# School background 2018–2020

## School vision statement
Educational excellence through inspiration, engagement, high expectations and a growth mindset.

## School context
Bald Blair Public School is the focal point of a small, rural community located in the Northern Tablelands area of NSW. The school is a vibrant, innovative and dynamic primary school providing a quality education for every student.

The school was established in 1920 and enjoys a culture of high expectations and educational excellence. Bald Blair has an enrolment of 36 students. The school employs four teachers in a mix of permanent and temporary full-time and part-time positions.

The school is committed to providing rich programs to develop skills in technology, critical and creative thinking, problem solving, communication and collaboration to enable students to reach their full potential educationally, socially and emotionally.

Bald Blair Public School is developing a culture of evidence-based, data informed decision making. The school aims to build the capacity of all teachers to lead, improve learning and innovate.

Bald Blair Public School is a proud member of the Snow Gums Learning Alliance, established in 2014 with the express purpose of strengthening teaching and learning across five small schools: Bald Blair Public School, Ben Lomond Public School, Black Mountain Public School, Chandler Public School and Ebor Public School.

The school has a passionate and dedicated parent community. The school P&C are very active and work tirelessly to provide funds to contribute to the learning experiences of every student.

## School planning process
The development of this three year school planning cycle began in 2018 in collaboration with Department of Education staff and all key stakeholders.
**School strategic directions 2018–2020**

**STRATEGIC DIRECTION 1**  
Excellence in Teaching and Learning

**Purpose:**  
Excellence in teaching and learning is underpinned by highly professional teachers who are effective leaders of learning, deeply committed to ongoing learning and improvement, developing highly effective, evidence based practices through collaboration, inquiry, reflection and feedback, contributing to a dynamic, transparent, collegial teaching and learning culture.

**STRATEGIC DIRECTION 2**  
A dynamic, high performing learning culture

**Purpose:**  
To ensure a student centred learning environment that nurtures, guides, challenges and inspires every student to become skilled, effective, motivated learners and confident, creative individuals who are empowered to be successful citizens, setting high expectations and sharing responsibility for the improvement of every student.

**STRATEGIC DIRECTION 3**  
Positive Partnerships

**Purpose:**  
To create a dynamic, high performing school with strong connections to the wider community, enhancing learning outcomes and the learning environment. Positive relationships are at the core of a successful school.
## Strategic Direction 1: Excellence in Teaching and Learning

### Purpose
Excellence in teaching and learning is underpinned by highly professional teachers who are effective leaders of learning, deeply committed to ongoing learning and improvement, developing highly effective, evidence based practices through collaboration, inquiry, reflection and feedback, contributing to a dynamic, transparent, collegial teaching and learning culture.

### Improvement Measures
- 100% of teachers creating quality teaching programs that reflect the pedagogy of visible learning and are reflective of the needs of the students in the class.
- All teachers will have a deep understanding of the Literacy and Numeracy Progressions and PLAN 2.
- Increase in proportion of students achieving expected growth or higher on internal and external data sets (PLAN 2/NAPLAN/Progressions) with the school achieving at or above state expectations in line with the Premier’s Priorities.

### People

#### Students

All Stakeholders: Will engage with growth mindsets through the implementation of Creative and Critical Thinking (CCT)

Students:
- Students will develop personal skills and attributes for learning to thrive in the 21st century to build a foundation for their future.
- Students will develop their ability to set learning goals, reflect on their learning and participate in peer and self-assessment.

#### Staff

- Staff will develop a deep understanding of future focused learning, effective evidenced pedagogy, and contemporary curriculum.
- Staff will utilise innovative collaborative, inquiry learning models to continually refine practice.
- Staff will build their capacity to differentiate learning through data driven practice.

#### Parents/Carers

- Parents and Carers will support learning effectively, with increased understanding, knowledge and skills of future focused learning, characteristics and traits of successful learners for the 21st century.
- Parents and Carers will demonstrate a strong commitment to a partnership with the school in their child’s education, the school’s vision and strategic planning.

### Processes

- Revise and reinvigorate student well-being policies, practices and programs across the Alliance.
- Establish a whole school approach to ensure the most effective evidence-based teaching methods are embedded in everyday practice.
- Engage in and translate quality, planned and innovative professional learning to drive deep knowledge and understanding of curriculum, promoting ongoing school/alliance-wide improvement in teaching practice and student achievement.
- Learning will be data driven, based on formative assessment practices and the use of the National Literacy and Numeracy Progressions.

