known to the partially known to increase learning.

- **be persistent and resilient** displaying ethical understanding, high expectations, patience, courage, persistence and perseverance. Where we manage impulsivity, strive for accuracy, precision and excellence.

School context

**Blaxland Public School** is nestled in a bushland setting at the base of the Blue Mountains and is a small, community-focused school that encourages each student to learn and grow in a caring, supportive, enjoyable and challenging environment. The core values that underpin school life are excellence, respect, responsibility, integrity, fairness, cooperation, participation, care and democracy. The school achieves its mission by creating a school climate of high expectations that encourages effort, risk-taking, achievement and personal excellence. Individual strengths and the potential of each student are valued and programs are provided to enhance student welfare, self-confidence and self-esteem. Learning programs are responsive to student needs and interests and provide a wide range of experiences to encourage responsibility, enjoyment in learning and, through participation is empowering. The school received recognition from the Australian Government for outstanding achievement over four consecutive years in Literacy and Numeracy. Performing Arts also has a strong focus in the school with involvement in dance, drama, whole school musicals, choir and band. Parents are engaged in school life and proactive in supporting staff provide opportunities to further the learning of all students.

School enrolment for 2015 is 161.

- K E: 21 students
- 3/4 E: 25 students
- K/1 Z: 19 students
- 4/5 F: 24 students
- 1/2 S: 23 students
- 6 E: 26 students
- 2/3 P: 23 students

School planning process

The identification of three key strategic directions, improvement measures and general planning employed consultation and collaborative processes. Gathering information included and will continue to include information from:

- formal and informal parent, teacher and student interviews, discussions and communication;
- student observations and school based assessment data;
- NAPLAN data;
- surveys;
- Department of Education and Communities staff dialogue and staff meetings;
- external sources including research and theory;
- professional development activities and
- The Lower Blue Mountains Learning Community

Disseminating information will continue through:

- newsletters, committee meetings;
- P&C;
- staff meetings;
- professional development meetings and the
- school website

Shared agreement is reached through:

- respectful listening
- shared vision and goals
- shared understanding of students needs
- shared understanding of NSW State Goals for Education
- shared understanding of 2015 NSW Department of Education and Communities educational directions.
**Purpose:**
To ensure learning for students across our Community of Schools is continuous K-12 and is based on quality educational delivery, consistently high standards and shared professional practices.

To create 21st century students who are independent, interdependent and collaborative learners, deep and logical thinkers, with the ability to obtain, investigate and evaluate information in a disciplined way.

To provide opportunities to be creative, innovative and resourceful.

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**Purpose:**
To ensure all students across our Community of Schools are actively and purposefully engaged in their learning and all aspects of school life K-12.

To create a safe and respectful school that supports the core business of learning, engaging the school community, working and making decisions collaboratively and embedding a shared system of values and cultural excellence.

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**Purpose:**
To ensure all staff across our Community of Schools take responsibility for personal ongoing professional learning, striving for innovation and improvement, ensuring quality teaching is occurring in all classrooms. Staff will have a deep knowledge and understanding of the National Standards for teachers, achieving leadership at all levels.

To develop high quality 21st century leaders with the knowledge and skills to inspire others in innovative and creative practices for 21st century learning, meeting the diverse needs of all our learners.
### Strategic Direction 1: LEARNING  Creating quality 21st century learners

#### Purpose
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To create 21st century students who are independent, interdependent and collaborative learners, deep and logical thinkers, with the ability to obtain, investigate and evaluate information in a disciplined way.

