

4860 BLACKBURN LAKE PRIMARY SCHOOL
Strategic Plan 2017-2021

<p>Endorsement Principal: LOISIA STEED 21.11.2017 School council: DAN WATTS 12.12.2017 Delegate of the Secretary: Clayton Sturzaker 30.11.2017</p>	<p>BLACKBURN LAKE PRIMARY SCHOOL Re-Endorsement (if a Goal, KIS or Target is change [name] [date] [name] [date] [name] [date]</p>	<p>Re-endorsement (if a Goal, KIS or Target is changed) [name] [date] [name] [date] [name] [date]</p>
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School vision	School values	Context and challenges	Intent, rationale and focus
<p>Blackburn Lake Primary School prides itself on providing an education that balances academic, social and emotional growth for all students; the school motto 'learning together' reflects the high importance of making all members of the school community 'Partners in Education.'</p> <p>There is a strong expectation of mutual respect across the school. Supported by the school's TRRAC values, our successful Linking TRRACS school start-up program, build school community and provide each student a sense of belonging.</p> <p>The whole school Buddy Programs, the December TRRAC into Transition Program, and the school's highly valued Leadership Program enables students to fulfil leadership roles both informally and formally. The Student School Council is an active group that provide opportunities for student feedback and support on a range of student related activities and events. Locally, nationally and globally.</p> <p>Dedicated and professional teaching teams are committed to nurture and develop the abilities of each child through carefully planned teaching and learning programs. Our commitment to strong whole school, teaching and learning practices and the use of high impact teaching strategies (HITS) support students to be independent and self-motivated learners.</p> <p>Our commitment to staff professional development is a significant strategy in the improvement of pedagogy and student outcomes.</p>	<p>Central to the positive culture and embedded in everyday school life 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 across the school.</p> <p>Our values encapsulate our vision for student wellbeing as well as student learning. The values of Thinking, Responsibility and Attitude, shape the way we approach our commitment to lifelong learning and continuous improvement. Students are encouraged to adopt a positive attitude, take responsibility for their learning and actions, to 'think well' and aim for high expectations of achievement. Our values of Respect and Caring provide a supportive backdrop for a secure learning environment.</p> <p>At Blackburn Lake primary, student wellbeing is a genuine priority and a platform for student success as evidenced in our TRRAC values and outlined in the school's Code of Conduct:</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 cared for <p>By embracing the development of the whole child, education will include a focus on creative, critical, compassionate and resilient learners operating in an environment where work is engaging and appropriately challenging.</p>	<p>With a reputation for high standards in Literacy and Numeracy, and strong traditions in the school, which promote a commitment to the Visual and Performing Arts, to LOTE and to Physical and Sport Education, Blackburn Lake Primary School's student achievement data continues to compare favourably against state and like school group benchmarks.</p> <p>The implementation of the school's Talented Program and a strong emphasis on developing student role models and leaders encourages all students to take risks with their learning in an environment where a sense of belonging is created.</p> <p>Individual Learning Plans and additional allocation of resources for Literacy and Numeracy intervention support student needs.</p> <p>Blackburn Lake aims to strive to improve the relative growth for all students, by acknowledging the effective use of school data, supported by success criteria.</p> <p>Although both Literacy and Numeracy are an area of relative strength within the school, there is room for assessments to be linked to learning progressions that more accurately identify students' zone of proximal development and zone of actual development.</p> <p>Further possibilities exist for greater impact on student learning, as staff examine their models of practice and the use of high impact teaching strategies. Through collegial relationships and collaboration as team participants, teachers will have opportunity to expand the level of discourse, apply new knowledge, study, and analyse and practice and act as change agents within the classroom and the larger school.</p> <p>Opportunity exists also for building upon student engagement. Exploring 21st century ICT and digital technologies with students through the school's current STEAM program and embedding current ICT and digital technology teaching and learning practices into our curriculum programs will enhance the digital capacity of our students.</p> <p>Additionally, supported with authentic tasks that develop students' critical and creative thinking, questions and possibilities, reasoning and meta-cognition, we aim to continue to build a culture of engagement and independent learners who are aware of and self-regulate their learning.</p> <p>Teaching for engagement involves teamwork, negotiation, decision-making, synthesis and problem solving skills.