#### Evaluation Plan

- Classroom practice and teaching and learning programs that personalise learning, embed deep thinking, authentic tasks, learning intentions and success criteria and promote self-reflection and self-assessment.
- NAPLAN/PLAN/Progressions data.
- Student short and long term goal setting has clear links to assessment evidence and feedback.

### Practices and Products

#### Practices

- Teachers adapt and embed best practice with high consistency across the schools, prioritising safety, resilience, emotional intelligence and growth mindset education.
- Teachers are able to identify expected growth for each student on both internal and external assessment tasks.
- Teachers build capacity through PL to differentiate learning through data driven practice, tailoring support, enrichment and extension across the curriculum.
- Teachers routinely review learning with all students ensuring they have a clear understanding of how to improve.
- Students will demonstrate that they can select from a range of strategies, processes and tools to move their learning forward.
- Leaders will mentor, coach and use observations to share the most effective evidence based teaching methods to promote quality teaching practice.

#### Products

- A positive staff culture that engages in self reflection to make informed and professional decisions about future directions for the school/Alliance.
- Highly developed ability to consistently analyse and interpret student learning data.
- All teachers are committed to identifying, understanding and implementing the most effective explicit evidence-based practices.
### People

- directions.

### Leaders

- Leaders will demonstrate instructional leadership and effective leadership of change processes skills, through significant engagement with educational research, sharing best practice within and beyond the school, eliciting excellent outcomes for every student.

### Practices and Products

- teaching methods through a system that facilitates professional dialogue, collaboration, classroom observations, feedback and targeted professional learning.

- Students consistently perform at high levels on both internal and external school performance measures.

- Student growth is acknowledged, planned and catered for by a range of systematic and reliable formative and summative assessment tasks.
**Strategic Direction 2: A dynamic, high performing learning culture**

### Purpose

To ensure a student centred learning environment that nurtures, guides, challenges and inspires every student to become skilled, effective, motivated learners and confident, creative individuals who are empowered to be successful citizens, setting high expectations and sharing responsibility for the improvement of every student.

### Improvement Measures

<table>
<thead>
<tr>
<th>People</th>
<th>Practices</th>
<th>Products</th>
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<tbody>
<tr>
<td><strong>Students</strong></td>
<td><strong>Processes</strong></td>
<td><strong>Practices and Products</strong></td>
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</table>
| • Students will work in learning environments that are fluid and flexible, with dynamic groupings, for varied purposes.  
  • Students will engage with a variety of teachers for different purposes, confident to contribute to a culture of observation, reflection and feedback. | **1. Highly professional, collaborative, innovative workforce** | **Practices**  
  • Embed a culture of innovation and collaborative learning and sustain a commitment to learning walks.  
  • All staff design individual performance and development plans that facilitate continual improvement and build leadership capacity.  
  • Ensure learning is clearly aligned to school and system priorities, deeply embedding understanding is built on the strongest literacy numeracy and wellbeing foundations.  
  • Students engage with a variety of teachers for different purposes, confident to contribute to a culture of observation, reflection and feedback.  
  • Teachers will develop the skills of observation, reflection, collaborative inquiry and feedback and facilitate student centred learning based on data driven practice.  
  • Leaders will implement effective mentoring induction, and coaching practices for all staff. | **Products** | **Evaluation Plan** | **Leaders** |
| **Staff**  
  • Staff will improve personal and collective practice through the development of collaborative observation, feedback and reflection.  
  • Professional learning and team teaching/lesson observations to share quality examples of modelled, guided and independent learning.  
  • Wellbeing Framework, Policy and Procedures adhered to, to ensure student and staff wellbeing at all times. | **2. Continual improvement through best practices in professional development** | **All staff achieve personal professional development plan goals, demonstrating effective collaborative learning and reflective practice evidencing increased impact on student outcomes using innovative ways.** | **Evaluation Plan** | **Leaders**  
  • Leaders will be expert mentors using personal skills and capacity to facilitate highly professional dialogue and reflective, collaborative practice based on knowledge of research, data analytics, and pedagogy. |
| **Parents/Carers**  
  • Understand and value a learning culture that prioritises inquiry based, 21st century pedagogies in the home. | **3. Dynamic Professional Learning empowering leaders, contributing to whole system success** | **Leaders**  
  • Leaders will be expert mentors using personal skills and capacity to facilitate highly professional dialogue and reflective, collaborative practice based on knowledge of research, data analytics, and pedagogy. |
| **Leaders**  
  • Leaders will be expert mentors using personal skills and capacity to facilitate highly professional dialogue and reflective, collaborative practice based on knowledge of research, data analytics, and pedagogy. | | **All staff achieve personal professional development plan goals, demonstrating effective collaborative learning and reflective practice evidencing increased impact on student outcomes using innovative ways.** |

100% of learning contexts evidence data driven, differentiated 'visible learning' pedagogies for the 21st century, embedding 4Cs, feedback and formative assessment in practice.

