

School plan 2015-2017

Blacktown North Public School 4061



School background 2015–2017

School vision statement

Blacktown North Public School seeks to create a challenging learning environment that encourages high expectations for success through a stimulating and safe learning environment with innovative and responsive teaching across the curriculum. Our school promotes a safe, caring and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff.

We aim to maximise individual's potential and through our core values ensuring all students are empowered to meet the challenges of education, work and life in an environment that embraces the 21st century.

We strive to have our parents, teachers and community members actively involved in our students learning to create respectful, independent individuals who have the knowledge and attitude to be successful in an ever-changing world.

School context

Blacktown North PS is located in the middle of a light industrial area, bordered by two busy roads and two secondary schools. Most of the students reside in high density housing located to the south of the school, towards the centre of Blacktown. Our school population of 195 students (K–6) are made up of 88% LBOTE, 8% refugee, with students coming to us from birthplaces in more than 22 other nations.

Our parent community speaks more than 35 different languages, some of which do not have a written form. Our school focus therefore revolves around the cores of Literacy and Numeracy and developing skills in the English language for students and parents. The school consistently observes a significant number of students arriving who are from a Non English Speaking Background. The school has a high percentage of transient students as immigrants, who are housed temporarily in high density housing before seeking a home of their own.

Our staff have varying experience levels, ranging from Early Career Teachers to more experienced teaching staff.

School planning process

1. Interviews/surveys were conducted of the school community which included the following:

- Members of staff, teaching and non-teaching
- Students
- Parents and the wider community
- Focus groups via the playgroup and the Transition program
- HUB parent meetings

2. Community forums

3. Parent committee meetings representing EAL/D community

4. Chill & Chat meetings representing the whole community

5. Discussions held with staff to review summarised data and survey information.

6. Student discussion groups to review summary of surveys

7. Analysis of targeted data

– NAPLAN – Literacy and Numeracy analysis

– internal assessments

– school based policies and practices

– staff professional development inclusive of process, content and relevance.

School strategic directions 2015–2017



Purpose:

To improve student achievement through the implementation of quality teaching programs, engaging all stakeholders and developing quality assessment practices to ensure evidence based teaching and learning, embedding a multicultural perspective into classroom practice.

Purpose:

Initiate an integrated, systematic approach for staff and community, towards developing and assisting students to reach their personal and academic goals through the implementation of whole school leadership, incorporating strong relations through maximising stakeholder capacity and becoming a strong educational community.

Purpose:

Continue to develop community trust, engagement and strategic support to ensure our students, staff and community become successful learners, confident and creative individuals, active and informed citizens and future leaders.

Strategic Direction 1: Quality Teaching and Learning

Purpose

To improve student achievement through the implementation of quality teaching programs, engaging all stakeholders and developing quality assessment practices to ensure evidence based teaching and learning, embedding a multicultural perspective into classroom practice.

Improvement Measures

Tell them from me survey

85% of students K–6 at or above stage expectations for reading.

30% or more of all students plotted at cluster 6 for Year 1

Minimum of 40% of students achieving at or above proficiency level year 3.

Minimum of 30% of students achieving at or above proficiency level year 5 in NAPLAN.

Individual students will demonstrate growth minimum of one band from year 3 to year 5 in NAPLAN all areas.

No students below national minimum standards year 3 and Year 5 NAPLAN all areas.

Minimum of 60% of students achieve at required level or above for K, Year 1 and Year 2 In Early Arithmetical Strategies.

People

Students

Professionally develop the expertise of teaching staff to enable change

Engage students in the development of inclusive quality learning within the school.

Align their learning goals to the continuum.

Students involved in self–evaluation processes.

Students respond actively and appropriately to feedback.

Staff

Develop capabilities of teaching staff in the area of differentiated learning.

Provide a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, self–evaluation and sharing of professional practice.

Actively engage in professional learning aligning with Australian Professional Standards.

Actively engage in collaborative planning and development, to meet the needs of diverse learners.

Provide timely and relevant feedback to students

Provide timely and relevant feedback to all other interested parties.

Initiating dialogue with parents/carers regarding student progress and

Processes

Students

Problem solving

Creative and critical thinking

Textual concept learning

Visual and multi modal texts

Hands on Mathematics (TEN)

Improving Numeracy outcomes project 3–6

Integrated technology (XO) k–2

Infinitys 3–6

High expectations demonstrated

Self–reflection / evaluation demonstrated.

