

# School plan 2018-2020

## Blacktown West Public School 4116



# School background 2018–2020

## School vision statement

Blacktown West Public School is committed to providing high quality teaching and learning programs that encourage students to become critical thinkers, be motivated to do their best and continually improve.

Our motto is “Together We Grow”. We aim for all students to experience success in literacy and numeracy and across all key learning areas, to enhance their contribution to society as responsible citizens while developing their social and emotional wellbeing.

We are committed to academic excellence and the development of higher order cognitive skills in order to develop confident, creative and successful learners who are curious and willing to take a risk.

## School context

Blacktown West Public School is an inclusive primary school situated in Western Sydney and is part of the Macquarie Park network of schools. The school has an enrolment of 405 students which includes 17 mainstream classes and 3 support classes. 62.4% of the students have a Language Background other than English and 4% are Aboriginal. Cultural diversity is acknowledged and celebrated to encompass the 49 different languages spoken within the community.

Our core business is to improve student outcomes in literacy, numeracy and all key learning areas. Learning is supported by technology to increase the significance and relevance of learning experiences and maximise student engagement. A highly qualified and dedicated staff develop strategies to build skills in critical thinking, communication, and collaboration to enable all students to reach their full potential academically, socially and emotionally.

The core values of being motivated, respectful and safe are consistently embraced by the students, staff and the community and are embedded within our student welfare policies.

In 2018, Blacktown West has continued with the employment of an Instructional Leader through the Department's Early Action For Success Program. This strategy involves an Instructional Leader and a school funded additional early intervention teacher to provide tiered intervention in numeracy and literacy for students K to Year 2.

Our partnership with Blacktown Learning Community provides professional learning opportunities to improve teaching/learning practices for the staff. Our students and parents access extension and enrichment opportunities through this process of collaboration with the Blacktown Learning Community.

## School planning process

The school plan is the result of a comprehensive review of current practices and the analysis of data including attendance, academic achievements, current school programs, behaviour and wellbeing. The staff, students and parents were involved in discussions and were surveyed to identify practices that are successful, areas for improvement and then identified priorities for the 2018–2020 school plan.

Parents were asked specific questions about current school practices and their ideas for improvement.

Teachers analysed the data and discussed how the practices could be transformed to engage all learners. Focus was on equality and equity for every learner, regardless of their starting point, to develop the vision for Blacktown West for 2018–2020.

School management teams expanded the three strategic directions and developed milestones. Staff feedback was undertaken to refine the milestones. The school executive team reviewed the strategic plan and refined the plan at whole staff meetings. Parents were kept informed through meetings and newsletters. The school community, staff and parents will continue to be invited through surveys and focus groups to provide feedback to adjust future planning.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Building Quality Teaching and  
Learning Programs

### Purpose:

Develop a culture of educational innovation, creativity, high accomplishment and engagement for all students based on systems of inquiry. To inspire every student and teacher to excel and learn to their full potential by ensuring that teaching and learning programs are personalised and differentiated. To provide a high standard of education through a culture of inquiry and curiosity and by equipping the students with the skills to be confident, critical and creative problem solvers.

## STRATEGIC DIRECTION 2

Leadership and Sustainability

### Purpose:

Embed quality leadership and organisational practices to support innovative, responsive and dynamic facilitators of learning. To build a dynamic culture of inquiry, innovation and best practice through empowered leadership, quality professional learning and collaboration. Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement and promote excellence based around the implementation of the spiral of inquiry.

## STRATEGIC DIRECTION 3

Community Engagement and  
Participation

### Purpose:

Develop strong collaboration between the key stakeholders to support the students to become confident, creative and successful learners. To increase community support of the students through a school wide focus on student equity, wellbeing and welfare programs created through a shared vision and a shared responsibility. To work together as a learning community to provide the students with the knowledge, skills and experiences to achieve their personal goals.

# Strategic Direction 1: Building Quality Teaching and Learning Programs

## Purpose

Develop a culture of educational innovation, creativity, high accomplishment and engagement for all students based on systems of inquiry. To inspire every student and teacher to excel and learn to their full potential by ensuring that teaching and learning programs are personalised and differentiated. To provide a high standard of education through a culture of inquiry and curiosity and by equipping the students with the skills to be confident, critical and creative problem solvers.

