SCHOOL PLAN

2015 – 2017

BLAYNEY PUBLIC SCHOOL

Success with Honour
School background 2015 - 2017

SCHOOL VISION STATEMENT

Blayney Public School is a reflective and responsive school offering a diverse range of educational opportunities that promote the development of confident, well equipped citizens who have a positive attitude towards continued learning and an active concern for the world.

It is a well-established, positive and well-managed school that focuses on continuous improvement for its community. Priorities include literacy, numeracy, gifted and talented programs and outstanding student welfare. The school enjoys strong community support for learning with over 96% of parents attending 3-way conferences once a year to discuss student achievement and progress towards articulated learning goals.

SCHOOL CONTEXT

Blayney Public School, with an enrolment of 269 students, is located in the central west of NSW. Our school has 21 ATSI students and 7 students from multicultural backgrounds. Blayney Public School had a relatively transient school population, with a high turnover of students between Kindergarten and Year 6 but despite this maintains a fairly stable enrolment of students.

The school has a very supportive community. Employment opportunities in the area have resulted in large number of parents who are shift workers.

Blayney Public has a highly motivated staff dedicated to providing quality educational opportunities to our students. The school prides itself on the wide range of activities in which students are able to take part. The school is committed to delivering progressive education through innovative programs in literacy and numeracy and the continuous implementation of state-of-the-art technology.

Blayney Public School is a proud member of the Heritage Country Schools and an active member of the pre2 learning community.

SCHOOL PLANNING PROCESS

In 2014, a comprehensive process was undertaken to seek the opinions of parents, students and teachers about the school in terms of what was valued within our school and future strategic directions for the next 3 years. Data was collected via a variety of tools including surveys, forums and focus groups and included input from parents, students and staff.

The evaluation process indicated that parents valued the quality learning programs and caring and supportive staff at Blayney Public School. They believed that students had access to a wide variety of opportunities.

Communication was the main identified area that parents felt could be improved. Community involvement, parent payments, students welfare and reward system also were identified.

Student recommendations have been included in the school plan. Numerous opportunities have been afforded to staff to review and revise this plan and further parent input was sought through with the Parent Club.
To actively engage all members of the wider school community in a diverse range of learning experiences in order to promote confident, well-equipped citizens who have a positive attitude towards learning and life. All students are provided with opportunities to foster their individual interests and abilities, while building confidence and expanding their cultural experiences.

To build teacher capacity to deliver quality teaching programs that meet the needs of individual students. Teachers demonstrate a deep understanding of current curriculum documents and pedagogy and utilise best practice to implement teaching programs incorporating current learning.

To ensure Blayney Public School is an integral part of the community, enjoying high levels of parental and community involvement supporting valued programs. The community recognises and celebrates the achievements of students, staff and the school as a whole. Clear and timely communication is maintained with all stakeholders.
Strategic direction 1: Engagement

PURPOSE

To actively engage all members of the school community in a diverse range of learning experiences in order to promote confident, well equipped citizens who have a positive attitude towards learning. All students are provided with opportunities to foster their individual interests and abilities, while building confidence and expanding their cultural experiences.

PEOPLE

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

- Develop a positive mindset within the school community, valuing creative and performing art programs and extra curricula activities.
- Develop the mindset that in order to be active learners you have to engage in current technologies.
- Develop a school wide mindset that parents are active and valued participants in their child’s learning and contribute to education process.

How do we do it and how will we know?

- Targeted Professional learning for all staff to support student engagement using quality teaching practices and current pedagogies.
- Systems to provide opportunities for students to foster their individual interests and abilities.
- Structures to engage in broader learning alliances within and beyond the school.

Evaluation plan:

- Attendance at professional learning.
- Evidence of strategies to promote student engagement and adjustments to meet needs in programs.
- Student and staff attitude surveys.
- Data around participation in extra curricula activities.
- Attendance data

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products:

- Greater variety of opportunities for students to participate in creative and performing arts programs, sport and extra curricula activities.
- Stronger networks to broaden opportunities and initiatives for student engagement and teacher capabilities.

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

Practices:

- Technology is embedded within the classroom resulting in personalised learning and increased engagement.
- Regular sharing of ICT resources and teaching and learning activities by teaching staff.
- Learning programs reflect personalised learning and enhanced engagement.
- Provision of opportunities for students and staff to engage in learning network activities.
- Increased interaction between the students and staff of the pre2 and Heritage Country schools learning alliances.
- Students demonstrate engagement in, and enthusiasm for, their learning.
- Earn rewards and incentives for upholding high levels of attendance and engagement.
- Collaboration across the Heritage Country Schools and pre2 schools in a variety of forums – sporting, cultural, performance and academic.
- Staff undergo professional learning in the use of ICT to enhance student learning and engagement.
- Leaders monitor engagement and student attendance.

