School plan 2015 – 2017
Blakebrook Public School aims to produce well-educated citizens with the capacity and confidence to succeed in the 21st century.

A commitment to high expectations for student learning, teacher learning and school learning with strong home/school partnerships.

Embrace 21st century learning pedagogy and technologies to inform a diversity of teaching and learning opportunities.

Blakebrook Public School, through the school planning process, will ensure quality teaching programs are evident in our school where students, teachers, parents and the school community plan and work co-operatively to provide the most responsive, supportive and challenging learning experiences for students in a safe, caring environment.

Blakebrook Public School is nestled in a quiet, rural setting on Rosehill Road 10km north west of Lismore. Our school provides a quality learning environment for students from the Nimbin, Jiggi, Koonorigan, Keerrong, rock Valley and Lismore areas.

Blakebrook Public School has a proud history and currently supports 95 pupils in Kindergarten to year 6.

Our school will be a place where students develop values, attitudes, skills, knowledge and habits of mind to enable them to be caring, responsible, competent and self-directed learners, able to take their place positively and effectively in society.

Our school encourages the development of staff as competent and skilled professionals who find fulfilment and enjoyment in their careers and value the establishment of partnerships with parents and the community in the education of the students.

Our school will be part of a dynamic community of schools and a proud member of The Rivers P-12 College.

Our students enjoy an exciting learning environment that includes well-resourced classrooms and excellent playground facilities.

Our school will promote values and unity through focus on the 'BLIMPS': Blakebrook is Learning, Inclusive, Mindful, Positive and Safe. These values will underpin our policies and programs to foster a holistic school learning environment which values diversity and respects individual differences.

The School Plan is the result of a rigorous process of data collection and community consultation.

The school community, including staff, grade 5/6 students, parents and community members were consulted using the following methods:

- Staff meetings reviewing current practices, evaluation of previous school plan and setting future directions.
- Survey to parent body seeking opinions of the school community. Survey focused on 3 things the school is currently doing well, and 1 thing to improve on.
- Survey to staff and students seeking opinions as above.
- P & C committee meetings to review the survey findings and provide input into the school’s future directions.
- Draft Vision, Strategic Directions and School Plan is presented to the school community with references in newsletter, hard-copies available at school, P&C meetings and staff meetings for further consultation.
- Collegial meetings with Principals for verification.
- Meetings with Director Public Schools and Principal, School Leadership and High Performance Learning, High Performance and Accountability for verification.
- Draft Plan then revisited and changes made as needed.
- Final copy of plan completed.
Our Purpose is to:
Allow student to reach their full personal, educational and social potential.
Build positive relationships and strong partnerships, between parents, students, staff and community.
Continually meet the changing needs of students through innovation, excellence and improvement.

Our Purpose is to:
Build the capacity of teachers and staff through focused professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and well-informed learning and practice, at an individual and collective level.

Our Purpose is to:
Engage and apply knowledge to new situations, analyse information, collaborate and solve problems through a diversity of learning opportunities utilising technology.
Build students' sense of self-worth, self-awareness, and personal identity.
Deliver relevant and dynamic learning experiences which allow students to take ownership and drive 21st Century learning.
Collaborative and innovative learning community

