School plan 2015 – 2017

Blackalls Park Public School  3966

Photo of Dayna taken by Montanna at Lake Macquarie

Winner of the People’s Choice Award in The Toronto Chamber Of Commerce 2014 Photo Competition.
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<th>School vision statement</th>
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<td>We are a community of learners that inspire, lead and create quality educational experiences. We strive to ensure each student in our care receives the optimal social and academic learning experiences. Students learn in a mutually respectful environment to become responsible and informed citizens for a changing world.</td>
<td>Blackalls Park Public School is located on the western side of Lake Macquarie. The school is a proud member of the Toronto Learning Community (TLC) of partner schools comprising seven public primary schools and one public high school. Our links also extend to Mankillikan, our local Aboriginal Educational Consultative Group (AECG). It has an enrolment of 228 students which includes 22 students who identify as Aboriginal or Torres Strait Islander descent. The school has an experienced and dedicated staff and an active and supportive Parents and Citizens’ Association (P&amp;C). The school continues to focus on the quality of student outcomes in literacy, numeracy and engagement and caters for a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits. Specialised literacy programs include Focus on Reading (Years 3-6), Language, Learning and Literacy (L3) in Early Stage 1 and Stage 1, and, Reading Recovery for Year 1. Our Numeracy programs include Targeting Early Numeracy (TEN), Count Me In Too (CMIT) and Counting On. The school has many achievements in sport and the performing arts including an established school band and dance groups. The school receives equity funding to support Aboriginal students and students from low-socio-economic communities. Our Family Occupation and Education Index (FOEI) currently sits at a value of 139. The school is proudly supported by L.J. Hooker (Toronto) through its sponsorship of the ‘Act of Kindness’ program.</td>
<td>The 2014 annual evaluation was led by the school principal and involved participation of and consultation with key stakeholders. Key stakeholders included executive staff, teaching staff, ancillary staff, students, parents, P &amp; C and Aboriginal Educational Consultative Group. In preparation for the 2015-17 school plan a comprehensive process was undertaken to collect evidence and review current practices. This included student results, attendance, behaviour and participation data; along with survey data from staff, students and parents. The evidence was evaluated by the School Planning Committee and shared with the school community to identify areas of strength and opportunities and areas for development. Our three key strategic directions were identified as a basis for a shared commitment to future developments:  ➢ Quality student learning  ➢ Quality teaching and leadership  ➢ Quality relationships Each of our strategic directions provides details of the purpose (why), people and processes (how), and products and practises (what) that are to be realised through implementation of the plan.</td>
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Purpose:
Raising expectations and enhancing the quality of student learning. Every student in our care to be actively engaged in meaningful, challenging and future focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

Purpose:
Build staff capacity through focussed professional learning and development that further enhances a school culture where every staff member is engaged in ongoing, relevant and evidenced based learning and practice at an individual and collective level.

Purpose:
To enhance student learning and well being by further developing current positive relationships within the school and in the wider educational community.
Strategic Direction 1: Quality Student Learning

**Purpose**
Why do we need this particular strategic direction and why is it important?

Raising expectations and enhancing the quality of student learning.

Every student in our care to be actively engaged in meaningful, challenging and future focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

**Improvement Measures**
- (PLAT) – Students will be active self-directed learners who are engaged in their learning using self-assessment matrices that align with the NSW syllabus for the Australian Curriculum with progress plotted on PLAN using the literacy and numeracy continuums.
- Every student will be able to verbalise their placement on the Literacy and Numeracy continuums and the steps necessary for them to progress/improve e.g. data wall or assessment rubric.
- Every student will progress along the continuum at least at grade appropriate markers (or as stated in their Individual Education Plans).

**People**
How do we develop the capabilities of our people to bring about transformation?

- **Students**: Explicitly teaching students and providing them a deep understanding of the learning continuums and educational expectations. Providing students with the knowledge and skills required to self-manage their learning through an explicit understanding of what is expected of them.
- **Staff**: Building staff capacity in the understanding and implementation of the continuums with a focus on the use of data walls and assessment rubrics.
- **Parents/Carers**: Inform and educate parents on the continuum and its role in promoting individualised learning.
- **Community Partners**: Continued consultation with the Aboriginal Education Consultation Group.

**Processes**
How do we do it and how will we know?

- **Students**: Every child will demonstrate improvement in relation to their personal targeted benchmarks.
- **Staff**: Implement Data wall: progression through different levels that students are aware of and are provided with the opportunity to self-assess and direct their learning. Matrices
- **Parents/Carers**: Learning intentions and purpose to be demonstrated in teaching programs and conveyed to students. Students should be able to identify what the learning intention is for each lesson.

**Products and Practices**
What is achieved and how do we measure?

- Powerful Learning Accountable Teaching (PLAT) – Students will be active self-directed learners who are engaged in their learning. Using self-assessment matrices that align with the NSW syllabus for the Australian Curriculum with progress plotted on PLAN using the literacy and numeracy continuums.
- Every student will be able to verbalise their placement on the Literacy and Numeracy continuums and the steps necessary for them to progress/improve e.g. data wall or assessment rubric.
- Every student will demonstrate improvement in relation to their personal targeted benchmarks.
- Learning intentions and purpose to be demonstrated in teaching programs and conveyed to students. Students should be able to identify what the learning intention is for each lesson.
- Immediate and effective feedback in conjunction with teacher observations and assessment using class rubrics.
- Computer technology: Every student will have the opportunity and have demonstrated the ability to use computer technology.
- You Can Do It! (YCDI): The skills and vocabulary of YCDI are embedded across the entire program/curriculum.
## Strategic Direction 2: Quality Teaching and Leadership

### Purpose

**Why do we need this particular strategic direction and why is it important?**

Build staff capacity through focused professional learning and development that further enhances a school culture where every staff member is engaged in ongoing, relevant and evidenced based learning and practice at an individual and collective level.