IMPROVEMENT MEASURE/S

- Increased number of students involved in extra curricula activities.
- Increased variety of extra curricula activities.
- Increased involvement in Pre2 and Heritage Country Schools initiatives.
- Teaching and learning programs and assessment tasks reflect personalised learning and effective integration of technology.
- Improved attendance data.
- Increased parental involvement within the school.

Evaluation plan:

- Attendance at professional learning.
- Evidence of strategies to promote student engagement and adjustments to meet needs in programs.
- Student and staff attitude surveys.
- Data around participation in extra curricula activities.
- Attendance data.
**Strategic direction 2: Quality Teaching and Learning**

### PURPOSE

To build teacher capacity to deliver quality teaching programs that meet the needs of individual students. Teachers demonstrate a deep understanding of current curriculum documents and pedagogy, and utilise best practice to implement teaching programs incorporating current technologies.

### PEOPLE

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

**Students:**
- Through the individual development and tracking of learning goals students will take responsibility for their own learning.

**Staff:**
- Through the development of professional learning goals staff will take ownership of their professional learning and value education.
- Through a systematic approach to tracking student achievement and outcomes, staff have the capacity to cater for and address student needs.

**Parents:**
- Through increased involvement with the school, parents will have the capability to understand the changes within the curriculum and be well informed about teaching and learning programs and strategies for successful support at home.

**Leaders:**
- Understand current changes within the educational climate and support staff in implementing changes.

### PROCESSES

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

- Professional learning around syllabus implementation, accreditation and meeting needs.
- Establish leadership and mentoring structures.
- Establish structures to monitor and support student learning.

**Evaluation plan:**
- Tracking systems will be in place to monitor student growth.
- Teachers use of PLAN to inform reporting and feedback for three-way conferences
- Professional learning plans are established and maintained
- Program supervision practices
- Evaluate the effect of feedback through anecdotal evidence and surveys.
- NAPLAN results
- IEPs and PLP’s

### PRODUCTS AND PRACTICES

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

- BOSTES syllabus documents are effectively embedded in classroom programs.
- All staff are engaged in the accreditation process.
- All students achieve expected individual growth in internal and external assessments.

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

- Use student achievement data to inform and personalise learning programs.
- Literacy and Numeracy continuums are used to regularly track student progress
- Student progress is recorded using PLAN software and used to drive the teaching and learning cycle for individual students
- Promotion of a positive, progressive learning culture for staff, students and parents across the school

**IMPROVEMENT MEASURE/S**

- Systematic student achievement tracking system in place and timelines for data entry established.
- Evidence of PLAN data in reports and 3 Way conference summaries.
- Improved NAPLAN results
- Evidence of achievement of learning goals from staff and students.

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Strategic direction 3: Positive School Environment

**PURPOSE**

To ensure Blayney Public School is an integral part of the community, enjoying high levels of parental and community involvement supporting valued programs. The community recognises and celebrates the achievements of students, staff and the school as a whole. Clear and timely communication is maintained with all stakeholders.

**PEOPLE**

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

Students:
- By building resilience, students will be able to develop strategies to feel safe and comfortable in a variety of situations.

Staff:
- Staff are positive role models and value themselves and their colleagues in the school and wider community.
- Will be confident in providing timely and effective feedback to students and other members of the learning community.

Parents and Community partners:
- Parents trust the school environment, feel valued and are an active part of their child’s learning.

**PROCESSES**

How do we do it and how will we know?

Implementing programs to teach resilience and establish a system of recognition and tracking of student well-being.

Developing an enhanced environment to improve the physical appearance of the school and its efficiency.

Establish a collaborative learning community with student, parents and staff that support life-long learning and positive student well-being.

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

Products:
- Learners will be well-adjusted and caring, showing resilience and a positive attitude.
- The school environment will be aesthetically pleasing and stimulating.
- Recognition systems acknowledge positive student behaviour.

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

Practices:
- Reciprocated and respectful communication between students, staff and parents.
- Will implement a fair and consistent discipline and recognition policy.
- Develop systems that build on and strengthen existing communication methods.

**IMPROVEMENT MEASURE/S**

- Decrease in incidents reported to PREP program.
- Survey results indicate effectiveness of beautification measures.

**Evaluation plan:**

Surveys of school community to measure the impact and effectiveness of the processes that have been put in place.

Anecdotal evidence

PREP data

Suspension rates