School plan 2015 – 2017

Black Springs Public School - 4190

- Enhancing the quality of student learning and engagement
- Effective Pedagogy-teaching, learning and leadership
- Fostering quality relationships and networks
## School vision statement

To create a comprehensive learning environment for students which allows them to become highly literate and numerate and prepares them as active, well-rounded and informed citizens locally, nationally and globally.

## School context

Black Springs Public School is located 22 kilometres south of Oberon, New South Wales. It is a small, isolated, rural school. Black Springs Public School values its links with local schools’ Learning Alliances and a highly supportive relationship between the school and community. We continue a priority on citizenship and actively seek to be involved in community events, celebrations and initiatives.

We endeavour to provide for the individual needs of students and to present a supportive learning environment providing a wide range of academic, sporting and cultural opportunities.

There is a balance between experienced and early career staff. We place great importance on supporting staff to be quality teachers and we highly regard continuous professional learning, reflective practice and collegial collaboration.

Our strategic directions are child focused and are centred on quality learning, teaching and the building of quality relationships.

## School planning process

Our three strategic directions have been formulated through a consultation process which has included:

- Collection and analysis of data;
- Consultation with the P & C and endorsement of vision statement and strategic directions;
- School community surveys;
- 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 strategic directions staff have engaged/will engage in activities to develop planning documents; and
- Plans were/will be endorsed by the P & C at each stage of development.
School strategic directions 2015 - 2017

**Purpose:**
To provide a high standard of education through a strong curriculum infrastructure, evidenced based teaching and learning that is rich, engaging, appropriate, personalised and differentiated, and inspires every student to excel and learn to their full potential for productive participation in school and society now and for the future.

**STRATEGIC DIRECTION 1**
Enhancing the quality of student learning and engagement

**Purpose:**
Staff develop a deep knowledge of current syllabi and have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of our students. Teachers and support staff engage in appropriate individualised, team and shared professional learning through a focus on evidenced based teaching. Develop leadership capacity within the school, supporting this with accreditation processes.

**STRATEGIC DIRECTION 2**
Effective Pedagogy—teaching, learning and leadership

**Purpose:**
To develop and share knowledge and practices of the whole school community and networking amongst schools in order to ensure practices continue to be current and relevant, supporting ongoing improvement in student learning outcomes. Maintain collaborative consultative practices and continuous improvement cycle involving the whole school community.

**STRATEGIC DIRECTION 3**
Fostering quality relationships and networks
Strategic Direction 1: Enhancing the quality of student learning and engagement

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<th>Purpose</th>
<th>People</th>
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| To provide a high standard of education through a strong curriculum infrastructure, evidenced based teaching and learning that is rich, engaging, appropriate, personalised and differentiated, and inspires every student to excel and learn to their full potential for productive participation in school and society now and for the future. | What do people have to do in order to get there-mindsets and capabilities  
**Students**  
Will have to identify, publish and monitor their own learning goals.  
**Staff**  
All staff will need to be able to communicate the characteristics of successful learners so that everybody will be able to see, hear and feel the effects of great teaching.  
**Leaders**  
Will need to promote the language of learning amongst staff, students, and parents and lead syllabus implementation.  
**Parents**  
Will need to understand the language of learning and support their children in being active in the achievement of their own learning goals.  
**Community/Partners**  
Will need to engage in proactive learning partnerships with the school community to deliver innovative educational projects. | How is that going to happen  
**Staff**  
Develop consistent programming, teaching and assessment strategies for student K-6 to facilitate personalised learning plans implementation.  
Our teachers will implement all new syllabus documents.  
Develop structures to promote differentiation.  
**Leaders**  
Will monitor syllabus implementation. Ensure provision for students with gifts and talents and those with specific learning difficulties.  
**Evaluation Plan**  
We will do an internal audit of our implementation of syllabuses.  
We will look for student expected growth from NAPLAN and the Literacy and Numeracy continuums. We will seek evidence of published and achieved student learning goals and programming differentiation. |

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<th>Improvement Measures</th>
<th>Products</th>
<th>Practices</th>
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| All students demonstrating growth in literacy and numeracy, evidenced from PLAN, demonstrated growth in NAPLAN and school based data. Increased student involvement in the development of and reflection on their own negotiated learning goals. | Improved literacy and numeracy performance, evidenced from PLAN, demonstrated growth in NAPLAN and school based data. Student learning goals developed collaboratively by students and teachers.  
**Practices**  
Analysis and systematic use of the school based data with PLAN and SMART data to enhance the teaching and learning cycle. Teachers and students demonstrate active decision making and reflection with respect to aspects of learning. |  

Strategic Direction 2: Effective Pedagogy-teaching, learning and leadership

**Purpose**

Staff develop a deep knowledge of current syllabi and have the capacity to provide curriculum that is sufficiently flexible to meet the diverse needs of our students. Teachers and support staff engage in appropriate individualised, team and shared professional learning through a focus on evidenced based teaching. Develop leadership capacity within the school, supporting this with accreditation processes.