### People

**How do we develop the capabilities of our people to bring about transformation?**

**Staff:** Teaching staff engage in strategic professional learning activities to improve their knowledge, skills and understandings to effectively deliver the NSW syllabus for the Australian Curriculum and collaboratively plotting students on the literacy and numeracy continuum.

**Parents/Carers:** Information offered to parents and carers to develop their knowledge and understanding of the NSW syllabus for the Australian Curriculum, the literacy and numeracy continuums, Information and Communication Technologies and student learning, engagement and wellbeing needs.

**Community Partners:** Consolidating proactive and effective learning alliances within the Toronto Learning Community (TLC) and beyond.

**Leaders:** DEC state and regional personnel utilise tools to provide instruction to school leaders to increase their knowledge and understanding of best practice in teaching and assessing.

**Leaders:** Foster collegial networks through participating in Primary Executive Network (PEN) and Primary Principals Association (PPA).

**Leaders:** Build the capacity of current and aspiring school leaders through the provision of training, development and leadership opportunities.

### Processes

**How do we do it and how will we know?**

Leading and managing school performance by providing principal and school leaders time to effectively lead, manage and administer the school plan inclusive of key DEC reforms and school innovations/projects.

Ongoing professional learning in key curriculum areas such as NSW syllabus for the Australian Curriculum and the entry of student data on PLAN using the literacy and numeracy continuums.

Staff access and effectively utilise Interactive Whiteboards and computer classroom facilities to engage students in information and communication technology across the curriculum.

### Products and Practices

**What is achieved and how do we measure?**

All teachers share a commitment to achieving the goals within the school plan; focus on collaborative planning and programming; and actively support personal and collective efficacy.

Proactive leadership promotes and supports quality educational and organisational practices in alignment with DEC policy; Australian Professional Standards; School Excellence Framework; Performance and Development Framework and NSW syllabus for the Australian Curriculum.

All staff will identify and engage with personal learning goals as part of the Performance and Development Framework.

Regular professional learning activities occur aligned to strategic directions; personal learning goals; system requirements; and professional career aspirations of staff.

100% of eligible teachers will attain Accreditation at Professional Competence by 2017.

### Improvement Measures

100% of eligible teachers will attain Accreditation at Professional Competence by 2017.

All staff will identify and engage with personal learning goals as part of the Performance and Development Framework.
Strategic Direction 3: Quality Relationships

**Purpose**

Why do we need this particular strategic direction and why is it important?

To enhance student learning and well-being by further developing current positive relationships within the school and in the wider educational community.

**People**

How do we develop the capabilities of our people to bring about transformation?

**Students:** Students are engaged in and continually develop skills in resilience, confidence, organisation, persistence and getting along.

**Staff:** Multi-faceted approach to two-way communication e.g. email, phone, and face-to-face correspondence.

**Parents/Carers:** Parents and community express ideas on a full range of issues relating to school.

**Community Partners:** Foster and strengthen strategic partnerships with the Toronto Learning Community, agencies and other organisations to facilitate the delivery of school programs and support students and their families.

**Leaders:** Current and aspiring school leaders engage staff in the availability of community resources and model interagency approach.

**Processes**

How do we do it and how will we know?

Implementing the ‘You Can Do It!’ program across the whole school.

Continue to strengthen two-way communication processes and opportunities which support active, frequent and culturally sensitive collaboration between school and community.

Complement student well-being through the fostering of community and interagency partnerships.

**Evaluation Plan**

Regular reporting against milestones by the project leaders.

Completion of evaluation of the Reflections and Planning Matrix.

Survey of school community and facilitated discussion at P & C Meetings.

Analysis of data from the ‘Tell them from me’ survey.

**Products and Practices**

What is achieved and how do we measure?

Move from Level 1 and 2 (Involvement/Participation) to Level 3 (Partnership) on the Reflections and Planning Matrix in 5 out of the 7 strands in School Community Partnerships.

Maintain and continue to enhance current quality early intervention, Kindergarten orientation and transition to high school programs operating within strategic community learning partnerships.

Regular combined Toronto Learning Community professional learning and capacity building meetings and networks for leaders, students, teachers and parents.

Regular updating and improvement of the school website.

TLC meet on a regular basis to engage in shared practice and facilitating professional learning and other opportunities across schools.

Staff participation in Mankillikan Aboriginal Educational Consultative Group (AECG) meetings.

Regular Learning Support Team meetings to monitor and review student’s needs and planning priorities.

All teaching staff will engage in conferencing to develop and maintain Individual Education Plans (IEP) and/or Personalised Learning Plans (PLP) as required.

Improvement Measures

Move from Level 1 and 2 (Involvement/Participation) to Level 3 (Partnership) on the Reflections and Planning Matrix in 5 out of the 7 strands in School Community Partnerships.

Regular Learning Support Team meetings to monitor and review student’s needs and planning priorities.