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<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop capabilities of our people to bring about transformation?</td>
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<td>What is achieved and how do we know?</td>
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<tr>
<td>Allow student to reach their full personal, educational and social potential.</td>
<td>Students:</td>
<td>Students:</td>
<td>Students:</td>
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<tr>
<td>Build positive relationships and strong partnerships, between parents, students, staff and community.</td>
<td>Capability: Students are very skilled at interacting with peers on a personal, social and educational level.</td>
<td>Students provided with explicit instruction and regular strategic opportunities designed to build leadership skills and ability to interact positively with peers from community of schools.</td>
<td>Practices:</td>
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<td>Continually meet the changing needs of students through innovation, excellence and improvement.</td>
<td>Mindset: Students possess high levels of confidence to apply appropriate leadership skills when interacting with peers from their community of schools.</td>
<td>Evaluate impact of the opportunities by level of student engagement and community feedback.</td>
<td>Innovative enrichment program is established to meet the needs of all students within the learning community.</td>
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<td>IMPROVEMENT MEASURE/S</td>
<td>Staff:</td>
<td>Communication of pathways for all students K-6 to reach their full potential in all areas of school life.</td>
<td>Students build relationships and participate in learning activities which allow them to confidently transition to High School.</td>
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<tr>
<td>Maximum engagement by staff and students in all opportunities offered by the learning community</td>
<td>Leadership capacity is enhanced through regular and strategically targeted professional interaction with colleagues from Community of Schools.</td>
<td>Staff:</td>
<td>Products:</td>
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<td>A greater number of students willing to participate in a wide range of enrichment and interest activities.</td>
<td>Engage in professional learning to increase confidence to provide quality teaching to all students within classrooms and across Community of Schools.</td>
<td>Participate in training to lead Professional learning for colleagues. Professional learning will occur regularly through currently established collegial groups.</td>
<td>All students successfully engage in enrichment activities.</td>
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<td>Students and parents report satisfaction with the transition to High School.</td>
<td>Engage with the Community of Schools and appreciate that small schools are part of a larger network of schools that provide opportunities to meet the personal, social and educational needs of all students.</td>
<td>Opportunity to plan the student enrichment and interest days, including communication and evaluation.</td>
<td>Create pathways for all students K-6 to reach their full potential in all areas of school life. Students engage and participate in the opportunities indicating community support.</td>
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<td>Staff participation in collegiate meetings is increased. Leadership of these meetings is developed with more staff willing to lead learning</td>
<td>Reflect on capabilities and identify future professional learning directions.</td>
<td>Communicate the planned opportunities to the community.</td>
<td>Students are confident and successful learners.</td>
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<td>Parents &amp; Community:</td>
<td>Parents &amp; Community:</td>
<td>Staff:</td>
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<td></td>
<td>Engage with the Community of Schools and appreciate that small schools are part of a larger network of schools that provide opportunities to meet the personal, social and educational needs of all students.</td>
<td>All opportunities that are provided by the learning community for students and parents are clearly communicated and articulated to parents within all school communities.</td>
<td>Practices</td>
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<td>Evaluation Plan:</td>
<td>Targeted Professional Learning for all staff is provided through regular collegial meetings. (Infantry, TOTS TP's)</td>
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<td>Survey students to ascertain level of impact.</td>
<td>Products</td>
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<td>Analyse data from students, parents and high school to determine transition success.</td>
<td>Student enrichment program implementation planning provides leadership opportunities for all staff.</td>
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<td>Collegetially evaluate impact of Teaching Principal (TP's), TOT's and Infantry professional learning days.</td>
<td>Improved student outcomes as a result of Teacher Professional learning being reflected in classroom practice across the community of schools.</td>
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<td>All staff members have developed, through consultation, an accurate PDF that aligns with school plan.</td>
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| | | | Parents & Community:

Parents value and are able to clearly communicate and articulate the role the learning community plays in the personal, educational and social development of their child.

They confidently engage in opportunities to collaborate on projects to benefit all students within the learning community.
Why do we need this particular strategic direction and why is it important?

Build the capacity of teachers and staff through focused professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and well-informed learning and practice, at an individual and collective level.

All teachers will have a Performance and Development plan (PDP) that outlines personal goals and areas for improvement.

Teacher surveys indicate an increase in work satisfaction and increased levels of support to achieve personal professional learning goals.

Improved programming with varied teaching/learning activities that are based around the Quality Teaching Framework.

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

Students:
Students think laterally, take risks and are creative through the provision of quality, teaching and learning experiences that build capacity and confidence.

Staff:
Positive school culture through inspired and dedicated staff that focus on students’ learning, and who participate in ongoing professional learning.

Increase awareness of and lead staff through the Teacher Accreditation process.

Parents & Community:
Support a culture of change and positive partnerships for the benefit of students.

Strengthen the link between the community and school through initiatives and community partnerships.

Leaders:
Share and pursue quality, best practice teaching and leadership.

How do we do it and how will we know?

Students:
21st Century Teaching and Learning opportunities embedded into classroom programs.

Staff:
Programming support to write quality programs based on the NSW Australian Curriculum, incorporating multi-modal aspects

Review the Quality Teaching Model and provide guidance for teachers about using the model.

Training staff in PLAN to provide diagnostic student data, IEP’s and quality parent feedback.

Purchase resources that enhance teacher professional learning and provide staff with skills in curriculum planning and development.

Parents & Community:
Current information available to Parents & Community.

Communication procedures reviewed and enhanced.

Leaders:
Preparation and evaluation of Performance and Development Plans (PDP).

Provision of opportunities for staff to develop self-reflection skills and peer learning relationships to drive improvement.

Evaluation plan:
Performance and Development plans reviewed and evaluated regularly.

Data collection through whole school surveys.

Improved numbers of students achieving at stage appropriate outcomes and/or literacy and numeracy continuums.

What is achieved and how do we know?

Products:
Students:
Engaged students taking ownership of their learning. Learning experiences are relevant and appropriate which drive improvement at individual levels.

Student learning outcomes improved. Improved levels of students at appropriate clusters on Literacy and numeracy continuums.

Staff:
Effective classroom management with students engaged in appropriate and effective learning.

Effective and relevant Teaching and Learning programs.

Commitment, ensuring that every student is given opportunities to succeed at their own level.

Accredited staff with effective Performance & Development plans.

Parents & Community:
A professional learning centre with a focus on student citizenship, engagement and learning. Parents well informed of student learning outcomes and current initiatives and programs through enhanced communication.

