

# School plan 2015 – 2017

## BLACKHEATH PUBLIC SCHOOL 1246



Quality Teaching  
and Learning

Quality Systems

Learning Community of  
Schools



## School vision statement

Blackheath Public School is committed to developing individual strengths, a love of learning and the capacity to achieve within a culture of respect for self, others and the environment.

Blackheath Public School has a special focus on academic excellence, culture diversity studies, environmental initiatives and building strong positive interpersonal skills.

Our Vision is consistent with the **Melbourne**

### Declaration:

It is about **equity**: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.

It is about **excellence**: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team.

It is about **success as a learner**: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

In this way our students will grow into **active and informed citizens** locally, nationally and worldwide.

Our Vision requires teachers and leaders who:

- Know the students and how they learn
- Know syllabus content and how to teach it
- Create and maintain supportive and safe learning environments
- Plan for and implement effective teaching and learning

## School context

Blackheath Public School, located in the upper Blue Mountains, prides itself on being a community school. Enrolment in **2015 is 344**. Parents and community members play an important role in school functioning and help to give the school its reputation for high quality education. Our school provides a foundation for our students' intellectual, physical, social, emotional spiritual and aesthetic development. Our School provides a secure and happy learning environment in which our students are able to develop the necessary knowledge, skills, understandings, attitudes and values for a productive and rewarding life in an educated, just and open society. It is highly regarded for its programs.

Our school is now a registered **KidsMatter school** – part of an Australia-wide primary school's mental health initiative. We are also a **Stephanie Alexander Kitchen Garden School** and a **White Ribbon School**.

The school is accredited **Asthma Friendly** and **SunSafe** and operates the **Live Life Well @ School initiative**.

The school's **ICSEA at 1059** (ACARA website) shows a broadly average socio-educational spread with 14% in the bottom quarter, 51% in middle quarters and 35% in the top quarter.

Suspension rate is minimal as the school follows **Restorative Practices** which is based on positive relationship based teaching and learning.

**Indigenous students** account for **4%** of enrolment.

**Student participation** in sport is enthusiastic and the

## School planning process

The writing of the School Plan commenced in 2014 with a series of surveys. Students, parents and staff were asked what they valued about Blackheath Public School and what could be improved. These responses were collated and presented in a powerpoint presentation to staff and parents.

Parents were also given the opportunity to provide feedback to the school through the KidsMatter parent Survey.

Parents were invited to two meetings to facilitate the formation of the Strategic Directions. Staff meetings were held to build the plan as well as to analyse data including NAPLAN, Student wellbeing and attendance.

### Feedback

Parents, students and staff feedback clearly identified a vision around **equity and excellence**, a **broad and rich curriculum** and commitment to the **whole child**.

They want the **basics** to be in place with a real focus on **literacy and numeracy**.

They want a commitment to the systematic implementation of new **NSW syllabuses**, incorporating the content of the Australian Curriculum.

They want achievement for all students with an increasing recognition that teaching and learning will be more **differentiated and personalised** and so less likely a "one size fits all" approach.

They want a school where **"nobody is left behind"** and **"nobody is held back"**, where students can increasingly engage in their own learning, at their own pace and in their own style - but they want student progress to be carefully tracked and reported and for expectations to be high.

Our staff and parent-community strongly support the full

# School background 2015 - 2017



- Are accountable for student learning through authentic assessment, individual student feedback and in accurately reporting to parents
- Are always learning, outward looking and progressive
- Engage professionally with colleagues, parents and carers and the wider community including government and non-government agencies.

school enjoys “Diamond” status in the Premier’s Sporting Challenge as well as solid performance in, team sports, swimming, athletics and cross country.

**Student participation** and performance in CAPA (musical, drama and visual arts) is strong with a specialist Music teacher taking all classes for 1 hour per week as well as band, senior and junior choir and recorder group. Students in 2014 performed n Nepean Dance Concerts, Town Hall Choir, Opera House Recorder Concert, Upper Blue Mountains Music Festival, Schools Spectacular at Sydney Entertainment Centre.

Blackheath Public School has a highly successful **School Centred Hub** incorporating collaboratively working with local educational, health and community organisations to develop a strong, supportive and resilient community.

The School is also a committed member of the **Upper Blue Mountains Learning Community** which includes local Public primary and high school who work together to raise the profile of Public Education and to ensure a consistent high standard of educational practices across the Upper Blue Mountains Community of Schools.

implementation of the 6 year **Gonski** funding model to supplement the NSW government funding commitments under *Local Schools, Local Decisions*.

