

School plan 2015 – 2017

BLACKSMITHS PUBLIC SCHOOL 4197





School vision statement

At Blacksmiths Public School our vision is to engage students in a supportive and stimulating learning environment to prepare them to become successful, active and informed citizens for the 21st Century. Through effective partnerships between students, staff and our communities we strive to provide opportunities to work collaboratively for our children's future.

School context

Blacksmiths Public School, located in East Lake Macquarie provides a nurturing environment where all 106 students are supported and challenged by quality educational programs within a varied and balanced curriculum. In recent years major initiatives in the areas of literacy, numeracy, the environment and sport have brought about widespread recognition of excellence within the school and the wider community. Our school is made up of students from a diverse range of socio economic backgrounds, with a small number of Aboriginal enrolments. The school currently has a FOEI (Family Occupation and Education Index) score of 100. Blacksmiths Public School is well resourced with wireless access throughout the school. The schools enrolments have slowly declined over the last 5 years, resulting in the loss of an Assistant Principal at the school in 2014. In 2015 the school will be staffed with 5 classroom teachers, a teaching Principal and a part time library teacher. The Principal's role incorporates the LAST (learning assistance support teacher) and RFF (release from face to face). The school aims to produce a culture of continuous improvement and quality service. We encourage the involvement of parents and community in every aspect of school life, as we work towards developing genuine and productive partnerships with our families. Our programs cater for individual needs, promoting critical thinking, creativity and problem solving across all Key Learning Areas. Our motto, 'Doing Our Best Together', underpins the Blacksmiths Public School attitude to learning, playing and living!

School planning process

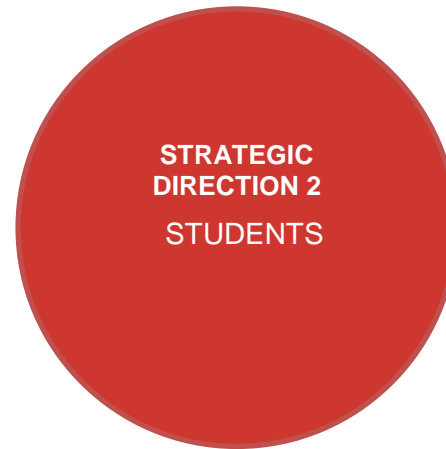
Blacksmiths Public School underwent a thorough evaluation process in order to construct this current school plan. The evaluation process included consultation with students, staff and the community. A range of tools were used to collect information. These tools included surveys, focus groups, data collection and analysis, student and parent forums and document analysis. All information gathered through the use of these various tools was collated and communicated to all stakeholders and used to write our school vision and strategic directions for 2015 – 2017.



Purpose:

To develop teacher capacity through staff engagement in best practice and meaningful professional learning, in order to improve student learning outcomes.

Assessment for and assessment as learning play a central role in learning. School based and non-school based data analysis inform teaching and learning programs.



Purpose:

All students become successful, confident and creative learners, and active and informed citizens through effective student well-being programs, school systems and processes. Students access the curriculum at an appropriate level and through dynamic and innovative approaches in order to optimise learning outcomes.



Purpose:

Engagement of students, staff, parents, the wider community and local LMG schools through school practises that encourage and promote meaningful relationships and support transition to and from Blacksmiths Public School. Students engage with their own learning, school, and community and make global connections.

Staff engages with students, parents, LMG and the wider DEC community to inform learning programs, build relationships and build capacity to improve student learning outcomes.

Strategic Direction 1: TEACHING & LEARNING

Purpose

Students access quality learning programs, driven by a high standard of teaching and professional staff engaged in best practise and meaningful professional learning.

Assessment for and assessment as learning play a central role in learning. School based and non-school based data analysis inform teaching and learning programs.

Improvement Measures

- ❖ **Products:** All students achieve grade appropriate achievement on PLAN

Benchmark 2014: 65% students achieved grade appropriate PLAN data

- ❖ **Products:** All students to achieve expected growth in Literacy and Numeracy from Years 3-5 and 5-7

Benchmark 2014:

40% of Year 5 students achieved above or at expected growth in Literacy & Numeracy

51% of Year 7 students achieved above or at expected growth in Literacy & Numeracy

People

Students:

Engage students in being a quality learner of literacy and numeracy in the class and home environments

Staff:

Incorporation of 21C learning into the delivery of all curriculum.- as per the goals of the Melbourne Declaration and GTIL

Further develop staff understanding of current, research based, best practice in Literacy and Numeracy

Build staff capacity to collaboratively plan and differentiate programming in Literacy and Numeracy using the quality teaching elements and ESES policy strategies

Build staff capacity to confidently deliver current BOSTES syllabus documents

Processes

- ❖ Effective assessment schedule, assessment tasks and data analysis (once a term PLAN) (5 week PLAT K-6)
- ❖ Implementation of school programs to support literacy (L3 and Focus on Reading)
- ❖ Teachers engage in professional learning that links to school plan and Performance & Development processes
- ❖ Implementation of new Mathematics, History and Science syllabus
- ❖ Implementation of PLAT (Powerful Learning Accountable Teaching) program
- ❖ Implementation of new Performance and Development processes

Evaluation plan:

Closely monitor NAPLAN and school based assessment results to analyse student performance in English and Mathematics. Develop targeted programs to improve in these areas as required.

Regular reporting against milestones from school planning & evaluation team at staff meetings in weeks 5 & 10 of each term.

Completion and analysis of the 'Tell Them From Me' survey.