</p> <p>We will continue to aim for whole school research based teaching and learning practices at BLP and aim to strive for improved student outcomes for all students.</p>	<p>Research suggests that effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. (John Hattie) For that reason Blackburn Lake will:</p> <ul style="list-style-type: none"> • Maximise student learning growth by enhancing teaching and learning Collective responsibility is an important shift towards improving instructional practices and for collective effectiveness, therefore, gains in student achievement. In contributing to the school improvement priority of maximising student learning growth by enhancing teaching and learning we will aim to: <ul style="list-style-type: none"> ✚ Embed into its culture collaborative professional practices and a continuous improvement focus on teaching and learning. This will heighten the impact of individual teachers as well as enable students the opportunity to reach higher levels of performance, maximising student learning growth ensuring students are best equipped for their distinctive futures. ✚ Embed best practise, including HITS in teaching and learning programs ✚ Co-design learning programs using the Victorian curriculum F-10 and embed backward by design planning that reflects on planning for assessment, and the use of explicit criteria to establish learning goals and extend all students. ✚ Interpret data from multiple sources, including common assessment tasks and moderated tasks, establishing year level data pyramids (answering what kinds of assessment data to we use, for what purpose and how often?) To identify student achievement levels and determine future student learning needs. ✚ Target the teaching to improve individual student outcomes by continuing to pursue the appropriate cognitive complexity for all students that can be used to assess, monitor and scaffold their learning. • Develop independent learners as partners in teaching and learning. By building on current research based understanding of self-regulated learners, and critical and creative thinking skills we will aim to: <ul style="list-style-type: none"> ✚ Shift the teaching and learning emphasis onto the learner, requiring them to be active participants in their learning. That is, learners becoming responsible for negotiating outcomes, approaches and strategies for achieving those outcomes. These will include: ✚ Differentiation in either content, product and, or process as a student continues to challenge themselves within their zone of proximal development. ✚ The implementation of the Zimmerman & Kitsantas', self-regulated learning model. <p>Forethought Phase: Task Analysis, Self-motivational Beliefs Performance Phase: Self-Control, Self-Observation Self-Reflection Phase (which then informs the Forethought Phase) Self-Judgement, Self-Reaction If excellence in teaching and learning is developed through a consistent and effective implementation model, and the use of data to inform practice, then student learning will be enhanced.</p>

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Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																																																																																
<ul style="list-style-type: none"> Maximise student learning growth by enhancing teaching and learning 	<p>Excellence In Teaching and Learning</p> <ol style="list-style-type: none"> Building Practice Excellence Curriculum Planning and Assessment Evaluating Impact on Learning Evidence Based High Impact Strategies 	<p>Improve collection and interpretation of data literacy (including the use of SPA) to inform practice</p>	<p>Increased percentage of students, from Years 3 to 5, achieving high relative growth greater than 2017 results and decrease students receiving low relative growth to less than 10%, in Literacy and Numeracy as evidenced by the school's NAPLAN data or 12 monthly assessment tools such as PAT; with data examined, no less than termly, to inform teaching.</p> <p><i>2017 Reading Results</i></p> <table border="1"> <thead> <tr> <th></th> <th>Low</th> <th>Medium</th> <th>High</th> <th>Totals</th> </tr> </thead> <tbody> <tr> <td>Percentage of students - State</td> <td>25</td> <td>50</td> <td>25</td> <td>100</td> </tr> <tr> <td>Percentage of students - School</td> <td>18.64</td> <td>37.29</td> <td>44.07</td> <td>100</td> </tr> <tr> <td>No of Students - School</td> <td>11</td> <td>22</td> <td>26</td> <td>59</td> </tr> </tbody> </table> <p><i>2017 Spelling Results</i></p> <table border="1"> <thead> <tr> <th></th> <th>Low</th> <th>Medium</th> <th>High</th> <th>Totals</th> </tr> </thead> <tbody> <tr> <td>Percentage of students - State</td> <td>25</td> <td>50</td> <td>25</td> <td>100</td> </tr> <tr> <td>Percentage of students - School</td> <td>27.12</td> <td>52.54</td> <td>20.34</td> <td>100</td> </tr> <tr> <td>No of Students - School</td> <td>16</td> <td>31</td> <td>12</td> <td>59</td> </tr> </tbody> </table> <p><i>2017 Writing Results</i></p> <table border="1"> <thead> <tr> <th></th> <th>Low</th> <th>Medium</th> <th>High</th> <th>Totals</th> </tr> </thead> <tbody> <tr> <td>Percentage of students - State</td> <td>25</td> <td>50</td> <td>25</td> <td>100</td> </tr> <tr> <td>Percentage of students - School</td> <td>10.17</td> <td>42.37</td> <td>47.46</td> <td>100</td> </tr> <tr> <td>No