They want our students to be competent users of technology for **learning** and for **communication** purposes. They want students to be competent users of technology without it’ taking over’.

They want our **positive culture** retained in an era of higher staff turnover and renewal.

Parents want a **better understanding of syllabuses** of what and how we teach and learn and they want to be shown ways of helping their children academically, socially and emotionally.

Teachers want to engage deeply with **new syllabuses** and they want to **map student literacy and numeracy achievement** more closely. They are open to opportunity for **collaboration** to improve their teaching practice.

The school’s leadership wants learning (for students, staff and the wider school community) to remain the focus while implementing new ways around **learning management** and **business reform** (LMBR) under *Local Schools, Local Decisions*.

The school’s leaders want **more teachers to be accredited** by the NSW Board of Studies, Teaching & Educational Standards (BOSTES).



Blackheath Public School

## STRATEGIC DIRECTION 1

Quality Teaching and  
Learning

### Purpose:

To maintain a collaborative, informed and consistent approach as we deliver flexible, rigorous and cutting edge teaching programs that enable measurable growth and performance. These programs will be delivered to engage every child with a differentiated and challenging, relevant curriculum that has a focus on developing, individual strengths, a love of learning and the capacity to achieve.

## STRATEGIC DIRECTION 2

Implement Quality  
Systems and  
Processes

### Purpose:

To deliver quality education, underpinned by strong organisational structures and effective collaboration that ensure safety, promote quality relationships and inclusivity in a productive, positive culture.

## STRATEGIC DIRECTION 3

Learning Community of  
Schools

### Purpose:

To build a common identity and consistency of purpose across the Upper Blue Mountains public schools by building teacher, student and parent capacity through sharing resources, expertise, mentoring and events. The Learning Community will also work collaboratively with community groups and council where appropriate.

## Purpose

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

To build a collaborative, informed and consistent approach as we deliver flexible, rigorous and cutting edge teaching programs that enable measurable growth and performance. These programs will be delivered to engage every child with a differentiated and challenging, relevant curriculum with a focus on developing, individual strengths, a love of learning and the capacity to achieve.

### Improvement Measures

- ❖ 100% of staff will have personal professional learning plans that clearly focus on current pedagogical practice and school need. National Teaching Standards will feature in the plans. These plans will be in place from the beginning of 2017.
- ❖ Percentage of students in the bottom two NAPLAN bands decreases each year.
- ❖ School performance in NAPLAN will be above State and National averages for both Year 3 and Year 5 in all areas assessed by the end of 2017.

## People

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

#### Students:

Sequentially develop knowledge, skills and understandings, from enrolment until exit from school to enable students to realise their individual potential, socially and academically. Students learn to make relevant judgements about their own progress. Develop capacity for creativity and open ended thinking through engagement in challenging and appropriate learning. Learn to use and apply evolving technology to think critically.

#### Staff:

Develop and maintain knowledge and understanding that enable adherence to whole school scope and sequences. Ongoing improvement of a rigorous, relevant and flexible teaching that embeds best practice. Maintenance of accreditation through ongoing professional development in accordance with National Teaching Standards.

Create expertise to create, implement and evaluate interesting and relevant open ended learning projects across the key learning areas.

#### Parents/Carers:

Develop understanding of whole school programs, (including processes that cater for differentiation), and scope and

## Processes

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

#### Systematic Whole School Curriculum Delivery of Rigorous Programs

Whole school scope and sequences guide the sequential and ongoing development of knowledge, understanding and skills.

#### \* Develop and Maintain Teacher Skills

Systematic, relevant and ongoing professional development to provide deep knowledge and understanding and the competence to implement the NSW Syllabus for the Australian curriculum.

#### \* Differentiated Learning Experiences

Students have access to a range of learning experiences that facilitate appropriate growth and development.

#### \* Digital Learning

Extend use of ipads across all stages. Stop Motion work, e-learning and as a tool for assessment such as filming oral presentations for self and peer assessment.

#### \*Stephanie Alexander Kitchen Garden

-form positive food habits for life by gardening, cooking, composting, work farms and engaging in the interpersonal relationships involved in these experiences and engaging in the curriculum activities integrated in this learning.

-encourages critical thinking, teamwork, an understanding of cause

## Products and Practices

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

#### Products

Surveys indicate staff growth in the areas of technology and delivering rigorous and cutting edge lessons. Surveys indicate students are engaged in their learning and focused on improvement.

Surveys indicate parents/carers understand what their children are learning, where they are on the continuum, and how they can support them.

