

School Strategic Plan for Blackburn Lake Primary School 4860



2015 - 2017

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed </p> <p>Name: Jason Walker</p> <p>Date: 9th December 2014</p>
<p>Endorsement by School Council</p>	<p>Signed </p> <p>Name: Mark Eaton (President)</p> <p>Date: 9th December 2014</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed </p> <p>Name.....R Stephens.....</p> <p>Date.....3/12/2014.....</p>

School Profile

<p>Purpose</p>	<p>The Blackburn Lake Primary School Mission Statement, "... an enriching, supportive and motivating learning environment that challenges the school community to strive for their personal best and optimise learning opportunities for all students" encapsulates the school's objectives.</p> <p>Blackburn Lake Primary School prides itself in providing an education that balances academic, social and emotional growth for all. The school motto, "learning together" reflects the high importance that is placed on making all members of the school community welcome, safe, engaged, informed and enriched.</p>
<p>Values</p>	<p>Central to the positive BLPS culture are the whole-school "TRRAC values" (Thinking Respect Responsibility Attitude and Caring). These values are entrenched in all aspects of learning, teaching and community engagement.</p> <p>Similarly the school's code of conduct reflects the TRRAC values and sets a high standard and a shared community expectation that:</p> <ul style="list-style-type: none"> • Everyone in our school has the right to learn • Everyone in our school has the right to be treated with respect • Everyone in our school has the right to be part of a responsible community • Everyone in our school has the right to have a go • Everyone in our school has the right to feel safe and be cared for by others
<p>Environmental Context</p>	<p>Blackburn Lake Primary School is situated in Melbourne's eastern suburbs, in a setting adjacent to the Blackburn Lake natural bushland environment. The school's Student Family Occupation (SFO) index of 0.21 is low and has been quite stable, indicating a community with a high socio-economic advantage relative to other Victorian government schools. The current enrolment of approximately 470 students has increased steadily, resulting in playground spaces being fully utilised. There is currently a low percentage of students who have English as an Additional Language (EAL), though with some current and predicted future changes to the local community profile, there is potential for an increase in the number of EAL students in the near future.</p> <p>The school is fortunate to have a quality learning environment with well-equipped classrooms in several learning blocks for the different levels of the school. All classrooms have interactive whiteboards and access to sets of iPads and desktop computers. The David Jewell Centre gymnasium was the product of the Federal Government stimulus package spending, catering for physical education, sport, music and other performing arts activities. The facility is also utilized for weekly student-led whole school assemblies and is hired after school hours by community sporting groups. Maintenance of the school's buildings and grounds is well supported by School Council, with parent participation in working bees.</p>
<p>Service Standards</p>	<p>Blackburn Lake Primary School achieves success by ensuring:</p> <ol style="list-style-type: none"> 1. The learning environment is supportive and productive 2. The learning environment promotes independence, interdependence and self-motivation 3. Students' needs, backgrounds, perspectives and interests are reflected in the learning program 4. Students are challenged and supported to develop deep levels of thinking and application 5. Assessment practices are an integral part of teaching and learning 6. Learning connects strongly with communities and practice beyond the classroom

