



SCHOOL PHILOSOPHY

BLACKBURN LAKE PRIMARY SCHOOL

Florence Street Blackburn 3130

The Blackburn Lake Primary School (BLPS) 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.

Blackburn Lake Primary School (BLPS) 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.

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.

Similarly the school’s code of conduct reflects the TRRAC values and sets a high standard and a shared community expectation that:

- 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

BLPS aims to achieve excellence in all academic areas:

- The learning environment is supportive and productive
- The learning environment promotes independence, interdependence and self-motivation
- Students’ needs, backgrounds, perspectives and interests are reflected in the learning program
- Students are challenged and supported to develop deep levels of thinking and application
- Assessment practices are an integral part of teaching and learning
- Learning connects strongly with communities and practice beyond the classroom

Enactment of Blackburn Lake Primary School Philosophy

The Effective School's Model, e5 Instructional Model, the Principles of Learning and Teaching (PoLT) and the school's TRRAC values give a working framework to enact this Philosophy.

- In work with the School Council and the community, in teaching and learning practice and programs, in school initiatives and organisational structures the vision of the school is central. Furthermore, the school's Strategic Plan explains how the vision of the school will be met.
- Our commitment to staff professional development is a significant strategy in the improvement of classroom instruction and pedagogy. It is also the vehicle for creating consistency of practice and where research based teaching and learning models are explored.
- Year Level teams support each other by taking shared responsibility of students in terms of student wellbeing and student learning. Dedicated and professional teaching teams work enthusiastically to deliver meaningful and stimulating teaching and learning programs for all students. Teachers are committed to nurturing and developing the ability of each child through carefully planned and purposeful teaching programs. Year Level planning and weekly work programs support the delivery of a developmentally appropriate curriculum and through differential teaching practices, teachers aim to teach to a students' point of need. Furthermore, a wide range of social programs, clubs and a strong student leadership program enhance our student wellbeing and student learning practices.
- Additionally, staff is given the opportunity to share their teaching and learning practices through weekly staff meetings and year level meetings. Here our Models of Practice, which are aimed at continuous student improvement, are agreed to.
- Through collaborative teaching practices and whole and small group learning experiences, we encourage independent and self motivated learners. This is evidenced in both our English and Mathematics block where explicit and planned instruction, using our Models of Practice, and independent discovery are evident. Transparent Learning Intentions ensures all students are aware of the teaching and learning purpose.
- A variety of assessment practices underpin our learning program. The Student Performance Analyser (SPA) enables teachers to access data that will inform their teaching and learning. The use of rubrics makes assessment explicit to students and thinking tools encourage student reflection and self assessment.
- Recognising that students' needs differ, we differentiate practice and use a variety of questioning styles and higher order thinking tools. Individual Learning Plans support student needs as does the allocation of rooms for Literacy and Numeracy intervention. All students are encouraged to take risks with their learning in an environment where a sense of belonging and connectedness is created.
- The school's TRRAC values encapsulate our vision for student wellbeing and student learning. The values of Thinking, Responsibility and Attitude, shape the way we approach our commitment to lifelong learning and continuous improvement, whilst our values of Respect and Caring provide a backdrop for a secure learning environment. Through the school's Student Leadership program, Circle time, Buddy and BounceBack programs we promote a culture of respect and self confidence.

- Blackburn Lake has a strong commitment to positive home / school relationships as it is recognised that this results in enhanced learning outcomes. The School Council and its sub committees ensure that parents' views are regularly represented and expressed through an organised, cohesive and focussed body. School policies are developed through the vehicle of the Council and are analysed to ensure that they represent both the spirit and the culture of the school and its community.
- Regular evaluation processes measure our performance with respect to our vision and values.

This policy was last ratified by School Council: October 21 2014.

PRINCIPAL: Jason Walker **SCHOOL COUNCIL PRESIDENT:** Mark Eaton