School plan 2018-2020

Blakehurst Public School 1255

School background 2018–2020

School vision statement

Blakehurst Public School, working in partnership with our community, develops friendly, caring students who are resilient and respectful, engaged in a challenging, diverse curriculum taught by passionate teachers committed to making them learners who achieve success and become active, informed citizens.

School context

Blakehurst Public School is in the Georges River Local Government Area. The site has been a public school since 1881. The school has been extensively rebuilt over the past 15 years. Nestled in a bush land setting above Carss Park, it is a school of approximately 280 students, coming from a wide range of socio–economic and language backgrounds. Around 67% of students have a language background other than English. An established, experienced staff works with the school community to provide a caring community environment for the students. An active and supportive parent body complements the commitment shown by students and staff as future focused learners.

School planning process

The process of External Validation, undertaken by the school on 17th August 2017, provided the starting point for the new 2018–2020 school planning process. As with the previous version of the planning process, the school sought advice and professional guidance from a Principal School Leadership. In reviewing the implementation and reporting framework, the school surveyed staff, students and parents using survey tools to establish priorities to develop the three strategic directions. Focus groups were conducted to help refine the initial findings. Feedback was provided to the school community. Staff were engaged in exploring the whole planning process and choosing teams that were of interest or where they had expertise. Using the established strategic directions and purpose statements, staff teams collaboratively developed the plan using the 5P approach. A draft of the plan was shared with the whole staff, P&C, the Director, Public Schools NSW Port Hacking Principal's Network for endorsement.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Teaching & learning

STRATEGIC DIRECTION 2
Connecting through wellbeing

STRATEGIC DIRECTION 3
Data informed practice

Purpose:

Establish teaching and learning practices that create a strong foundation in literacy and numeracy to enable successful, competent and creative future learners.

Purpose:

To ensure wellbeing is enhanced by a positive school culture, explicit teaching of behaviour and effective and reflective initiatives that allow all to connect, succeed and thrive.

Purpose:

To build enhanced teaching practice through the development of quality teaching programs, procedures and use of data for improvement.

Blakehurst Public School 1255 (2018-2020)

Strategic Direction 1: Teaching & learning

Purpose

Establish teaching and learning practices that create a strong foundation in literacy and numeracy to enable successful, competent and creative future learners.

Improvement Measures

Increased proportion of students achieving expected growth in literacy and numeracy on internal and external measures.

Increased proportion of students in the top two NAPLAN bands in literacy and numeracy.

Student voice, work samples and reflections show an increased understanding of learning dispositions, adaptability and mindsets to be a successful learner.

PDPs observations and teacher feedback show increasing quality teaching practice specifically in creativity, collaboration, communication and critical thinking (4Cs) and explicit teaching of literacy and numeracy.

People

Students

Will engage in diverse and transformative learning opportunities, with a focus on strong literacy and numeracy foundations. They will adapt their mindset to promote new learning connections and critical self reflection and develop a deep understanding of effective collaboration.

Staff

Will demonstrate and share their expertise within the school and beyond and plan and deliver quality teaching and learning programs.

Will work collaboratively to ensure that their pedagogy aligns with practices that have been shown through research to have a high probability of success.

Leaders

Will establish and improve whole school programs, processes and structures which build the capacity of teachers to deliver quality programs and support student learning.

Parents/Carers

Will collaborate with the school to foster and develop a shared understanding of the impact of current research on quality literacy and numeracy teaching to support students to achieve learning goals.

Processes

Future Learners

All learners engage with effective evidence based teaching methods, further embedding STEM and the 4C methodology into authentic curriculum experiences.

Literacy

Implement a whole school approach to literacy focusing on Focus on Reading, integrated literacy programs and explicit teaching.

Numeracy

Implement a whole school approach to numeracy focusing on problem solving, explicit instruction and differentiation.

Evaluation Plan

- Ongoing review of NAPLAN and PLAN2 data
- Classroom observation data
- Teacher reflection data
- Internal surveys
- PAT testing data
- Student work samples
- Internal assessment results
- Student reflection data

Practices and Products

Practices

Continuous collaboration and action learning using a whole school approach to literacy and numeracy, which is research informed.

Teachers demonstrating the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies.

The school uses innovative practices and has processes in place to evaluate, refine and scale success.

