

School plan 2018-2020

Blacktown South Public School 4193



School background 2018–2020

School vision statement

Blacktown South Public School aims to foster an environment where all students are given the opportunity to become successful learners, confident and creative individuals and active and informed citizens. We foster a school life that encourages responsible students who are safe, respectful learners, giving them the integrity to stand for what they believe in and the courage to strive to achieve.

School context

Blacktown South Public School is a large primary school located in the Western Suburbs of Sydney. The school was established in 1959. Currently the school has 1050 students enrolled in 41 classes, including two Opportunity Classes(O.C.). Approximately 75% of our students come from a non–English speaking background as well as thirty Aboriginal and Torres Strait Island (ATSI) background students. It serves an increasingly diverse local community and provides a range of educational opportunities for students from Kindergarten to Year 6.

The school is set on a large block with extensive grass and asphalt areas for play and sporting activities. With twenty–eight permanent classrooms, thirteen demountable classrooms, a computer room, a large hall, modern library and an enormous covered outdoor learning area (COLA) the school is well equipped for a range of learning activities.

Blacktown South Public School is a member of local Learning Communities that emphasises cooperative approaches to learning between local Primary and Secondary schools.

The School receives the majority of its funding through the global grant from the NSW DEC, with some additional funding generated by the voluntary work of the school P&C Association.

The school and community value our motto of 'Strive to Achieve', and the school expectations: To Be Safe, Be Respectful and Be a Learner whilst working together to promote quality education and a caring school culture.

School planning process

The planning process involved students, staff, parents and community members to inform the planning of the three strategic directions and the shared school vision.

The community was engaged in consultation through parent forums and discussions. All parents were also surveyed about what is great at Blacktown South Public School and what they would like to see changed.

Students' opinions were gathered through class discussions and focus groups were involved in discussions around their engagement in quality learning experiences.

The whole staff reflected on the current school plan and practices, making recommendations on areas that needed change.

Analysis of feedback from all stakeholders established an evidence base of current practices, processes and results of learning in the school.

School strategic directions 2018–2020



Purpose:

To inspire quality teaching and learning through focused professional development programs and departmentally supported initiatives.



Purpose:

To foster positive and supportive relationships between students, teachers and community members that promote the wellbeing of every student.



Purpose:

To develop authentic communication and consultative decision making with the community, to drive programs that reflect improvement and innovation.

Strategic Direction 1: Quality Teaching and Learning

Purpose	People	Processes	Practices and Products
<p>To inspire quality teaching and learning through focused professional development programs and departmentally supported initiatives.</p>	<p>Students</p> <ul style="list-style-type: none"> Engage as quality learners by setting learning goals, monitoring and recognising their own successes. Supported to become successful learners, confident, creative individuals and active informed citizens. 	<ul style="list-style-type: none"> Provide quality, differentiated professional learning for all staff that compliments identified professional goals to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. Development and refinement of collaborative teaching and learning programs that are grade-based and incorporate a range of assessment practices that allow for consistent teacher judgement against syllabus outcomes. Classrooms reflect 21st century practices incorporating the use of digital technologies across many platforms and the use of flexible learning spaces. 	<p>Practices</p> <ul style="list-style-type: none"> Teachers consistently participate in well-planned and focused professional learning to improve teaching practice. Teaching and learning programs are differentiated to meet the individual learning needs of all students and incorporate different technologies. Teachers participate in designing effective assessments and collaboratively discuss student achievement and future learning directions. Students are actively involved in decision making about their learning through collaborating with teachers and parents/carers to improve outcomes.
Improvement Measures	<p>Staff</p> <ul style="list-style-type: none"> Develop an understanding of quality pedagogy in planning for and teaching a differentiated curriculum. Develop understanding and implementation of the Australian curriculum. Engage in structured, critical reflection of their teaching practice to facilitate implementation of quality teaching elements. 	<p>Evaluation Plan</p> <ul style="list-style-type: none"> Department and school based data, eg: NAPLAN, PLAN, grade specific assessments used to track student progress and achievement as well as inform teaching and learning programs. Access, review and analyse data collected from surveys such as Tell Them From Me. 	<p>Products</p> <ul style="list-style-type: none"> Students will be 21st century learners who are self-regulated, reflective and critical thinkers. Teaching excellence is maintained through continuous and differentiated professional learning, to support the ongoing improvement of student outcomes. Staff are mentored and supported to design Performance and Development Plans which meet accreditation requirements with reference to the National Teaching Standards. Teaching and Learning programs show evidence of formative assessment processes that allow students to self regulate learning and work towards achievement of their personal goals in
<ul style="list-style-type: none"> Positive Growth for all students Years 3 and 5 in all aspects of the value added component of NAPLAN. Increase number of students achieving in the top three bands in Literacy and Numeracy based on 2017 NAPLAN data. 70% of students achieving grade expectations in Literacy and Numeracy based on PLAN, NAPLAN and school based data. 100% of teachers demonstrate proficiency and are involve in effective Professional Development Plans, school priorities and Departmental Reform Agendas. 	<p>Parents/Carers</p> <ul style="list-style-type: none"> Communicate learning intentions to parents/carers and provide information and feedback on skills, knowledge and concepts needed at different stages of learning. 		
	<p>Community Partners</p> <ul style="list-style-type: none"> Promote effective partnerships through the involvement in local School Learning Communities, sharing information and resources that support learning. 		
	<p>Leaders</p> <ul style="list-style-type: none"> Support educational innovation and curriculum resourcing. 		

