

School plan 2018-2020

Blacktown North Public School 4061



School background 2018–2020

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 251 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 2018–2020



Purpose:

To provide an engaging learning environment, which promotes high expectations in all Key Learning Areas, resulting in improved learning outcomes for all students.

To provide opportunities for all students to become active, informed and innovative learners who reflect on their own learning to achieve their potential as lifelong learners through whole school programs encompassing the development of teacher capacity and student engagement.

Purpose:

To foster a culture of continual school improvement where teachers as leaders are committed to individual and collective learning and development to ensure maximum attainment of learning outcomes for every child.

To promote innovative educators who focus on professional learning linked to the Australian Professional Standards for Teachers and the Performance and Development Framework to strengthen professional practice.

Purpose:

To continue building and empowering a learning community where collaborative, reflective practices contribute to a positive school culture and share vision.

To create meaningful partnerships and networks through whole school planning, strategic systems and open communication.

To ensure our school community values are explicitly embedded in well-being practices and student learning successes are celebrated with the context of our diverse and inclusive community,

Strategic Direction 1: Quality Teaching and Learning

Purpose

To provide an engaging learning environment, which promotes high expectations in all Key Learning Areas, resulting in improved learning outcomes for all students.

To provide opportunities for all students to become active, informed and innovative learners who reflect on their own learning to achieve their potential as lifelong learners through whole school programs encompassing the development of teacher capacity and student engagement.

Improvement Measures

90% of students are achieving at or above state average based on Yr 3 and Yr 5 NAPLAN data

85% of students are able to articulate the success criteria and learning intentions.

90% of students in K–6 achieve expected levels in reading and comprehension.

People

Students

Students will develop the skills and strategies to be able to set learning goals and take ownership of their learning through self-evaluation processes.

Provide engaging learning experiences to prepare students to develop critical thinking, problem solving, creativity, communication and collaboration skills and strategies.

Staff

Provide ongoing professional learning in Visible Learning methodologies, 21st Century learning skills, spaces, applicable research, and evidenced based programs.

Develop capabilities for teaching staff in the area of differentiated learning and providing timely and relevant feedback to students.

Through quality teaching rounds and collegial observations of best practice, teachers demonstrate a greater understanding and a changed mindset of how to engage students and promote a culture of continued growth and high expectations.

Parents/Carers

Parents/carers are provided with the skills

Processes

Effective implementation of Visible Learning with a focus on collaboratively developed learning intentions and success criteria, descriptive feedback and calculating influence.

Increased opportunities to embed 21st Century Learning skills and strategies in teaching and learning programs

Multi-platform technology resources and learning spaces.

Implementing research, evidence based, and data driven quality-teaching programs to support the needs of all students.

Evaluation Plan

Quality Teaching rounds to evaluate learning intentions, success criteria, and student feedback utilised by all staff.

Measurement of teaching and learning impact through measuring effect sizes based on standardised tests.

Evidence of 21st Century skills and strategies in teaching and learning programs.

Review and analysis of data to determine progress on student learning targets.

Practices and Products

Practices

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

Visible learning is evident in all classrooms.

Students display 21st century learning skills of critical thinking, problem solving, creativity, communication and collaboration skills and strategies

Products

An increase the percentage of students achieving at or beyond expected stage standard to 90% by the end of 2020 in literacy and numeracy.

Student growth based on Yr 5 & Yr 7 NAPLAN data shows students meeting expectation.

Students in K–6 achieve expected state levels in Literacy and Numeracy.

Students set, reflect and report on the learning goals they have set in collaboration with their teachers based on feedback they have received.

Strategic Direction 1: Quality Teaching and Learning

People
to support literacy and numeracy learning at home. Parents/carers partners trained to assist individual students or groups of students within the school and home in Literacy and Numeracy.
Community Partners
Development of links with external agencies to support student well-being and enhance their learning.
Leaders
Provide expert knowledge of identified researched and evidence based programs in literacy and numeracy to colleagues, students and the broader school community.

Strategic Direction 2: Leadership

Purpose

To foster a culture of continual school improvement where teachers as leaders are committed to individual and collective learning and development to ensure maximum attainment of learning outcomes for every child.

To promote innovative educators who focus on professional learning linked to the Australian Professional Standards for Teachers and the Performance and Development Framework to strengthen professional practice.

Improvement Measures

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

Increased percentage of aspiring teachers moving into leadership positions.

School leaders drive quality programs that reflect effective practices.

People

Students

Empowering students to embrace leadership opportunities to lead their own learning.

Participate in school extension and leadership programs.

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

Staff

Refine collaborative and reflective practices to support deep understanding of quality teaching elements that affect innovative delivery of curriculum with the addition of Visible Learning coding.

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

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

Parents/Carers

Develop understanding of Visible learning and the implications for their child in order to be supportive partners in their child's learning.

Community Partners

Work collegially with the network of schools and local community organisations to deliver rich, relevant and meaningful learning experiences.

Processes

Building leadership capacity and density through professional associations, networking and mentoring.

School Improvement team will be given leadership opportunities to plan tailored professional learning for staff in ICT, and innovative practices through professional dialogue, training, mentoring and evaluations

Collegial exchange to build capacity of staff through interaction with the expert in the room.

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 PD delivery.

Staff meeting with school leaders to reflect up and reevaluate PDP.

Practices and Products

Practices

Leadership mentoring program, beginning with Principal mentoring AP's AP's mentoring team members, Team members mentoring Students

Aspiring leaders are identified and provided opportunities as part of the overall school planning process.

Leaders establishing capacity–building opportunities within their teams through coaching, support and provision of structured feedback.

Products

Students taking responsibility for their learning and are actively involved as school leader

Building leadership capacity through professional dialogue, networking, mentoring, collegial exchange and evaluations.

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

Parents actively involved in school practices.

Strategic Direction 2: Leadership

People

Leaders

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

Strategic Direction 3: Wellbeing

Purpose

To continue building and empowering a learning community where collaborative, reflective practices contribute to a positive school culture and share vision.

To create meaningful partnerships and networks through whole school planning, strategic systems and open communication.

To ensure our school community values are explicitly embedded in well-being practices and student learning successes are celebrated with the context of our diverse and inclusive community,

Improvement Measures

Improve student well-being and increase student engagement with higher relevant learning experiences, which affect student attendance target, set at 95%

Increased 50% in parental engagement and participation in school events and programs

Individual students will demonstrate growth of at least 2 bands from Year 3 to Year 5 and year 5 to year 7 in NAPLAN (all areas).

People

Students

Display a sense of belonging, use social and emotional s

Actively participate in extra curriculum programs and activities. strategies to support friendships and learning.

Staff

Utilise the expertise of staff within the school, mentors and team leaders.

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

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 at school and/or home.

Community Partners

Support for students and families through external agencies, specific to student welfare

Leaders

Strengthen capabilities of staff and parents in building authentic partnerships.

Processes

Provide a range of extra-curricular programs and activities to promote student engagement and wellbeing.

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

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.

Maintain strong communication between the school and community using a range of communication tools.

Evaluation Plan

Survey staff, parents, and students on satisfaction of school practices.

Analysis of parent / community involvement in whole school events, classroom support and parent group meetings.

Practices and Products

Practices

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

Extra-curricular programs and activities are student directed and centred.

Quality learning environment K-6.

Products

Staff, students and parents feel valued and respected and are engaged in a range of purposeful well being activities

Student success is celebrated with parents and the wider community.

Parents are better able to support their children's learning through meaningful programs.