

School plan 2018-2020

Black Springs Public School 4190



School background 2018–2020

School vision statement

At Black Springs Public School we equip students with the tools to be successful, confident and creative individuals. This is achieved in a high performing school that is inclusive and works in partnership with our community. Our staff is innovative and dynamic, providing leadership that inspires learning and engagement.

School context

Black Springs Public School is a vibrant and dynamic small, rural primary school that has served the Black Springs community for over 125 years. The school is situated south of Oberon, with students coming from the village and surrounding area. There are 8 students enrolled in 2018.

Our staff include experienced and expert teachers who actively engage in quality professional learning to deepen pedagogical knowledge and understanding. The professional requirements for teaching in NSW public schools are met by all teaching staff.

The diverse educational programs provide for intervention and enrichment, encouraging success in academic endeavour, sport and the arts. Student achievement of literacy, numeracy and student welfare outcomes is a priority for our school, while also highly valuing our strong educational programs across all key learning areas. The students participate in the Sporting Schools program, specialist music lessons including guitar, and visiting artists and poet workshops.

Black Springs Public School is a keen and constructive participant in, and strong supporter of, the Bathurst Small Schools Learning Alliance and the Bathurst Principals network.

The school is supported, particularly with learning programs, by a small, active Parents & Citizens Association (P&C), broad parent body and the local Progress Association.

School planning process

Our three strategic directions have been formulated through a consultation process which began in 2017 and has included:

- collection and analysis of data;
- evaluation of previous school plan;
- consultation with the P & C and endorsement of vision statement and strategic directions;
- school community surveys, including Tell Them from Me and SchoolMap;
- staff consultation and input into plan development;
- consultation with students on a range of features of schooling;
- newsletter articles;
- following staff and parent body endorsement of vision statement and strategic directions staff engaged in meetings to develop planning documents; and
- plans were endorsed by the P & C at each stage of development.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Quality Teaching and Learning

Purpose:

To create a stimulating, aspirational and engaging learning and professional environment, underpinned by high expectations, collaboration, positive, respectful and caring relationships, and quality teaching practices to accelerate learning with a differentiated curriculum, that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.



STRATEGIC DIRECTION 2

Positive Professional Culture and Leadership

Purpose:

To enable the school community to demonstrate leadership and innovation within a culture of instructional and organisational improvement and high expectations through a collaborative approach to decision making that is accountable, transparent and reflects the needs of our school.

Strategic Direction 1: Quality Teaching and Learning

Purpose

To create a stimulating, aspirational and engaging learning and professional environment, underpinned by high expectations, collaboration, positive, respectful and caring relationships, and quality teaching practices to accelerate learning with a differentiated curriculum, that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Improvement Measures

Increase the percentage of students demonstrating expected growth per semester across the literacy and numeracy continua/progressions relevant to expected timeframes.

Improved levels of student wellbeing and engagement.

Improved scores for collaboration and learning culture from 2017 baseline data.

Increased use of evidence-informed pedagogy that cater for individual learning needs by all teachers.

People

Students

Provide timely and respectful feedback to teachers on their learning experiences.

Build skills to self-assess utilising writing rubrics and literacy and numeracy continua/progressions with a focus on resilience, capabilities and competency.

Staff

Set high expectations and maintain accurate records, documentation and assessment data in order to evaluate, adjust and differentiate their teaching to meet students' learning needs by providing targeted feedback and intervention in the areas of literacy and numeracy.

Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success.

Parents/Carers

Engage in literacy and numeracy learning around assessment, feedback, high expectations and teaching strategies.

Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.

Leaders

Establish and improve structures and processes which build the capacity of the school community in data use to identify, address and monitor student learning

Processes

Personalised Learning

Ensure learning is data driven and based on formative assessment practices and learning continua/progressions. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension, or enrichment to maximise outcomes.