Collaboratively developed Stage programs show evidence of differentiated, challenging teaching/learning activities that encourage creative and critical thinking.

All CTs can demonstrate student achievement with measurable data. % of students demonstrating expected growth per semester across DEC Literacy and Numeracy Continuums relevant to expected time frames.

#### Practices

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

A 21<sup>st</sup> century learning culture is evident.

Students are using technology creatively and collaboratively to problem solve. Students demonstrate awareness of their

sequence; and how to access and understand whole school data and performance, including the concepts of continuum. Thus enabling them to engage in conversations around these regarding their child.

**Community Partners:**

Develop the capacity to work collaboratively with the school to enrich and extend curriculum programs. Develop high awareness and understanding of Aboriginal culture, history and issues.

**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.

Develop the capacity to analyse and communicate whole school data, focused on monitoring and progressing whole school growth and performance.

and effect, and increased levels of observation.

**Measurable Achievement**

\* Collection and analysis of data from common and consistent approaches to whole school assessment tasks

\* Transition processes

**Aboriginal Cultural Awareness**

School Totem and related programs, embedded into teaching and Learning programs and school culture.

**Evaluation Plan**

**Data will be collected, collated and reported upon according to timetables across all stages.**

The data collected will be consistent across all stages and will include: PM Benchmarking (ES1, Stage 1), South Australian Spelling Testing, anecdotal records, Surveys and student reflections, Teacher Assessment Reviews and Executive assessment Reviews, (TARS/EARS). Tell Them From Me survey data collected in term 1 to inform other stakeholders of their perspectives.

Staff use PLAN software in ES! And Stage 1 to plot student achievement in Literacy and Numeracy to inform teaching and learning and track progress.

current skills and what they need to improve on.

Staff members demonstrate a deeper and shared understanding of skills and capacities.

Through quality leadership, staff deliver differentiated curriculum to engage all students.

Teaching staff and executive are registered with BOSTES and either working towards accreditation or maintaining accreditation at an appropriate level.

All students requiring adjustments, (including Gifted and Talented and those needing support), Are catered for appropriately.

Literacy and Numeracy results demonstrate improvements in higher order thinking skills and problem solving.

## Strategic Direction 2: Quality Systems

Purpose	People	Processes	Products and Practices
<p><b>Why do we need this particular strategic direction and why is it important?</b></p> <p>To deliver a quality education, underpinned by strong organisational structures and effective collaboration, that ensures safety, promotes quality relationships and inclusivity in a productive, positive culture.</p> <p><b>Improvement Measures</b></p> <ul style="list-style-type: none"> <li>❖ Parent surveys indicate increased satisfaction with communication between the school and home.</li> <li>❖ Budget committees are operating in all KLAs allocating funds and TPL according to school priorities by the beginning of 2016.</li> <li>❖ Office staff roles are documented and clarified by beginning of 2016 to allow succession with minimal disruption and stress.</li> </ul>	<p><b>How do we develop the capabilities of our people to bring about transformation?</b></p> <p><b>Students:</b> Develop capacity to access and engage in the range of learning activities.</p> <p><b>Staff:</b> Create capacity for individuals and teams to lead processes with the purpose of achieving milestones.</p> <p><b>Parents/Carers:</b> Build awareness of the processes involved with partnerships that achieve measureable growth and progress within a positive and inclusive school culture.</p> <p>Develop an understanding and proficiency to use school management systems.</p> <p><b>Community Partners:</b> Develop capacity of community partners to collaborate with the school and enhance school management systems.</p> <p><b>Leaders:</b> Build expertise in Resource Allocation Model, LMBR and budgeting</p> <p>Develop capacity to efficiently and effectively allocate school resources.</p>	<p><b>How do we do it and how will we know?</b></p> <p><b>Work, Health and Safety</b></p> <ul style="list-style-type: none"> <li>* Staff training/compliance:</li> <li>* Working with Children checks, Sign in procedures, All teachers and casuals trained in CPR and Anaphylaxis, Timeline followed for compliance, risk assessments completed as required, Incidents and Issue reports completed and actioned, Staff meetings begin with WH&amp;S.</li> <li>* School Events</li> </ul> <p>Compliant with WH&amp;S requirements, timetabled to ensure adequate notice for whole school community and costs managed to ensure access for all.</p> <p><b>Financial Management</b></p> <ul style="list-style-type: none"> <li>* Staff and executive training.</li> <li>* Succession planning procedures in place for office staff.</li> <li>* Targeted Use of Resources</li> <li>* KLA budget committees.</li> <li>* Allocate Stage Budget responsibilities.</li> <li>* Development of whole school budget understanding.</li> </ul> <p><b>Communication with parents and</b></p>	<p><b>What is achieved and how do we measure?</b></p> <p><b>Product:</b></p> <p>Staff aware of WH&amp;S requirements and comply with these procedures</p> <p>School Community aware of WH&amp;S, communication protocols and procedures.</p> <p>Implementation of Resource Allocation Model.</p> <p>Succession Plan in place for office staff.</p> <p><b>What are our newly embedded practices and how are they integrated and in sync with our purpose?</b></p> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• ensure Work, Health and Safety All staff members take responsibility to practices comply with regulations.</li> <li>• Procedures for office staff are documented and roles are clear.</li> <li>• Resources are used equitably and for maximum impact.</li> <li>• Communication across the school community is effective and timely.</li> </ul>