Students form own goals.

Staff

Teachers assessing Kindergarten students using Best Start.

Use of SENA, Waddington spelling & reading ,running records, benchmarking, Maths Diagnostic Test, and school based assessments.

TEN strategies implemented K–2.

Improving Numeracy outcomes implemented 3–6.

CMIT strategies implemented K–6.

Practices and Products

Practices

High quality teaching and learning practices demonstrated and supported across the school through teaching and learning programs, assessments, PDP and improved learning outcomes.

Implementation of NSW syllabus for Australian Curriculum

Science

History

Geography

Professional learning teams established across stage and curriculum areas and leading improved and embedded practice in relation to curriculum continuity, quality teaching and learning support.

Standardised test

Continuum Plotting

Use of set information to guide further teaching and learning

Consistent Teacher judgement

Staff and students reflecting and reporting on the achievements of their own learning and leadership goals.

Teachers against National Teaching Standards

Students against PBL core values

Students use varied self assessment tools for learning.

Strategic Direction 1: Quality Teaching and Learning

Improvement Measures

People

achievement.

Celebrate academic and professional achievement.

Parents/Carers

Support for parents as the first teacher through inclusion and invitations to participate actively in classrooms and whole school activities.

Develop a communication strategy to build awareness amongst parents of the school focus on differentiated learning. This will include training for parents in supporting the learning of their children at home.

Consultative process in the development of PLP's, IEP's and other relevant plans.

Community Partners

Utilising the expertise of external agencies to support the learning needs of all students where applicable.

Leaders

Undertake training in coaching/mentoring.

Professionally support stage supervision of teaching & learning programs that are aligned with school priorities, through the monitoring and provision of feedback to staff.

Increase capacity to design and implement quality summative and formative assessment strategies.

Processes

Focused reading group sessions implemented daily with LaST, EAL/D and SASS providing support.

PD – Textual concepts, implementing new English syllabus

Assessment timeline implemented.

Science/ History/ Geography scope and sequence developed and implemented.

Authentic use of ICT in teaching and learning.

School teams to focus on establishment of a framework for consistent, high standard practices in learning support.

Differentiated learning to be the theme for professional learning activities, focusing on improved teaching practice applied to background and cultural knowledge, knowledge integration, high expectations and explicit quality criteria.

Developing a deeper, shared understanding of quality teaching, including a framework for teachers' self-evaluation, lessons observations, sharing of best practice, observing best practice of a colleague, feedback and Professional Development Plan process.

Leaders

Provide differentiated TPL to align with individual teacher professional goal.

Consistent Teacher Judgement

Evaluation and accountabilities for programming.

Practices and Products

Products

100% of teaching programs and classroom environments will reflect 21st century teaching and learning and the general capabilities in the Australian Curriculum including Aboriginal and multicultural perspectives.

To increase the percentage of students achieving at or beyond expected stage standard to 85% by the end of 2017 in Literacy and Numeracy (continuum)

K-6 scope & sequence, common assessment tasks for data analysis and future planning and programming in Literacy & Numeracy.

Whole school assessment tasks designed and implemented.

Schoolwide assessment timeline guiding teaching and learning programs.

Strategic Direction 1: Quality Teaching and Learning

Improvement Measures

People

Initiate and develop professional development opportunities that enable staff to meet requirements and personal goals.

Actively engage with students and their learning.

Embed systems and practices that reflect and support the above.

Processes

Observations of teaching practice and programs linked to the National Teaching Standards.

Continued Professional Development that formulates an effective Guided reading Program.

Evaluation Plan

Regular reporting against milestones by leadership group, feedback from project teams, focus group sessions and staff survey.

Analyse data

Best Start

PLAN

NAPLAN

SENA testing

Reading Data

Spelling Data

Practices and Products

Strategic Direction 2: Leadership

Purpose

Initiate an integrated, systematic approach for staff and community, towards developing and assisting students to reach their personal and academic goals through the implementation of whole school leadership, incorporating strong relations through maximising stakeholder capacity and becoming a strong educational community.

Improvement Measures

Increased percentage of staff K–6 utilising PLAN analysis to guide Professional Development

Increased percentage of staff and students implementing successful and meaningful leadership and management opportunities.