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#### Improvement Measures

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tr>
<td><strong>Students</strong>: develop cross stage relationships including stage 3 to 4 through buddy programs, peer support, high school transition programs and in school activities.</td>
<td>- Implement assessment and tracking using PLAN, NAPLAN, ESSA, school based data and standardised testing data to inform planning and share across the community of schools.</td>
<td><strong>Product</strong>: Growth for students K – 12 in literacy and numeracy is commensurate with state expectations.</td>
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<td><strong>Students</strong>: acquire the capacity and skills to interact with a variety of people both at school and externally.</td>
<td>- Provide professional development and mentoring to strengthen the implementation of differentiated teaching and learning utilising creative 21st century practices.</td>
<td>Cohesive movement of students across stages, through differentiated learning programs designed to meet the needs of all learners, particularly Stage 3 to Stage 4.</td>
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<td><strong>Students</strong>: demonstrate skills and strategies aligned with 21st century learning across key learning areas.</td>
<td>- Employ evidence based teaching and learning practices. Students:</td>
<td>90% of students achieve cluster level benchmarks in literacy and numeracy</td>
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<td><strong>Staff</strong>: through collaboration, create a shared understanding of the need for differentiated teaching and learning and capacity to meet the needs of all learners irrespective of stage or year.</td>
<td>- understand the learning intention,</td>
<td><strong>PLAN</strong></td>
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<td><strong>Staff</strong>: through shared professional development cultivate a collective mindset that the teacher is the critical element in the success of the learner as a result of the knowledge, skills and strategies understood by the teacher and quality of experiences delivered.</td>
<td>- know what the learning product needs to look like during stages of completion and at completion,</td>
<td>90% of students K – 2 achieve DEC recommended reading recovery levels.</td>
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<td><strong>Parents/Carers</strong>: expand knowledge of curriculum through newsletters, the school website, participation in classrooms and information sessions.</td>
<td>- ask questions, work collaboratively,</td>
<td><strong>Practices</strong>:</td>
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<td><strong>Community Partners</strong>: establish alliances to provide enrichment and extension opportunities in learning. e.g. Australian Chess, Macquarie University, UNSW</td>
<td>- have the opportunity to share and articulate their learning</td>
<td>- Students demonstrate confidence, knowledge and understanding of what moving across stages requires of them</td>
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<td><strong>Leaders</strong>: foster professional development learning and time allocations for staff to meet as grades, stages, across stages, within the learning community.</td>
<td>- take ownership of their learning</td>
<td>- Students interact comfortably with peers, community members, visitors to the school and with others when attending out of school activities.</td>
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<td>- are creative, innovative</td>
<td>- students articulate learning intentions,</td>
<td>- Students articulate learning intentions, and what they hope to improve and learn.</td>
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<td>- have constructive feedback leading to improvements</td>
<td>- and at completion,</td>
<td>- Students embed 21st century learning practices into daily activities.</td>
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<td>- work through different learning modalities</td>
<td><strong>Evaluation Plan</strong></td>
<td>- Learning products are indicative of critical, creative and innovative thinking.</td>
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**Students articulate learning intentions, and at completion,**

- **Review of data**
- **Review of teaching and learning programs and practices**
- **Student and teacher surveys**
- **Collegial sharing meetings**
- **Classroom observations/feedback**.
Strategic Direction 2: ENGAGEMENT Building a 21st century learning environment to support students’ learning.

Purpose

Purpose:

To ensure all students across our Community of Schools are actively and purposefully engaged in their learning and all aspects of school life K-12.

To create a safe and respectful school that supports the core business of learning, engaging the school community, working and making decisions collaboratively and embedding a shared system of values and cultural excellence.

Improvement Measures

- Students develop personal learning journals and reflect on learning to extend achievements evident through teacher and student reviews.
- Reduction of student welfare issues evident by fewer referrals to the Principal, Assistant Principals and Counsellor
- Improved growth in NAPLAN between Year 3 and Year 5 students for literacy and numeracy

People

Students: acquire the capacity to develop, monitor and reflect on personal learning goals.
Students: understand constructive participation, taking risks and perseverance is required to achieve goals and improve learning.
Staff, Students and Parents: share in modelling safe and respectful behaviours to support a collaborative learning environment that is reflective of core values and high standards.
Staff: provide highly motivating teaching and learning that engages students collaboratively, meaningfully and creatively, leading to independence in learning and a strong sense of self-worth.
Parents/Carers: are provided with opportunities to engage proactively in school life; helping in classrooms, supporting literacy and numeracy initiatives, sport, extra curricula activities, P&C, School Council etc.
Community Partners: establish alliances to provide enrichment and extension opportunities in learning and resources e.g. Rotary, AECG, RAAF, NRMA, Blue Mountains Bus Company Gateway Family Services
Leaders: provide forums for the voice of students, staff and parents and wider community, professional development, information sharing, meetings, surveys.

Processes

Through the learning community demonstrate and share:
- assessment strategies for and of learning, moderating tasks and use of data to support students in setting personal goals.
- strategies to support students set, monitor and reflect on learning in literacy and numeracy sessions.
- approaches to supporting students participate constructively and with perseverance.
- ways to implement different learning modalities during literacy and numeracy sessions.
- use of applications to support differentiation
- strategies for embedding values and culture into everyday learning practices.