**People**

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

**Staff**

Will need to embrace increased diversity in the delivery of teaching. They will need to be more explicit in their professional reflection and their actions around professional development and improvement. Our teachers will have to develop the confidence and skills to collaborate with, observe and provide feedback to their colleagues.

**Parents**

Parents will need to support and understand our culture of diversity and collaboration. They will need to look for the learning outcome of any proposal or suggestion.

**Partners**

Partnerships with other schools will need to support professional learning around the implementation of the new curriculum with a focus upon quality teaching practice and consistent teacher judgement.

**Processes**

How do we do it and how will we know?

**Students**

Will map their own learning journeys and publish their learning goals and celebrate the visible achievement of their learning goals.

**Staff**

Will design systems that encourage teacher improvement including accreditation, collaboration, peer review, lesson study and feedback.

**Leaders**

Develop regular family and community forums to support their skills, understandings and expertise in programs and understanding of student learning.

Evaluation Plan:

We will provide opportunities for teachers to document the achievement of their learning goals and the levels of satisfaction with their teaching practice. We will seek stakeholder feedback.

**Products and Practices**

What is achieved and how do we know?

**Products**

Survey results will show high levels of stakeholder satisfaction with the performance of our school. Student learning goals embedded in education and learning plans. Professional development plans explicitly target developing teacher’s capacity to cater for learner diversity.

**Practices**

Commitment to the development of skills in teachers and students through focused learning and support. Students are fully engaged in learning processes and can reflect and report on the achievement of their own learning.

**Improvement Measures**

All students demonstrating visible achievement of their published learning goals. Evidence of aligned professional goals, the annual performance and development cycle, school targets, student outcomes and selected Teaching and Principal standards.
# Strategic Direction 3: Fostering quality relationships and networks

**Purpose**
To develop and share knowledge and practices of the whole school community and networking amongst schools in order to ensure practices continue to be current and relevant, supporting ongoing improvement in student learning outcomes. Maintain collaborative consultative practices and continuous improvement cycle involving the whole school community.

**Improvement Measures**
- All students actively engaged in productive activities supported by the school community and school learning alliances.
- At least 85% of parents/carers providing constructive feedback through various forums.

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| **Students**
Engage appropriately with parents and respond positively to parent – school partnerships.
| **How do we develop capabilities of our people to bring about transformation?**
Develop structures to engage the school community in the working of the school and student learning.
Develop and consolidate strategic partnerships with other schools that enhance the quality of teaching and learning.
**Evaluation plan:**
Parent, staff and students satisfaction surveys to be completed yearly.
We will provide opportunities for parents to provide feedback regards their own learning and the levels of satisfaction with their capacity to support learning at home.
We will seek evidence of supportive and productive learning alliances which improve student and staff learning.

| **Parents/carers**
Positively communicate and collaborate with all members of the school, informally and formally, to establish meaningful and proactive partnerships.
| **How do we do it and how will we know?**
| **Products:**
Improved student engagement through active, productive and supportive involvement of the school community and school learning alliances.
Regular authentic, responsive and constructive communication amongst schools and families.
**Practices:**
A culture of welcome, inclusion and belonging for all families that reflects and respects diversity within the school’s community is built through inclusive school policies and programs.
Ongoing and systematic development of parent knowledge regarding Department policy and procedures, student learning outcomes and school expectations.
| **Community partners**
Enrich student learning through sharing their skill and knowledge and support innovative connected communities.

**Products and Practices**
- Improved student engagement through active, productive and supportive involvement of the school community and school learning alliances.
- Regular authentic, responsive and constructive communication amongst schools and families.
- A culture of welcome, inclusion and belonging for all families that reflects and respects diversity within the school’s community is built through inclusive school policies and programs.
- Ongoing and systematic development of parent knowledge regarding Department policy and procedures, student learning outcomes and school expectations.