At Black Mountain Public School we are a school of growth and opportunity committed to the provision of future-focused learning programs. It is important that every student has an understanding of and respect for Australia's Indigenous peoples and the cultures of the world – their histories, beliefs and values, languages and lifestyles. Students are nurtured, inspired and challenged to achieve their full potential as learners, leaders and responsible and productive citizens through the many and diverse educational opportunities that strengthen and enhance education for all students.

In doing so, our staff will pursue excellence in teaching through engaging in high quality professional learning, both within and beyond the school, utilising the expertise of the wider and school community, individuals and groups.

Black Mountain Public School is a small rural school, situated eleven kilometres from Guyra on the Black Mountain Road, with a population of 32 students. It provides a high quality education, with a curriculum designed to engage and challenge each and every student. Black Mountain promotes a strong emphasis on Literacy and Numeracy learning and encourages students to engage with many academic, sporting, creative and cultural activities.

Staff at Black Mountain Public School are enthusiastic about learning and willingly engage in high quality professional development to ensure planning and delivery of educational programs are of the highest quality, and programs are designed to cater for individual student needs.

The school is well resourced, offering students access to computer technology within each of the classrooms, which are equipped with innovative software students utilise to enhance their learning. Interactive whiteboards support learning in classrooms and video conferencing is utilised to connect with the world beyond the classroom.

Black Mountain Public School supports the development of leadership skills, through its leadership program. A culture to lead is embedded within the school and students strive to take responsibility for themselves and work to be active members of the school community.

Families value education and provide positive role models for students. The school has an active Parents and Citizens Association, focused on working collaboratively with the school to provide each and every student access to all that is required to ensure optimal learning. The strong partnership that exists between the school and the P&C Association promotes a value for education and a positive learning environment for students.

In 2017 and throughout Term 1 of 2018 Black Mountain Public School students, staff, parents and wider school and community members were engaged in a process of reflection of current school practices. Data was collected utilising a variety of strategies and analysed to inform this School Plan. Consultation will continue over the next three years.

School and community perceptions and ideas for future directions were identified through a variety of methods, including:

- Student, teacher and parent forums were held:
  - To discuss school culture
  - To reinvigorate the school's vision statement
  - To identify skills viewed as important for the future
  - Discussions at P&C Association meetings and staff meetings.
  - Professional development sessions with school staff were held to provide time to engage with the School Excellence Framework, to support the development of Strategic Directions.
  - Regular communication through the school newsletter
  - 1–1 discussions with community members
  - Surveys
  - Staff PDP Meetings – Vision Statement Reviews
  - Snow Gums Learning Alliance meetings

As a result, two key strategic directions were identified as goals for our school.

These are:

- Excellence in Teaching and Learning
- A Dynamic High Performing School Culture
**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, evidenced based practices through collaboration, inquiry, reflection and feedback, setting high expectations and sharing responsibility for the improvement of every student so they are:

- literate
- numerate
- collaborative
- self–directed
- resilient
- innovative
- critical and creative life long learners

**STRATEGIC DIRECTION 2**
A Dynamic, High Performing School Culture

Purpose:
Strong collaborative, collegial directions strengthen teaching and learning across the school and the Snow Gums Learning Alliance.

- Highly Professional, Collaborative Staff
- Continually Improving Evidence Based Practice.
- Empowered Systems Leaders
## 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, evidenced based practices through collaboration, inquiry, reflection and feedback, setting high expectations and sharing responsibility for the improvement of every student and contributing to a dynamic, transparent, collegial learning culture that ensures learning builds the capabilities for every student so they are:

- literate
- numerate
- collaborative
- self-directed
- resilient
- innovative
- critical and creative life long learners

### Improvement Measures
- Reduction in the time students receive speech and language support for and an increase in the number of students meeting benchmarks in Literacy in Stages 2 and 3.
- Student improvement and growth is clearly measured through the school assessment tools identified in the s&s.
- Reflections of learning walks are evidence of the impact on teacher practice.
- Visible Learning is evident in classrooms and teaching and learning programs.

### People
#### Students
Through high quality, explicit teaching and learning, all students will engage in and take responsibility for their own learning. Students will understand how to identify their learning goals and learning that demonstrates their achievement towards their goals.

#### Staff
Develop a deep understanding of effective, evidenced based pedagogy to continually refine practice.

#### Parents/Carers
Parents will actively seek teacher advice to support their child/ren in achieving their learning goals and to encourage students to work towards achievement in learning. Parents will support the school targets through enaging with school programs and initiatives.