Student Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Research Informed Pedagogy

Draw on solid research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Collaborative Practice

Develop and implement collaborative processes for consistency in teacher judgement in the literacy and numeracy continua/progressions as well as internal assessment.

Evaluation Plan

All data will be analysed collaboratively:

What Works Best Reflection Guide survey (term 1)

Student, teacher and parent TTFM surveys

Focus groups and internal surveys

Practices and Products

Practices

Students and staff are involved in the continuous and embedded collection and use of assessment data to monitor achievements and gaps in student learning and inform planning for quality and pertinent learning experiences and initiatives in literacy and numeracy.

Relationships between all stakeholders are both valued and nurtured to ensure continuity of quality student learning.

Continuous collaboration and action learning results in an explicit teaching approach to literacy and numeracy, which is research informed.

Products

Based on teachers' deep understanding and knowledge of the literacy and numeracy continua/progressions and consistent teacher judgement a learning environment exists where all students are supported and challenged and are receiving timely, meaningful feedback on their learning to inform future direction.

Positive and respectful relationships across the school community underpin a productive and aspirational learning environment.

The structures are in place and there are regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

Strategic Direction 1: Quality Teaching and Learning

People
needs.

Processes

- Wellbeing self assessment tool
- Personalised learning data (e.g. SMART) goals
- Ongoing review of NAPLAN (term 3) and PLAN data (every term)
- Internal student performance data
- Student behaviour data analysis
- Classroom observations data (student engagement) (each semester minimum)
- Lesson plans/teaching programs (each term)
- Teacher reflections (pre and post)

Strategic Direction 2: Positive Professional Culture and Leadership

Purpose

To enable the school community to demonstrate leadership and innovation within a culture of instructional and organisational improvement and high expectations through a collaborative approach to decision making that is accountable, transparent and reflects the needs of our school.

Improvement Measures

Increased student leadership opportunities and participation.

Increased leadership opportunities and participation in learning alliance and wider network.

100% of parents/carers attend at least one workshop, meeting, interview or event as active partners in their child's learning each year.

People

Students

Engage in leadership experiences and representative decision making processes on behalf of the student body and within the classroom.

Staff

Implement targeted professional learning programs designed to develop leadership, management and excellence using the Teaching Standards, Principal Standards, Performance and Development Plans and the School Excellence Framework.

Engage students in pro-active initiatives to improve emotional resilience, social intelligence and leadership skills.

Parents/Carers

Understand and value the theories and models of learning that underpin the school's educational philosophy. Demonstrate support for the school's position with their children and in the community and are active partners in embedding these into the school's culture.

Leaders

Demonstrate instructional and organisational leadership and model evidence-based practice.

Processes

Student Leadership

Develop and Implement a whole school integrated approach to build the leadership capacity of students.

Staff Leadership

Develop and implement collaborative processes for understanding of, and support for improving leadership within the school community.

Sustainability

Build capability to lead curriculum innovation and sustain excellence in instructional and organisational practices through targeted professional learning programs, PDP planning, coaching and mentoring skills development and leadership development.

Evaluation Plan

All data will be analysed collaboratively:

Professional Development Plans—development, monitoring, review

School Excellence Framework

School Plan reporting to parents and community

Parent, teacher and student TTFM surveys

Analysis of coaching and mentoring notes.

People Matter Employee survey

Focus interviews/interviews

Practices and Products

Practices

Leadership opportunities operate within the school with whole school planning, monitoring and evaluating aligned to the School Excellence Framework.

Student body meet regularly to initiate, problem solve and lead initiatives across the school.

Products

A school culture which is professionally supportive, proactive and strengthens teacher, staff, student, parent and community capabilities within the school.

Students' have a voice and respond to other students' suggestions and issues.

Enhanced leadership capacity, reflected in greater collaboration, self-reflection, higher expectations and cohesiveness.

Strategic Direction 2: Positive Professional Culture and Leadership

Processes

Student, parent and community self assessment

Meeting minutes