Leaders:
Respectful and professional interactions with students and fellow staff with a culture of self-reflection and improvement.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:
Students:
21st Century learning opportunities occur daily. Robust discussion with teacher to determine learning.

Staff:
School focus areas and targets are driving school programs. Professional Learning is relevant and planned.

Culture of evaluation, reflection and self-improvement.

Parents & Community:
Regular communication of information and initiatives. Regular School information sessions.

Leaders:
Teachers and staff are kept up to date with mandatory training and reforms.
# Quality Learning

## Purpose

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

Engage and apply knowledge to new situations, analyse information, collaborate and solve problems through a diversity of learning opportunities utilising technology.

Build students’ sense of self-worth, self-awareness, and personal identity.

Deliver relevant and dynamic learning experiences which allow students to take ownership and drive 21st Century learning.

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## Improvement Measures

- Students currently in Grade 3 to achieve growth in NAPLAN in 2017, that is commensurate with, or above state growth.
- Students in Grade 5 to achieve growth in NAPLAN in 2017 (at high school),that is commensurate with, or above state growth.
- Students receiving assistance through RAM allocation for Socio-Economic and Aboriginal Background, to improve at levels, as ascertained by NAPLAN and school-based assessments, which are commensurate with their ability.
- Overall Spelling growth in NAPLAN (grades 3 to 5) to improve by 10%.
- Students in Grades 3 and 5 to achieve levels in NAPLAN testing and school-based assessments, which reflect fulfilment of their individual ability.

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## People

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

**Students:**
Engaged with the skills and capacity to evaluate, create, take risks and problem solve across all KLA’s and circumstances.

**Staff:**
Provide quality, differentiated professional learning to support all staff with their professional learning goals.

Extend knowledge of differentiation, learning technologies and 21st Century learning pedagogy.

Provide opportunities to include optimism, perseverance, resilience and strategies to support well-being in learning activities.

**Parents & Community:**
Communicate and provide opportunities for parental feedback about their child’s learning and how the school can best meet students’ needs.

Strengthen the partnership with community volunteers linking with key personnel regarding high school and kindergarten transitions.

**Leaders:**
Provide opportunities for staff to build their leadership skills and capacity.

Lead professional learning and reflective practice to improve student outcomes and wellbeing.

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## Processes

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

**Students:**
Classrooms provide opportunities for students to work individually, in pairs and in groups to develop skills to take learning risks, build capacity for reflective thinking, questioning, collaboration and comprehension.

Negotiate learning goals and activities to help achieve these goals with a growth mentality.

**Staff:**
Technological devices and infrastructure upgraded as necessary, and coupled with explicit teaching of student ICT skills.

**Teachers:**
Explicitly teach using syllabi through differentiated learning activities.

**Embrace 21st Century learning in classrooms.**

**School wide implementation of Positive Behaviour for Learning (PBL) and Kids Matter through explicit teaching and common terminology and procedures.**

**Parents & Community:**
Review communication skills across the school. Develop or refine procedures to reflect consultation.

**Leaders:**
Professional learning opportunities focussing on 21st Century learning and student wellbeing.

**Evaluation plan:**
Student pre/post results on school assessments recorded to show improvement.

**NAPLAN data will be analysed each year to track improvements and areas for development in literacy and numeracy.**

**Improved numbers of students achieving at stage appropriate outcomes and/or literacy and numeracy continuum clusters.**

**Parent, student and staff surveys conducted yearly to evaluate level of satisfaction.**

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## Products and Practices

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

**Products:**
**Students:** Accurately plotted on Literacy and Numeracy continuums with learning planned to facilitate progression to the next cluster.

All students achieving negotiated learning goals based on syllabus documents and literacy and numeracy continuums.

Increased engagement in learning and a demonstrated decline in negative behaviours.

**Staff:** Teaching and Learning Programs and assessment tasks reflect changes to pedagogy and curriculum.

Use of continuums to plot students and guide future learning conversations or goals.

Technology being used to facilitate student learning.

Well-being lessons embedded into teaching and learning programs.

**Parents & Community:**
Informed community with increased involvement in student learning.

**Leaders:**
Mentor staff to facilitate and incorporate new technologies, pedagogy and learning.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**
**Students:**
High quality teaching and learning demonstrated across the school through high levels of teacher support and student engagement.

Take ownership of learning with a growth mentality.

**Staff:**
Effective use of technology embedded in all teaching and learning programs.

Regular structured professional dialogue to accurately plot student progress on a five weekly basis.

Confident in the use of NSW syllabi and able to implement them by adjusting teaching style, delivery and content as required.

**Parents & Community:**
Open communication between all parties.

Three way learning conversations regarding student learning outcomes.

**Leaders:**
Enhanced communication and honest reflection with staff.

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