Strategic Direction

	Goals	Targets	Key Improvement Strategies											
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>To improve student learning growth in English, in particular, Speaking & Listening, and Mathematics (Measurement & Geometry) for every student at Blackburn Lake Primary School.</p>	<p>The percentage of students achieving above expected standards (as assessed by teacher judgements against AusVELS) to increase each year to 2017:</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Semester 1 2014</th> </tr> <tr> <th>A</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>Speaking & Listening</td> <td>9%</td> <td>35%</td> </tr> <tr> <td>Measurement & Geometry</td> <td>12%</td> <td>29%</td> </tr> </tbody> </table> <p>The percentage of students achieving at the two highest bands of NAPLAN to increase each year to 2017 while the percentage of students achieving at the two middle and two lowest Bands to decrease.</p>		Semester 1 2014		A	B	Speaking & Listening	9%	35%	Measurement & Geometry	12%	29%	<p>Build staff expertise and confidence to effectively plan and assess in these areas – especially Speaking and Listening.</p> <p>Implement a whole school approach to Mathematics to improve the way students work mathematically in the AusVELS proficiency strands: <i>understanding, fluency, problem solving</i> and <i>reasoning</i>.</p> <p>Continue to develop and build upon processes and structures in Reading and Writing that support whole school approaches to curriculum implementation.</p>
	Semester 1 2014													
	A	B												
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<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To improve student engagement across all year levels, in the areas of <i>learning</i> and <i>connectedness</i>.</p>	<p>Student opinion of the variables in the Student Attitudes to School Survey relating to <i>Stimulating Learning</i> and <i>School Connectedness</i> to improve each year to 2017.</p> <table border="1" data-bbox="1131 271 1568 406"> <tr> <td>Student survey</td> <td>2014</td> </tr> <tr> <td>Stimulating Learning</td> <td>4.02</td> </tr> <tr> <td>School Connectedness</td> <td>4.22</td> </tr> </table> <p>Give further student voice by broadening student surveys.</p> <p>To continue to offer students extra curricula options, with this recognised through an annual increase in the Parent Opinion survey.</p> <table border="1" data-bbox="1131 654 1568 742"> <tr> <td>Parent Opinion</td> <td>2014</td> </tr> <tr> <td>Extra-Curricula</td> <td>4.86</td> </tr> </table> <p>Build teacher confidence to effectively assess, then plan for students at their specific point of need.</p>	Student survey	2014	Stimulating Learning	4.02	School Connectedness	4.22	Parent Opinion	2014	Extra-Curricula	4.86	<p>Build upon high quality learning relationships between students and staff by continued use of learning intentions and success criteria.</p> <p>Develop student surveys for Prep-Grade 4 to enable feedback from students to teachers.</p> <p>Promote the value of the whole child through the school's extra-curricular program.</p> <p>Develop and document agreed teacher understandings of what student engagement looks like.</p> <p>Identify and plan for all students, including gifted and talented students, through formative, ongoing and summative assessment.</p>
Student survey	2014												
Stimulating Learning	4.02												
School Connectedness	4.22												
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Extra-Curricula	4.86												
<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>To expand students' sense of wellbeing, in particular learning confidence and resilience at Blackburn Lake Primary.</p>	<p>Student opinion of classroom behaviour and their learning confidence will improve each year to 2017 (as evidenced by student responses to school-generated and DEECD-generated student surveys)</p> <table border="1" data-bbox="1131 1093 1568 1181"> <tr> <td>Student survey</td> <td>2014</td> </tr> <tr> <td>Learning Confidence</td> <td>4.11</td> </tr> </table>	Student survey	2014	Learning Confidence	4.11	<p>Strengthen the school's capacity to implement a whole school approach to student welfare through reviewing Bounce Back and Buddies programs and student management procedures.</p> <p>Strengthen the partnership between staff, students and parents to share responsibility for student wellbeing through communication and parent participation across the school.</p>						
Student survey	2014												
Learning Confidence	4.11												

<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>To promote and celebrate the work and programs of BLPS with the school community.</p> <p>To strategically allocate resources to best support the BLPS Strategic Plan.</p>	<p>General Satisfaction to improve each year to 2017.</p> <table border="1" data-bbox="1131 188 1570 268"> <tr> <td>Parent Opinion</td> <td>2014</td> </tr> <tr> <td>General Satisfaction</td> <td>5.54</td> </tr> </table> <p>A surplus of \$40 000 is retained in the SRP each year to support the implementation of the School Strategic Plan.</p>	Parent Opinion	2014	General Satisfaction	5.54	<p>Develop procedures to celebrate and communicate the school's successes and programs with the wider community.</p> <p>Strengthen the school's professional learning program through collaborative teamwork, peer observations, effective feedback and shared professional learning.</p> <p>Establish a school facilities master plan to ensure appropriate infrastructure supports implementation of the school's programs and policies.</p>
Parent Opinion	2014						
General Satisfaction	5.54						

School Strategic Plan 2015- 2017: Indicative Planner

Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.