Products

School data shows that student's progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Surveys show internal and external collaborative practice drives ongoing school wide improvement in teaching practice and student results.

Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

Strategic Direction 2: Connecting through wellbeing

Purpose

To ensure wellbeing is enhanced by a positive school culture, explicit teaching of behaviour and effective and reflective initiatives that allow all to connect, succeed and thrive.

Improvement Measures

Increase in positive feedback from student, staff and community Tell Them From Me surveys.

Improvement in the Positive Behaviour for Learning assessment.

Staff surveys and feedback show increasingly collaborative workplace culture where staff feel connected and supported.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

People

Students

Will be engaged, resilient, safe and respectful learners.

Staff

Will collaborate and support each other in a culture of continuous improvement with a focus on managing wellbeing.

Will use a more positive mindset and advocacy for their professional learning through Respect, Reflect, Reset.

Leaders

Will ensure Positive Behaviour for Learning is coordinated and taught in all settings and classrooms.

Will communicate and mentor staff through positive support and effectiveness.

Parents/Carers

Will support Positive Behaviour for Learning initiatives, take part in surveys and forums to communicate with school staff and leaders.

Processes

Positive Behaviour for Learning

Continued implementation of Positive Behaviour for Learning through explicit instruction of school expectations, meaningful professional learning and community consultation.

Staff Wellbeing

Foster a positive workplace that supports clear communication, collaboration and positive wellbeing including Respect, Reflect, Reset.

Connection

Increase community connection through all available systems e.g. website, social media, newsletter, parent/community forums and workshops.

Evaluation Plan

- Tell them from Me surveys (Term 1 and 3) and other feedback
- Positive Behaviour for Learning Assessments and data tools

Practices and Products

Practices

PBL is used consistently across the school and is supported by the community.

The school engages in strong collaborations between parents, students and the community that inform and support learning for all students.

The school uses evidence based change to whole school practices, resulting in measurable improvements in well being and engagement to support learning.

The school website and social media are used to communicate with parents and community members.

Staff use collaboration and support to strengthen wellbeing.

Products

Positive, respectful staff and student relationships which promote well being, ensure optimum conditions for teaching and learning across the whole school.

There are effective partnerships in learning with parents, students and the school.

Students and staff report a sense of belonging, expectations for success and advocacy at school.

Strategic Direction 3: Data informed practice

Purpose

To build enhanced teaching practice through the development of quality teaching programs, procedures and use of data for improvement.

Improvement Measures

Program feedback indicates improvement in the use of data to structure quality teaching and learning programs.

School procedures and implementation practices are continuously reviewed and realigned to address current needs.

Assessment data analysis is increasingly used collaboratively to inform planning, early intervention, differentiation and to modify teaching practice.

People

Students

Will engage in planned and meaningful learning experiences that cater for their specific needs and interests.

Staff

Will plan and deliver quality teaching and learning programs based on data and supported by school procedures and practices.

Leaders

Will lead and support quality programming by enhancing, updating and reviewing procedures and practices.

Will facilitate the collection and analysis of quality data to support students and enhance learning.

Parents/Carers

Will contribute to and support school practices, procedures and programs.

Will value and understand the use of assessment data.

Processes

Data

Collect, collate and analyse assessment data to inform teaching, monitor performance and evaluate practice including the Learning Progressions.

Programs procedures & practices

Collaboratively work with staff to develop engaging, explicit and systematic teaching programs and procedures supported by structures that foster quality teaching.

Evaluation Plan

- Teacher reflections and PDPs
- Teacher, parent and student surveys
- Classroom observation data
- PAT results
- PLAN2/Learning Progressions
- Policy implementation documents
- Program evaluations
- Evaluation of data analysis systems

Practices and Products

Practices

Teachers regularly review their teaching and learning programs based on feedback, teaching practices, student assessment data and continuous tracking of student progress and achievement.

Teachers use data to inform and differentiate their teaching and learning by tracking and monitoring student progress.

Staff use school wide practices and procedures to identify, promote and implement the most effective strategies to improve teaching and learning.

The school trials innovative data practices and has processes in place to evaluate, refine and scale success.

Products

Explicit systems are in place for the monitoring, evaluation and reflection of teaching and learning programs.

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias).

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practices and student results.