### Processes
#### Speech and Language
Build staff capacity to implement a whole school approach to speech and language support. The whole school approach is underpinned and supported by high quality PL and field expertise.

#### Student Achievement
Strengthen consistent teacher judgement across the school through the development and implementation of a School Assessment Scope and Sequence.

- **2018 – Writing**
- **2019 – Reading Comprehension**
- **2020 – Numeracy**

Strengthen the implementation of visible learning strategies to effectively embed individual student goal setting practices and strengthen student reflection of learning.

#### 21st Century Pedagogy
Teachers engage in PL to explicitly teach critical and creative thinking (CCT) skills and strategies and embed CCT across the school.

- **2018 – CCT**
- **2019/2020 – Project Based Learning**

Revise purpose and protocols of Learning Walks to include teacher reflection of feedback and embed practice across school for the purpose of implementing a school focus effectively. Provide

### Practices and Products
#### Practices
**Speech and Language**
Teachers build capacity through PL to embed strategies to support speech and language development across the curriculum to benefit all students in their learning.

Parents engage in speech and language learning, implementing strategies at home.

#### Student Achievement
2018 – Writing
Strengthen staff knowledge of writing rubrics and enhance consistent teacher judgement, through collaborative practice, to support staff to provide high quality feedback to students that informs them of Where to next?

Develop and implement an assessment schedule encompassing L3, incorporating both summative and formative assessment strategies that clearly identify student progress toward outcomes and benchmark students against standardised benchmarks. (PAT Testing)

Teachers engage in PL of the Learning Progressions and use these effectively to measure student achievement.

#### 21st Century Learning
<table>
<thead>
<tr>
<th>Improvement Measures</th>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students use feedback to self-regulate.</td>
<td>professional knowledge and capacity to support school programs and initiatives that enhance student learning outcomes.</td>
<td>opportunities for Learning Walks to support teaching staff to further develop their own personal goals.</td>
<td>Teachers build capacity through PL to lead the implementation of Critical and Creative Thinking skills and strategies and use this program and PL to support the implementation and Project-Based Learning effectively across the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation Plan</td>
<td>Regularly engage in Learning Walks with a focus on evaluation, feedback and impact. 2018 school focus – CCT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speech and Language</td>
<td>Effectively evaluate the implementation of CCT in each classroom to support a wholistic school approach and collaborative reflection across the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speech Pathologist Reports and Assessments</td>
<td>Products</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Daily program progression through learning activities.</td>
<td>Speech and Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Achievement</td>
<td>Teachers and parents develop a clear understanding of the barriers to learning for students with speech and language difficulties. A wholistic home/school approach is embedded in school culture, ensuring student progress, reducing the impact of barriers on learning, enabling them to reach age and stage outcomes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development and implementation of Assessment S&amp;S, critiqued and altered as necessary in implementation phase. Whole school analysis of all assessment tools introduced. Evidence of use through teaching and learning programs.</td>
<td>Critical and Creative Thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2018 – Writing – Evidence of student progression in Writing using Marking Rubrics.</td>
<td>Learning Walk feedback and evaluations measure the impact of Critical and Creative Thinking and Project Based Learning across the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Achievement</td>
<td>Teachers will have a strong understanding of all assessment tasks within the Assessment S&amp;S, ensuring they're effectively used to measure student achievement and growth.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical and Creative Thinking</td>
<td>21st Century Pedagogy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning Walk feedback and evaluations measure the impact of Critical and Creative Thinking and Project Based Learning across the school.</td>
<td>Students will receive feedback that informs them of where they are and Where to next? Feedback will be informed by clear</td>
</tr>
</tbody>
</table>
|                      |        | | }
Strategic Direction 1: Excellence in Teaching and Learning

<table>
<thead>
<tr>
<th>Practices and Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>assessment processes.</td>
</tr>
<tr>
<td>Students will effectively engage in self-directed project based learning, supported and enhanced by an embedded CCT school culture.</td>
</tr>
<tr>
<td>Teachers will consistently evaluate teaching practice, supported by Learning Walk feedback and the sharing of teacher practice to enhance student learning.</td>
</tr>
</tbody>
</table>
Strategic Direction 2: A Dynamic, High Performing School Culture

**Purpose**

Strong collaborative, collegial directions strengthen teaching and learning across the school and the Snow Gums Learning Alliance.