## Improvement Measures

Increase percentage of students in the top two bands in literacy and numeracy.

Positive growth for all students Year 3 to Year 5 in all aspects of the value added component in NAPLAN.

Positive growth from K to Year 3 demonstrated in NAPLAN value added component.

Increase in growth and achievement in all aspects of student learning as demonstrated in school based assessments and learning progressions.

Improved percentage of K–2 students who are at or above stage expectations.

## People

### Students

Students will engage in significant learning activities which develop the skills and capacity to evaluate, create and problem solve across the key learning areas and foster critical thinking.

### Staff

All staff will be actively involved in their professional learning linked to their negotiated plans (PDPs), the Australian Standards and the school plan. The focus is on the delivery of high quality educational programs through the development of strategies around improving feedback, assessment and reporting, self evaluation and quality teaching.

### Leaders

Leaders will provide opportunities for staff to engage in mentoring, networking and leadership. Staff will be mentored to build their leadership skills and capacity aligned with the National Standards at lead and highly accomplished levels.

### Parents/Carers

Parents will be encouraged to support the learning of their children across all key learning areas.

Parents and community develop awareness of the school's strategic directions and an understanding of the school's quality teaching and learning programs.

## Processes

Students articulate and set their learning goals and understand the next steps to enable growth. Clear expectations of what it "looks like" are set. Feedback from students informs further teaching.

Staff develop a deep understanding of quality teaching and assessment to measure student achievement; and plan differentiated programs for individual students and student cohorts.

In depth analysis of student performance in literacy and numeracy, especially the writing benchmarking assessment data.

Parents gain an understanding of the learning tasks and view successful examples of student learning.

Leaders implement rigorous practices in supporting teaching staff to achieve the milestones in the school plan.

## Evaluation Plan

Regular review of progress towards milestones.

Analysis of pre/post results on school-based assessments to track improvement. Use of learning progression data to set goals and track progress.

Monitor and review teaching and learning programs.

## Practices and Products

### Practices

School data is analysed regularly and drives improvement in teaching and learning programs.

Teacher observation, mentoring and demonstration is embedded in quality teaching practice. Programs show evidence of project based learning. Learning is linked to steps on learning progressions. Differentiation is evidenced in teaching and learning programs.

Staff and students reflect and report on their achievement against improvement measures, feedback and self-assessment.

Assessment data is used to monitor achievements and gaps in student learning and inform planning for student groups and individual students.

### Products

Positive growth for all students in all aspects of numeracy and literacy resulting from high quality teaching practices.

Students can articulate their learning goals and understand the next steps to enable growth.

Increased percentage of parent involvement in student learning.

High quality, data driven, collaborative and electronic programming, demonstrated and supported through evidence based teaching and learning practices.

Increased evidence of critical thinking and problem solving activities across key learning areas.

# Strategic Direction 2: Leadership and Sustainability

## Purpose

Embed quality leadership and organisational practices to support innovative, responsive and dynamic facilitators of learning. To build a dynamic culture of inquiry, innovation and best practice through empowered leadership, quality professional learning and collaboration. Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement and promote excellence based around the implementation of the spiral of inquiry.

## Improvement Measures

An increased percentage of staff participating in internal and external professional learning to facilitate whole school improvement and their increased capacity as leaders.

An increased percentage of roles and responsibilities undertaken by effective and active student leaders who assist in gathering and addressing feedback from students and parents for improvement.

Increased percentage of effective practices embedded in programs to improve student learning.

## People

### Students

Students develop skills to become quality learners and co-designers of their own learning. Students think deeply and critically and make relevant contributions for improvements across the school.

### Staff

Staff engage in professional learning based on their professional goals, experience and level of expertise to extend student learning in the pursuit of excellence and to build leadership capacity.

### Parents/Carers

Parents attend professional learning opportunities to learn about their child's individual targets to enhance student outcomes and embed a culture of high expectations. Parents participate in learning sessions to support the students' academic, social, emotional and behavioural wellbeing.

### Leaders

The school leadership team work as coaches and mentors to build leadership capacity for future leaders. School leaders integrate policies and practices focused on continuous improvement in teaching and learning.

## Processes

Differentiated professional learning is delivered to support high quality explicit teaching in all key learning areas and to build staff capacity to achieve targets in literacy and numeracy.