Increased percentage of aspiring teachers and leaders moving into executive positions.

100% of staff have a working Professional Development Plan.

People

Students

To promote positive interaction with each other, creating a safe environment.

To understand the roles identified in bullying situations and become proactive leaders, in growing a positive safe school culture with zero tolerance for bullying.

Participate in school extension and leadership programs.

Demonstrate leadership that models the vision and values of the school.

Staff

To lead students to reach their personal and academic goals through providing a safe and engaging learning environment.

Actively seek opportunities to attain qualifications and accomplishments against National Teaching Standards.

Develop professional goals and set targets for professional development.

Identify and support leadership and capacity building among students and fellow staff members.

Parents/Carers

To participate in the development of a common understanding of definitions of PBL through parent based Student Welfare sessions.

Actively involved through surveys and forums.

Processes

Students

Selection process for student leadership positions.

Self-selection for student leadership positions.

Peer and staff nominations for student leadership positions.

Participate in explicit leadership training activities.

Participate in SRC meetings.

Staff

Undertake leadership roles where applicable.

Collegial exchange to build capacity of staff through interactions with the experts in the room.

Teachers actively maintain accountability records and practices in line with school and DEC requirements.

Teachers engage in PD where applicable and required.

Constructive feedback utilised to pursue excellence.

Leaders

Consistently meeting with staff, to develop and evaluate goals.

Leadership that is productive, efficient, constructive and distributive.

Practices and Products

Practices

Leadership mentoring program, beginning with Principal mentoring Assistant Principal's, Assistant Principal's mentoring team members, team members mentoring each other, Team members mentoring

Individual staff developing and setting own professional goals.

School embracing and encouraging community input and engagement.

Products

100% of staff involved in the analysis of data to inform implementation of specific policies and practices.

Students take responsibility for actions.

Students are actively involved as school leaders.

Quality pedagogy delivered by staff that meets the National Standards and the needs of our school.

Professional and resilient staff, who are willing to accept change in a positive, professional manner whilst engaging in new challenges.

Collaborative executive team that support and encourage colleagues in teams to be the greatest provider of education that they can be.

Implementation of the PDP in accordance to the DEC guidelines.

Parents actively involved in school practices.

Strategic Direction 2: Leadership

Improvement Measures

People

Set an example by supporting our school vision and values as the student's first teacher.

Community Partners

HUB leader connects with outside agencies to provide parent information sessions on different aspects of bullying eg cyber bullying.

Leaders

Support professional accreditation strategies.

Support new scheme teachers and the school induction process.

Provide timely and professional feedback.

- Programs
- Lesson observations.

Identify and support leadership and build capacity among students, staff and parents.

Executive staff provided with coaching strategies to build and support leadership capacity.

Develop professional goals and set targets for professional development.

Processes

Provide opportunities for staff to undertake leadership opportunities where applicable.

Capacity building by utilising staff expertise and leading by example.

Community

Develop strong community relationships, gaining parent input and demonstrating high level of importance.

Provide increasing opportunities for the community to be actively and purposely involved in all aspects of school life.

Evaluation Plan

Regular reporting against milestones by

- leadership group
- feedback from project teams
- focus group sessions
- Student/staff survey data/ analysis

Survey staff on leadership and analyse data.

Analysis of staff on PD participation, and analysis by staff on PD delivery.

Staff meeting with school leaders to reflect on and re-evaluate PDP

Practices and Products

Strategic Direction 3: Engagement

Purpose

Continue to develop community trust, engagement and strategic support to ensure our students, staff and community become successful learners, confident and creative individuals, active and informed citizens and future leaders.

Improvement Measures

- Increase student engagement with higher relevant learning experiences which impact on student attendance target set at 90%.

Individual students will demonstrate growth of minimum of 1 band from year 3 to year 5 in all areas NAPLAN.

Individual students will demonstrate growth in Numeracy K–2.

An increased 50% of parents and community members attending assemblies, school events, and educational programs.

Increased parent participation in the planning process to develop school programs and policies through the formation of a parent committee group.

People

Students

Actively engage in both internal and external opportunities offered.

Students (K–6) to run weekly assemblies to develop responsibilities and improve their public speaking skills.

Use alternative ICT to engage in their own learning.

Actively participate in classroom programs to meet stage expectations of learning against continuum documents.