Key Improvement Strategies		Actions	Achievement Milestone
		Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.
Achievement	Year 1 2015	<p>Consolidate whole school approaches to curriculum implementation of English. These will include:</p> <ul style="list-style-type: none"> ▪ expand the use of learning intentions, success criteria and the reflection toolbox in both reading and writing. ▪ develop processes and structures that support the teaching and assessment of Speaking & Listening. ▪ develop and document the agreed school instructional model for Speaking & Listening. <p>Implement a whole school approach to mathematics with:</p> <ul style="list-style-type: none"> ▪ staff professional learning having a focus on how students learn Mathematics. ▪ build mathematics disciplinary knowledge for all teachers ▪ develop and document whole school agreed practices (WALT, WILF, WILT) about the teaching, planning and assessing of Mathematics. ▪ developing and documenting the agreed school instructional model for Mathematics. 	<p>Documentation of a learning continuum for speaking and listening, with staff agreement about what constitutes a successful speaking and listening program.</p> <p>Improved teacher and student attitudes to Maths, improved data in the area of Maths (teacher judgments).</p> <p>Improved teacher confidence in use of student data in Mathematics- improving reporting to parents.</p> <p>Introduction, professional learning, and use of new Student Performance Analyser (SPA) modules to ensure every teacher is confident in tracking the progress of their students to inform action.</p> <p>Commonality of classroom task boards and differentiated teacher work programs evidenced across English and Mathematics.</p>
	Year 2 2016	<p>Develop Speaking & Listening documentation across the school including:</p> <ul style="list-style-type: none"> ▪ documenting whole school Speaking & Listening continuum & assessments. ▪ refine and finalise Speaking & Listening documentation and assessments and add to 'Guide to Teaching English at BLPS' folders. <p>Improve students' abilities and increasing involvement in critical problem solving and real life mathematical tasks.</p>	<p>Consistency of teaching and assessing Speaking & Listening across all levels (evidenced in peer observations); and improved results in Speaking & Listening (teacher judgments).</p> <p>Improved teacher confidence in use of student data in Speaking & Listening – consistency in AusVELS assessments across the school.</p> <p>Consistency of teaching maths across all levels (evidenced in peer observations).</p>

		<p>Increasing the focus on formative, ongoing, and summative testing and the use of rich assessment tasks in Mathematics.</p> <p>Continue to add to teacher reference folder 'Guide to Teaching Mathematics at BLPS' for all teachers.</p>	<p>Mathematics data steadily increasing across all levels (teacher judgements & NAPLAN).</p> <p>Implementation of Maths rich assessment tasks into classroom programs from Prep to Level Six.</p>
	Year 3 2017	<p>Further development of Mathematics documentation across the school including:</p> <ul style="list-style-type: none"> ▪ Maths assessment whole school documents to be created and included in 'Guide to Teaching Mathematics at BLPS' folder. ▪ Maths promotional materials created (eg. brochure, booklet, classroom posters). <p>Senior students presentations/participation in public speaking and or debating competition.</p>	<p>Consistency of teaching and assessing Mathematics across all levels.</p> <p>Improved results in Parent Opinion & Attitudes to School Surveys in relation to connectedness and engagement.</p> <p>Improved results in teacher judgements for Speaking & Listening.</p>
Engagement	Year 1 2015	<p>Review reporting to parents with a view to including:</p> <ul style="list-style-type: none"> ▪ a more meaningful level of student input and participation. ▪ 'written' report cards and three-way interviews. <p>Audit current extra – curricular programs to establish what is offered and the skills / opportunities promoted.</p> <p>Review the school's e-learning Plan identifying:</p> <ul style="list-style-type: none"> ▪ further professional learning for staff. ▪ further infrastructure/resources required. ▪ communication and consultation with parents. 	<p>New report cards introduced at mid-year and end-of-year.</p> <p>Feedback to be sought on new report cards to be completed by appropriate teachers/co-ordinators.</p> <p>Student participation in either Attitudes to School Survey (Level 5 & 6) or locally developed survey (Prep - Level 4).</p> <p>Establishing benchmark data, collated by specialists and administration about levels of student participation in extra-curricular activities including the number of student participants in extension programs (eg Wise Ones) choir, instrumental and music.</p> <p>Providing checklist of skills/opportunities provided by extra-curricular programs.</p> <p>Enhancing the opportunities for students to use existing and new technologies within their learning and continue work on eSmart documents.</p>
	Year 2 2016	<p>Three-way conference protocols/ guidelines to be developed and trialled across school.</p> <p>Review BLPS whole school assessments including the consolidating of portfolio tasks and timelines across the school and the whole school assessment schedule.</p>	<p>Teachers, parents and students participate in a three way conference and provide feedback on the process.</p> <p>Year round reporting procedures are in place, including elements of student reflection and evaluation.</p> <p>Moderated and sequential Year level portfolio tasks.</p>