Teaching and learning activities are differentiated to cater for all learners and creative higher order thinking skills are evident in all activities.

Staff utilise and model higher order thinking skills.

Increase staff capacity to teach and assess current NSW syllabus documents utilising innovative practices in all key learning areas.

By using the National Standards, systems are embedded in the school to constantly improve teacher quality and enable all staff to work through the accreditation process, working towards higher levels of accreditation or the next level of knowledge, practice and professional engagement to maintain their accreditation level.

The leadership team maintains a focus on evidence-based teaching and ongoing improvement so that every student makes measureable learning progress.

## Evaluation Plan

Regular assessment and analysis of effective practices and the milestones will provide ongoing feedback to staff and the community.

## Practices and Products

### Practices

Targeted professional learning on the learning progressions by Instructional Leaders.

Targeted professional learning on differentiating the curriculum and meeting the needs of individual students through the EAFS project and instructional leadership K-6.

The leadership team puts in place collaborative practices to enhance quality teaching to cater for the needs of all students.

Staff and students reflect and report on the achievement of their leadership goals.

The community provides effective feedback and the school is responsive to this feedback.

Mentoring program is developed to ensure NESA standards and accreditation process are implemented. Staff reflect on their professional learning.

### Products

Leadership across all areas of the school and the community supports the highest levels of learning.

Increased whole school networks to support leadership density.

# Strategic Direction 3: Community Engagement and Participation

Purpose	People	Processes	Practices and Products
<p>Develop strong collaboration between the key stakeholders to support the students to become confident, creative and successful learners. To increase community support of the students through a school wide focus on student equity, wellbeing and welfare programs created through a shared vision and a shared responsibility. To work together as a learning community to provide the students with the knowledge, skills and experiences to achieve their personal goals.</p>	<p><b>Students</b></p> <p>Students will develop strategies to build resilience and social capabilities through the Bounce Back program within the KidsMatter framework. Students develop as learners and leaders and appreciate the values of respectful and responsible citizenship. Students feel safe, supported and challenged in all school settings.</p>	<p>Staff have a deep understanding of the processes and procedures in identifying and providing supportive frameworks internally and externally for following up on issues relating to “at risk” and “high need” students.</p> <p>Staff provide additional parent sessions in response to parent requests which outline social, emotional, academic and wellbeing programs being implemented.</p>	<p><b>Practices</b></p> <p>Staff develop consistent processes where students reflect on building better relationships and are able to express their feelings and emotions.</p> <p>Teachers refine their teaching to meet the learning, social and emotional needs of all students.</p> <p>Staff develop programs to engage parents in their child's learning.</p>
Improvement Measures	Staff	Evaluation Plan	Products
<p>Students display resilience and an increased engagement in learning across all key learning areas.</p> <p>An increased number of parents participating in workshops, focus groups and community events.</p> <p>Increased percentage of parents involved in the learning in the classroom and at home to support students in achieving their goals.</p>	<p>Staff participate in professional learning about building resilience and developing students' social intelligence.</p> <p>Staff develop a shared understanding of school wellbeing programs and policies with parents.</p> <p>The Learning Support Team works collaboratively with staff, parents and agencies to support students.</p> <p>Staff put in place practices to promote home/school partnerships and improve student learning.</p>	<p>Evaluation and analysis of parent, teacher and student surveys leads to improvements in programs and policies.</p> <p>Data analysis of student rewards, attendance, suspension and behaviour is utilised to improve student outcomes.</p> <p>An increase in participation of parents / community attending workshops and focus groups.</p> <p>An increase in parent / community contribution to feedback surveys.</p>	<p>Students reflect on their behaviour, their learning and their interaction with others.</p> <p>Systems are in place to reduce incidences of poor behaviour and to assist high-need students to improve their attendance and performance.</p> <p>Explicit structured learning plans to enhance the wellbeing of all students and support students with special needs.</p> <p>A planned program of events to meet the needs of parents and the community.</p> <p>Increased parent ability to assist their children with learning activities.</p>
	Parents/Carers		
	<p>Parents participate in the planning of a range of school based activities that support their child in their learning.</p>		
	Leaders		
	<p>Leaders create an inclusive climate where families, students and staff feel a sense of wellbeing and belonging.</p>		