**community**

Written Reports, Interviews, Newsletter, electronic sign, skoolbag app., P&C, School Based Hub, (HATT), School website.

**Building leadership capacity and density across the school**

- Provide opportunities for staff to relieve in higher positions, lead groups, programs and committees
- Engage in Professional Learning to build capacity and skills.

### Strategic Direction 3: Upper Blue Mountains Learning Community of Schools

**Purpose**

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

To build a common identity and consistency of purpose across the Upper Blue Mountains public schools by building teacher, student and parent capacity by sharing resources, expertise, mentoring and events. The Learning Community will also work collaboratively with community groups and council where appropriate.

**Improvement Measures**

- ❖ More than 60% of parents provide completed feedback surveys measuring improvement processes and to inform future planning.
- ❖ Teacher, parent and student feedback indicates an improvement in resilience and mental wellbeing.
- ❖ Staff, parents and teachers report

**People**

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

**Students:**

Provide leadership opportunities through Kidsmatter.  
Provide training through 'Bounce Back' to develop resilience.  
Provide opportunities to attend the feeder high school will be offered such as fun day, musical, sporting and academic special days.  
Provide extracurricular opportunities across the schools.

**Staff:**

Staff will access more localised and meaningful TPL by sharing resources and expertise.  
Through Kidsmatter training provide

**Processes**

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

**Kidsmatter Strategies**

- \* Effective transition processes from preschool to school and from primary to high school including Aboriginal and special needs students.
- \* Through involvement in TPL involving the 4 components in Kidsmatter, teachers will develop their understanding, responsibility and strategies in building a positive school community; Social and emotional learning for students; Working with parents and carers and helping students with mental health difficulties.
- \* By implementing 'Bounce Back' teachers will support the development of resilience in students.

**Products and Practices**

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

**Product:**

All staff members understand the interrelationship between social, emotional and academic learning. Surveys demonstrate students are more able to apply core skills such as rational and optimistic thinking skills, as compared to baseline data.  
Development of strong levels of connectedness between school and home, measured by increased parent involvement in the school.  
Aligned values, cultures and actions between learning community partners. Commitment to continuous improvement across schools. As evidenced in Upper Blue Mountains Learning Community Planning.  
School environment and communication



feeling supported by the school in social and emotional matters and an increased awareness of community support networks and strategies to promote mental fitness.

opportunities to understand how to promote mental wellbeing.  
Engage in support networks

**Parents/Carers:** Parents through Kidsmatter will learn how to support their children's wellbeing. They will have access to information and agencies and know where to access support.

**Community Partners:** principals in the Learning Community work closely with BMCC, local businesses and agencies. Kidsmatter action team formed which included principals, health and council representatives.

**Leaders:** Leaders will run workshops, support and network groups.

\* Development of network linkages – Principal, executive, teacher and office staff.

#### Evaluation Plan

Student/Parent/Teacher surveys in Kidsmatter

reflects the diversity of the school community.

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

#### Practice:

The following will result in the culture of the school learning community transforming systemic practices. Students will build knowledge and strategies to improve their mental wellbeing. Through the building resilience program, 'Bounce Back', coping better with life's setbacks.

Students will build relationships with students from other schools through extra-curricular opportunities and test their skills in other settings.

Students will be given the opportunity to showcase their skills in the local community.

Transitions in place for preschool to school and 6 – 7 for all students and special procedures for students with disabilities.

Each year in term 2 all teachers in the learning community will share term 2 Staff Development Day.

Staff will build professional support networks by working across and with Learning Community schools with regular network meetings. These will include; SASS network, Blue Mountains Executive Network, Learning Community, Women in Educational Leadership, Teach Meets.