Evaluation Plan

- Feedback from shared practice
- Review of teaching and learning programs and practices
- Teacher dialogue
- Collegial sharing meetings
- Classroom observations
- Identification of resources required to better support:
  - student engagement and
  - the implementation of different modes of learning.

Products and Practices

Product:

- Students develop personal learning journals and reflect on learning to extend achievements
- Reduction of student welfare issues evident by fewer referrals to the Principal, Assistant Principals and Counsellor
- Improved growth in NAPLAN between Year 3 and Year 5 students for literacy and numeracy.

Practice:

Teachers:
- clearly articulate learning intentions to students
- collaborate with students on learning tasks and the setting of personal goals
- provide students with learning that is fun, provides for a range of abilities and learning styles, is creative and engaging.

Practice:

Students:
- display confidence as learners and map their progress against their personal learning goals and school values;
- interact in a supportive learning environment where concerns are discussed with teachers;
- demonstrate confident, collaborative critical and creative thinking;
- strive to improve outcomes through feedback received and
- develop respectful relationships built on trust are evident and recognised as pivotal in achieving learning growth.
Strategic Direction 3: QUALITY TEACHING Enhancing school leadership and teaching excellence for a modern 21st century school

Purpose
To ensure all staff across our Community of Schools takes responsibility for personal ongoing professional learning, striving for innovation and improvement, ensuring quality teaching is occurring in all classrooms. Staff will have a deep knowledge and understanding of the National Standards for Teachers, achieving leadership at all levels. To develop high quality 21st century leaders with the knowledge and skills to inspire others in innovative and creative practices for 21st century learning, meeting the diverse needs of all our learners.

Improvement Measures

- 100% of teachers engage in collaborative planning and programming, evident through shared 21st century learning practice.
- 100% of teachers know understand the National Standards for Teachers, evident through their capacity to articulate requirements and direct personal professional development.
- Improved leadership, management and administration, evident through upgraded policy and practices.

People

Students: acquire and integrate innovative learning strategies leading to improved engagement, learning and wellbeing applicable to the needs of all students.

Staff: Respectfully and collegially challenge pedagogy through strategic professional development to improve knowledge, understanding and skills.

Staff: develop a deep knowledge and understanding of the National Standards for teachers and achieve leadership at all levels.

Parents/Carers: construct and engage in a shared purpose to assist students achieve high level outcomes and active, happy participation in school life.

Community Partners: strengthen collaborative practices of the Lower Blue Mountains Learning Community through professional development.

Leaders: identify and implement professional development in alignment with DEC and state requirements, strategic directions for BPS, personal development plans, and effective performance and developmental practices.

Leaders: ensure policies and practices are underpinned by current research for 21st century learning and theory and define, improve and evaluate school capacities and leadership.

Processes

Provide school leadership with time to effectively lead, manage and implement DEC reforms and innovative practices through:

- professional development;
- educational programs;
- performance and development
- student welfare;
- provision of resources and
- community partnerships.

Provide all teachers with time to engage collaboratively with colleagues, mentors and supervisors informally and formally to inspire and develop capabilities in the delivery of 21st century teaching and learning.

Evaluation Plan

- Formal and informal teaching observations and feedback.
- Formal and informal collegial sharing outcomes.
- Monitoring of strategic directions
- Analysis of staff surveys to review school leadership, management and performance.
- Formal and Informal staff dialogue.

Products and Practices

Product:

- 100% of staff support the strategic directions of the school plan evident through current practice.
- 100% of teachers engage in collaborative planning and programming, evident through shared 21st century learning practice.
- 100% of teachers know, understand the National Standards for Teachers, evident through their capacity to articulate requirements and direct personal professional development.
- 100% of teachers focus on the delivery of quality 21st century education, evident in planning, programming and curriculum delivery.
- Improved leadership, management and administration evident through upgraded policy and practices.

Practice:

- Leadership learning across the school supports quality educational and organisational practices that align with DEC directions, policies, National Standards for Teaching, NSW Syllabus for Australian curriculum and 21st century learning.
- Proactive educational and organisational innovation is prioritised by staff driving a culture of improvement in leadership, management, educational outcomes, administration and school capacities.
- Professional development aligns with strategic directions, the Performance & Development Framework and Staff Professional Development Plans.