- Highly Professional, Collaborative Staff
- Continually Improving Evidence Based Practice
- Empowered Systems Leaders

**Improvement Measures**

All students achieve expected growth or higher, on internal and external data sets (PLAN/NAPLAN/Progressions/PATR, L3) with the school achieving at or above state averages and at or above like school groups in all measures; national minimum standards, % in top two bands, value added, attendance, equity measures.

Staff actively participate in identifying evidence using SEF V2 to inform planning.

All students receiving additional learning support have a detailed learning and support plan implemented across the school and shared with parents, informing educating parents in supporting their child/ren at home.

Student development and achievement of learning goals is evidence of knowledge of their own ability and a commitment to improve.

**People**

**Students**

Students engage in learning and in taking responsibility for their own learning through setting informed SMART Goals and having a knowledge of whole school focuses.

**Staff**

Through engagement in research, professional learning and high levels of staff collaboration and sharing of expertise within and across schools, staff will gain a deep knowledge of the Growth Mindset and support materials and resources that support and enhance teaching and learning. Staff will actively seek professional learning to support their attainment of their own professional learning goals in line with the PDF and the Strategic Directions of the School Plan.

**Parents/Carers**

Through engagement with school staff and school programs and initiatives, parents are informed and aware of student learning needs and actively engage with school staff to support their child/ren to achieve in their learning.

**Community Partners**

Actively engage with the school to enhance teaching and learning opportunities, supporting improved student outcomes.

**Leaders**

Deliver focused professional learning relating to whole School Plan targets and individual staff and student learning goals. Ensure time for high quality learning.

**Processes**

**SEF Version 2**

Staff will have a clear understanding of the SEF. Staff will engage in collegial discussions, analysing school data, taking an evidenced based approach to school improvement.

Develop and embed a Growth Mindset culture amongst staff, with the goal to be to enhance a growth mindset across the school.

**Personalised Learning**

2018 – All staff engage in Personalised Learning Plans OLT Course and develop and implement a template across the school.

2019 – Use Microsoft 365 to enable plans to be continuously evolving and shared across the school. Informed and educated parent community, enabling a wholistic approach to support.

2020 – Embedded practice of high quality personalised learning plans that inform students of Where to next? to create self-motivated learners.

**Language, Learning and Literacy (L3)**

The K–2 classroom teacher will engage in L3 training to further develop knowledge and understanding of explicit and systematic teaching in Literacy to target individual student learning needs in the mainstream classroom setting.

**Evaluation Plan**

**SEF Version 2**

**Practices and Products**

**Practices**

**SEF Version 2**

Staff demonstrate through collection of evidence an understanding of the school’s position on the School Excellence Framework and model a commitment to school improvement.

Full and regular participation in TTFM Surveys that inform the school on School Plan targets.

Staff engage in Growth Mindset PL.

**Personalised Learning**

All Staff engage in Personalised Learning Plans OLT Course to strengthen knowledge of planning for students with additional learning needs.

Develop Personalised Learning template used school wide to meet the needs of students requiring additional support.

Engage in professional learning to build teacher capacity in using Microsoft 365 enabling PLPs to be fluid and changing as is the nature of every student’s learning needs.

Through three–way interviews, provide parents with strategies to support their child/ren in their learning at home, as linked to PLP developed for students.

**Language, Learning and Literacy (L3)**

K–2 teacher will engage in L3 training which extends over a two year period and implement the program targeting text...
### Strategic Direction 2: A Dynamic, High Performing School Culture

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>professional dialogue to evaluate and reflect on professional learning, its implementation and its impact on student outcomes.</td>
<td>Evidence demonstrates progress towards the next phase of achievement in the fourteen elements. Questions included in the TTFM Survey to measure impact as seen by parents with 80% parent involvement. <strong>Personalised Learning</strong> Personalised Learning Plan Template is developed and clearly understood by teaching staff and is used to target students requiring additional learning and support.</td>
<td>reading and writing. <strong>SEF Version 2</strong> Staff consistently collect high quality evidence and work collaboratively to collate the evidence to demonstrate achievement towards SEF targets and to identify Where to next? <strong>Personalised Learning</strong> Embedded practice of high quality personalised learning plans that inform students of Where to next? resulting in self-motivated learners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language, Learning and Literacy (L3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students achieving expected Literacy levels in the early years of learning.</td>
</tr>
</tbody>
</table>