		Build teacher expertise and confidence to effectively plan for and assess students at their specific point of need.	<p>Increased teacher understanding or student learning styles, Blooms Taxonomy and thinking skills.</p> <p>Documented differentiation teaching and learning in planning documents, and demonstrated in classroom practice.</p> <p>Enhanced student engagement, through differentiation of content, process or product.</p>
	Year 3 2017	<p>Three-way conference guidelines/protocols to be reviewed based on feedback from 2016 trial.</p> <p>After student feedback and professional learning, develop and document agreed teacher understandings of what constitutes effective student engagement at BLPS, in particular with regards to differentiated student learning</p> <p>Give further student voice by broadening student surveys, developing student surveys for Prep-Grade 4 to enable feedback from students to teachers.</p>	<p>Three – way conferences to be conducted across school.</p> <p>Improved data in the area of <i>School Connectedness</i> in both Parent and Student surveys.</p> <p>Documented school understanding of, and practice in, Differential teaching and learning.</p> <p>Documentation of student engagement policies, program guidelines and shared understandings are produced in consultation with staff.</p> <p>Staff analysis of data provided by surveys.</p>
Wellbeing	Year 1 2015	<p>Review school’s practices relating to Buddies and BounceBack.</p> <p>Build stronger parent connections with school programs to help students develop resilience and feel safe and increasing parent participation in classroom programs across the school (parent helpers).</p>	<p>Staff professional development and training</p> <p>Improved Parent and Student survey results in the area of <i>Safety</i> and <i>School Connectedness</i>.</p>
	Year 2 2016	<p>Adopting a more consistent approach to student management through:</p> <ul style="list-style-type: none"> ▪ introducing software as a data tracking instrument to monitor and respond to student wellbeing issues ▪ reviewing and refining documentation/policies around student behaviour, welfare and wellbeing. ▪ document the school’s practices relating to Buddies and BounceBack. 	<p>Leadership and teachers are consistently using the same approach to student management in regards to behaviour, welfare and wellbeing.</p> <p>BounceBack and Buddies documentation are available for all staff, and provide a consistency across grade levels.</p>
	Year 3 2017	<p>Establish procedures for communicating information about student wellbeing including:</p> <ul style="list-style-type: none"> ▪ promotions outlining school guidelines and procedures. ▪ information provided at information evenings and in handbooks for parents. 	<p>Improved Parent opinion responses in the area of <i>Communication</i>.</p>

Productivity	Year 1 2015	<p>Strengthen the school's professional learning program through:</p> <ul style="list-style-type: none"> ▪ whole-school professional learning. ▪ reviewing and revising professional learning plans. ▪ utilising School Improvement Teams to focus on the Strategic Plan. <p>Build high quality teacher practice through collaborative teamwork, peer observations, effective feedback and shared professional learning.</p> <ul style="list-style-type: none"> ▪ develop agreed processes with staff about peer observation and giving and receiving feedback. ▪ review existing induction processes, including curriculum, assessment and pedagogical practices. 	<p>Promotion of a shared internal accountability by all staff for the development of high quality, rigorous performance and development processes.</p> <p>Strategic placement of staff into key roles and teams to support the school's directions.</p> <p>Teachers participate in regular peer observations, using templates and participating in professional dialogue (evidence in PDP documents)</p> <p>Improve Staff Opinion 'Professional Learning' survey results - 2014 Overall score 439.</p>
	Year 2 2016	<p>Continue to develop an open line of communication between parents and the school to promote:</p> <ul style="list-style-type: none"> ▪ celebrating student and school wide success. ▪ promoting school programs. ▪ providing opportunities for parents to electronically communicate with the school (attendance, payments, etc). ▪ having greater parent involvement in classroom programs. <p>School facilities including ICT infrastructure will be audited including:</p> <ul style="list-style-type: none"> ▪ establishing a working party to implement a facilities plan. ▪ completing an audit of the facilities needs of the school. ▪ considering ICT infrastructure needs and student needs. 	<p>Promotional materials and opportunities to celebrate success will be provided through newsletters, assembly presentations, publications, brochures, electronic communication to engage the community.</p> <p>Management software (such as Compass) to be purchased and introduced across the school (professional learning) and to parents (information sessions, publications).</p> <p>Allocate funding through the Student Resource Package (budget).</p>
	Year 3 2017	<p>Staff succession planning to include:</p> <ul style="list-style-type: none"> ▪ opportunities for leadership roles within the school. ▪ prospects for leadership such as Bastow, Leaders In The Making for aspiring leaders. 	<p>Uptake of leadership opportunities by staff.</p>