of Students - School</td> <td>6</td> <td>25</td> <td>28</td> <td>59</td> </tr> </tbody> </table> <p><i>2017 Numeracy Results</i></p> <table border="1"> <thead> <tr> <th></th> <th>Low</th> <th>Medium</th> <th>High</th> <th>Totals</th> </tr> </thead> <tbody> <tr> <td>Percentage of students - State</td> <td>25</td> <td>50</td> <td>25</td> <td>100</td> </tr> <tr> <td>Percentage of students - School</td> <td>16.95</td> <td>49.15</td> <td>33.90</td> <td>100</td> </tr> <tr> <td>No of Students - School</td> <td>10</td> <td>29</td> <td>20</td> <td>59</td> </tr> </tbody> </table>		Low	Medium	High	Totals	Percentage of students - State	25	50	25	100	Percentage of students - School	18.64	37.29	44.07	100	No of Students - School	11	22	26	59		Low	Medium	High	Totals	Percentage of students - State	25	50	25	100	Percentage of students - School	27.12	52.54	20.34	100	No of Students - School	16	31	12	59		Low	Medium	High	Totals	Percentage of students - State	25	50	25	100	Percentage of students - School	10.17	42.37	47.46	100	No of Students - School	6	25	28	59		Low	Medium	High	Totals	Percentage of students - State	25	50	25	100	Percentage of students - School	16.95	49.15	33.90	100	No of Students - School	10	29	20	59
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Build the capacity of all teachers to consistently apply evidence based strategies to Literacy and Numeracy	Implementation of Visible learning research and high impact strategies into teaching and learning practices																																																																																		
Develop a whole school approach to STEAM and strengthen digital technologies to build a rich, relevant challenging learning environment	Develop a STEAM and Digital Technologies scope and sequence																																																																																		
Develop a shared approach to curriculum development through use of Department recommended online platform	Use of online platform by all year levels Develop collaborative planning practices across shared platforms to meet student individual points of need																																																																																		
Create a consistently implemented Instructional Model of Practice for rigorous and challenging learning	Development of BLPS Instructional Model for Student Learning Development of improved Writing, Reading and Numeracy instructional models																																																																																		
Develop the capability of teachers to evaluate the impact on student learning	Assess the impact of learning intentions and student success through higher use of data and whole school moderated success criteria. Implementation of a co-teaching cycle in PLT's – co-planning, co-teaching, co-debriefing, co-reflecting.																																																																																		
Develop collaborative planning practices across shared platforms to meet student individual point of need	Staff survey – to improve positive response percentages in trust in colleagues and teacher collaboration, based on 2.17 benchmarks. The percentages of positive responses from staff for academic emphasis and collective efficacy to trend upward.																																																																																		

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<ul style="list-style-type: none"> Develop independent learners as partners in teaching and learning 	Positive Climate for Learning 1. Empowering Students and Building School Pride 2. Build Student Intellectual Engagement and Self Awareness 3. Setting expectations and promoting inclusion	Set a culture of high expectations that support a positive learning environment that maximises success for all students	Understanding and implementation of a growth mindset with teachers articulating what they do and why they do it using: Learning intentions + success criteria + descriptive feedback + peer and self- assessment + individual foal setting. Student Attitude to School Survey to see consistent data, greater than like schools, in the elements Non Experience of Bullying and Respect for Diversity in the subset Positive Climate For Learning.																	
		Build an understanding of independent learning and student agency	Agreed understanding of Zimmerman & Kitsantas' self-regulated learning model																	
		Build a school wide understanding of differentiation, zone of proximal development (ZPD) and zone of actual development (ZAD) to promote student engagement and challenge all students	Attitude to School survey element – stimulating learning to improve comparatively to like schools over the four year period. Agreed understanding of differentiation and student engagement																	
		Develop thinking skill capabilities to stimulate curiosity, promote questioning and develop higher levels of positive engagement and strong academic performance	Develop a critical and creative scope and sequence																	
		Enhance the physical, social, emotional and academic experiences provided for students	Improve the positive responses to the element stimulating learning and school connectedness from the Attitude to School Survey, using 2017 percentages as a benchmark. Students consistently demonstrating their knowledge of their learning goals in parent/ teacher conferences																	