Products and Practices

Products: All students achieve grade appropriate achievement on PLAN (Planning Literacy & Numeracy)

Products: All students to achieve expected or better growth in Literacy and Numeracy from Years 3-5 and 5-7

Product: All kindergarten students exit kindergarten reading at least at a RRL 9

Products: teaching programs reflect BOS syllabus documents, school scope and sequences and quality teaching practices with evidence of differentiation.

Practices: Teachers utilise the data from PLAN to program effectively.

Practices: Quality teaching and learning practices across the school, demonstrated through differentiated Literacy and Numeracy lessons and assessments to improve student achievement.

Practices: Students and staff reflecting on the achievement of their personal learning and leadership goals in the area of Literacy and Numeracy.

Practices: Teachers collect data on benchmarks as per the PLAT program to inform teaching programs and target LAST and SLSO support

Strategic Direction 2: STUDENTS

Purpose

All students become successful, confident and creative learners, and active and informed citizens through effective student well-being programs, school systems and processes.

Improvement Measures

- ❖ At least 80% of students achieving in the PLAT(Powerful Learning Accountable Teaching) zone of achievement

Benchmarks Term 1 2015:

81% of students achieve in the zone of achievement in reading

60% of students achieve in the zone of achievement in comprehension

- ❖ PLPs and IEPs written in consultation with parents, for targeted students (Aboriginal students & those identified at risk of not meeting national benchmarks in Years 3 & 5) and updated regularly.
- ❖ Maintain student attendance rates above state average

Benchmark 2014: 95.1% Attendance

People

Students: Develop capacity for creativity and open ended thinking through engagement in challenging and appropriate learning.

Students: Learn to use and apply evolving technology to think critically.

Staff: Participate in professional learning to support students in the use of technology.

Staff: Use data analysis to target support for students at risk and differentiate learning programs.

Parents: Develop understanding of school processes that cater for differentiation and the success of individual children.

Community partners: Develop awareness of, and involvement of community partners in the delivery of a diverse array of opportunities for students to engage in.

Leaders: Develop expertise to promote a whole school culture of differentiated teaching and lead school processes to engage students and enable them to successfully learn.

Processes

- ❖ Differentiated learning – Students have access to a range of learning experiences that are developed to support their individual and group needs.
- ❖ Digital Learning – Students are engaged in the use of technology in their everyday learning.
- ❖ Student well-being program reviewed and implemented to support student welfare.

Evaluation plan:

Regular reporting against milestones from all staff at staff meetings in weeks 5 & 10 of each term.

Completion and analysis of the 'Tell Them From Me' survey.

PLAT milestones

Products and Practices

Product: At least 80% of students reaching PLAT(Powerful Learning Accountable Teaching) benchmarks.

Product: PLPs and IEPs written in consultation with parents, for targeted students (Aboriginal students & those identified at risk of not meeting national benchmarks in Years 3 & 5) and updated regularly.

Product: Maintain student attendance rates above state average

Product: Student welfare policy revised and implemented by end of 2015.

Practice:

PLPs developed and evaluated to support Aboriginal students and those students in danger of not meeting national benchmarks in years 3 & 5

Practice: Learning Assistance Support Teacher (LAST) supports teachers in delivering small group and individualised support for students not reaching PLAT (Powerful Learning Accountable Teaching) benchmarks

Practice: Teachers and students use ICT in their daily teaching and learning.

Strategic Direction 3: PARTNERSHIPS

Purpose

Engagement of students, staff, parents, the wider community and local LMG schools through school practises that encourage and promote meaningful relationships and support transition to and from Blacksmiths Public School. Students engage with their own learning, school, and community and make global connections. Staff engages with students, parents, LMG and the wider DEC community to inform learning programs, build relationships and build capacity to improve student learning outcomes.

Improvement Measures

- ❖ Parent and student engagement levels at or above state norms

Assessment Tool: 'Tell The From Me' Survey

Benchmarks 2014:

Canteen open 1 day a week

50% attendance @ info. Sessions

On average 20% of parents participated in evaluation activities.

Average P & C attendance: 6 parents

People

Students: Foster genuine relationships and connections within and beyond Blacksmiths Public School

Staff:

Develop staff capabilities and networks through LMG opportunities to collaborate in improving learning outcomes.

Parents/Community:

Foster genuine relationships with the community by providing opportunities for parents, community and staff to work together.

Community partners:

Provide opportunities for community partners to develop and strengthen relationships with the school community to improve student learning outcomes.

Leaders:

Facilitate opportunities for school leaders to develop capabilities and networks within the LMG and broader DEC networks.

Processes

- ❖ Galgamba community of schools continue to collaborate to provide opportunities for students, staff and community within the LMG
- ❖ Implementation of the Stephanie Alexander Kitchen Garden Program (SAKG)
- ❖ School community is well informed about school systems, policies, achievement and events.
- ❖ Effective orientation programs are implemented to transition students to and from Blacksmiths Public School
- ❖ SALM is implemented effectively.

Evaluation plan:

Regular reporting against milestones from all staff at staff meetings in weeks 5 & 10 of each term.

Completion and analysis of the 'Tell Them From Me' survey.

Products and Practices

Products: Parent and student engagement levels at or above state norms

Products: The school will implement SALM/SAP finance, student well-being and student management practices.

Products: Two classes each year participate in the SAKG program, consisting of weekly lessons.

Practices: Through the LMG, students engage in a variety of shared learning opportunities.

Practices: Future kindergarten enrolments (2016) participate in an effective orientation program

Practices: Parents of kindergarten students participate in an informative and effective information session.

Practices: Parents participate in a variety of information and evaluation sessions throughout the year.

Practices: Staff and leaders participate in LMG and other networks for Professional Learning.