100% of students are able to articulate their learning goals in Literacy and/or Numeracy and the strategies needed to improve.
Strategic Direction 2: A dynamic, high performing learning culture

<table>
<thead>
<tr>
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<td>knowing their students, their syllabus and system requirements.</td>
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<td>• Collaborative stage based planning and development will be strengthened to improve student outcomes.</td>
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<tr>
<td>• Data is collected and analysed using the national Literacy and Numeracy Progressions</td>
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### Strategic Direction 3: Positive Partnerships

#### Purpose
To create a dynamic, high performing school with strong connections to the wider community, enhancing learning outcomes and the learning environment. Positive relationships are at the core of a successful school.

#### Improvement Measures
<table>
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<tr>
<th>People</th>
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<th>Practices and Products</th>
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</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>Work collaboratively with common stakeholders to enhance student learning in digital technologies, Stem and CCT</td>
<td>• Increase the schools high profile within the local community using the Newsletter, website and other forms of media.</td>
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<td>Parent support of the value of quality education as a foundation for learning by forums and focus groups.</td>
<td>• Active parent involvement in the promotion of the school.</td>
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<td>Transition to school program offered for all prospective students ensuring a smooth and positive start to school.</td>
<td>• Protocols developed regarding local school enrolment, supported by DoE.</td>
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<td><strong>Staff</strong></td>
<td></td>
<td>• Promotion of the school within the local community with information sessions, booklets and flyers at early childhood and community settings.</td>
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<td></td>
<td></td>
<td>• Access experts in CCT, STEM and Digital Technologies</td>
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<td><strong>Parents/Carers</strong></td>
<td></td>
<td>• Increase active parent involvement in the promotion of the school through the P&amp;C and information sessions</td>
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<td>Parent and carers will embrace relationships characterised by a collaborative culture and an agreed deep belief that every student is capable of learning.</td>
<td><strong>Products</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Digital Technology, STEM and CCT are embedded across all Key Learning Areas</td>
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<td><strong>Community Partners</strong></td>
<td>Evaluation Plan</td>
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<td></td>
<td>• All members of the school community, including parents and families, other education institutions, community organisations and businesses actively participate in and are committed to the common purpose of enhanced student outcomes.</td>
<td>• Local schools work collaboratively to support local school enrolments and utilise resources strategically, ensuring accountability, efficacy and innovation within clear, effective policy and procedures, proactively engaging with all stakeholders, ensuring a proud, cohesive, reputable school with a sustained legacy of excellence.</td>
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<td>• Parents maintain enrolment of their child from Kindergarten to Year 6.</td>
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<td><strong>Leaders</strong></td>
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<td><strong>Practices</strong></td>
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<td></td>
<td>Maintain effective and strategically developed partnerships that can considerably broaden the settings and provision of resources for these varied learning experiences to occur.</td>
<td><strong>Practices</strong></td>
</tr>
</tbody>
</table>

**People**
- Students
- Staff
- Parents/Carers
- Community Partners
- Leaders

**Processes**
- Work collaboratively with common stakeholders to enhance student learning in digital technologies, Stem and CCT
- Parent support of the value of quality education as a foundation for learning by forums and focus groups.
- Transition to school program offered for all prospective students ensuring a smooth and positive start to school.

**Evaluation Plan**
- All members of the school community, including parents and families, other education institutions, community organisations and businesses actively participate in and are committed to the common purpose of enhanced student outcomes.

**Improvement Measures**
- Sustained—increased levels of parent, student, staff and community engagement with and feedback to school, increased reputation, user satisfaction and school pride.
- Improved parent understanding and support of contemporary learning models and modes and increased capacity to support this learning effectively.
- Students, staff and parents connect and communicate in a respectful and responsible manner.
- All teachers and students use digital technologies to collaborate, communicate and create.

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Bald Blair Public School (2018-2020)