Opportunities for student voice as an agent for change to be increased through SRC.

Staff

Create and foster a classroom culture that works in collaboration with parents and community.

EAL/D teacher—support students and families to enhance student learning.

Staff utilise the expertise of the EAL/D and LaST teachers to facilitate engaging learning opportunities.

Demonstrate skills and knowledge to work with individual students through differentiated teaching.

Parents/Carers

Parents participate in programs offered by the school to support their child's learning.

Parents commit to supporting whole school initiatives eg volunteering in classrooms,

Processes

Students

Participate in competitions, extra curriculum groups, school sport programs, PSSA sports, ICAS

Recognise peer achievements through whole school reward system.

Students follow PBL rules.

Students will develop confidence in their own ability in risk taking.

Staff

Provide information sessions on the continuum and copies to parents so they have the opportunity to understand the direction of their child's learning.

Develop and implement new welfare policy incorporating PBL.

Communicate to all stake holders the schools core beliefs and values, and school expectations through newsletters and information sessions

Firm but fair and consistent discipline maintained by all staff in all learning situations.

Demonstrate the “Open Door” policy.

Incorporate cultural responsive pedagogy.

EALD teacher

LaST teacher

Parent groups

Practices and Products

Practices

Transition programs are set in yearly calendar. Information is conveyed to the community as appropriate. Information packages are available for all programs.

Fortnightly newsletter conveys latest information on school programs and events. Use of school website and school App for informing community of events.

Parent committee provide opportunities for community members to discuss and collaborate on school programs/policies.

Overview of stage content areas are provided to parents each semester.

Surveys provide feedback to drive school planning.

Learning tasks are student directed and student centred.

Quality learning environment K–6

ICT effectively utilised K–6.

Products

To increase the percentage of parents working in partnership with the school.

Student success is celebrated with parents and the wider community at assemblies to improve student self-esteem and increase the link between school and community.

Parents and community have an increased understanding of school policies, syllabus and practices.

Parents are better able to support their

Strategic Direction 3: Engagement

Improvement Measures

People

school programs and events.

Parents supporting regular, timely attendance at school

Model and respect the value for learning as the student's first teacher.

Community Partners

HUB leader connects with and engages school and wider community to expand educational and career opportunities for parents:

Family welfare

Student welfare

Agency connections

Leaders

Support the initiatives of non-teaching professionals.

Encourage the commitment of parents and wider community in supporting our school.

Strengthen capabilities of staff in building authentic partnerships.

Model lifelong values and school vision.

Extend the channels of communication between all stakeholders.

Processes

Aboriginal Regional Team

Parents / carers

Parents involved in school activities through active individual invitation.

Maintain accurate parent records on attendance at informal and formal school events.

Leaders

Implement a new school based model that facilitates community engagement by creating a deeper, shared understanding of authentic partnerships:

Parent committees

Wider community groups.

Provide opportunities for collaboration between parents and school in decision making, planning events and educational opportunities.

Code of Conduct policy is adhered to by all staff.

Staff morale is monitored and concerns are addressed.

Maintain strong lines of communication eg email, social media, website, telephone and phone app.

Community Partners

HUB Leader

Utilise the role of this position to build relationships with more organisations

Practices and Products

children's learning through meaningful programs.

Effective transition programs are in place for pre-school, new students and high school entry.

Great achievement of student performance against outcomes.

Increase in NAPLAN results.

Sustainable ICT supporting 21st century Learning.

Strategic Direction 3: Engagement

Improvement Measures

People

Processes

beyond the school for mentoring and supporting parent learning.

Provide differentiated learning opportunities for parents through the parenting programs provided by internal/external experts to increase their capacity to support their children at home or in the classroom.

Implementation of programs to support students in early learning:

–Playgroup

–Transition to School

–Home/school resource creation

–Supporting student Literacy/ Numeracy learning

Evaluation Plan

Evaluation Plan

Analysis of students achieving PBL rewards and level each term.

Analyse the discipline data

Analyse the attendance data.

Survey staff, students and parents on satisfaction on school practices each semester –analyse data.

Assessment of staff absences

Assessment of staff morale and concerns.

Assessment of parent /community involvement in whole school events, classroom support and parent group

Practices and Products

Strategic Direction 3: Engagement

Improvement Measures

People

Processes

meetings.

Practices and Products