Strategic Direction 1: Quality Teaching and Learning

People

- Provide professional learning which aligns with staff goals and school direction and the funding to support implementation.

Practices and Products

collaboration with teachers and parents / carers.

Strategic Direction 2: Student Wellbeing

Purpose	People	Processes	Practices and Products
<p>To foster positive and supportive relationships between students, teachers and community members that promote the wellbeing of every student.</p>	<p>Students</p> <ul style="list-style-type: none"> Engage students in the school's welfare programs focusing on our core expectations: To Be Safe, Be Respectful and Be A Learner. Engage students in authentic, diverse, challenging and stimulating learning experiences based around 21st Century learning skills. Support students to achieve individual goals through personalised programs that take into account their needs, strengths, talents and aspirations. All students identified with additional learning needs have access to individual learning programs and specialist support. <p>Staff</p> <ul style="list-style-type: none"> Provide professional development and support to implement a sustainable welfare system. Learning Support Team work collaboratively with classroom teachers to build capacity in supporting students with learning needs including Gifted and Talented education. <p>Parents/Carers</p> <ul style="list-style-type: none"> School wellbeing policies and procedures are clearly communicated to parents. The school supports access to community agencies that address family and student needs. <p>Leaders</p> <ul style="list-style-type: none"> Plan and consult with local learning 	<p>Ongoing implementation of PBL practices across Blacktown South Public school, incorporating core school expectations into all settings.</p> <p>Effective Learning Support structures that provide support and intervention for all students K–6, including the introduction of language intervention programs, social skills and resilience.</p> <p>All classes implement differentiation of the curriculum to cater for the range of student learning needs including enrichment and learning support.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> Parent, staff and student surveys such as Tell Them From Me. Supervision of teaching and learning programs. Existing student tracking / recording programs (Wellbeing, attendance) utilised effectively. Regular evaluation and continuous reflection and refining of Individual Education Plans and Personal Learning Pathways to meet the needs of students with additional learning needs. 	<p>Practices</p> <ul style="list-style-type: none"> Teaching and learning programs are highly engaging and differentiated and incorporate various forms of technology. Teachers understand and consistently follow school welfare procedures. Individually negotiated Educational Plans (IEPs) developed and reviewed in conjunction with the Learning and Support Team, students and parents. All stakeholders are aware of the school welfare policies and procedures. All teachers have a consistent approach to welfare and discipline procedures. <p>Products</p> <ul style="list-style-type: none"> Students experience and environment that focuses on the school expectations to Be Safe, Be Respectful and Be a Learner. Students interact in a responsible and safe manner in all school settings and during cross curricula programs with all staff. Tailored, explicit, structured learning experiences to enhance the wellbeing of all students and support their specific learning needs. Policies and practices are reviewed and adjusted in accordance to the changing dynamics of the school context.
Improvement Measures			
<ul style="list-style-type: none"> Decrease in the number of students entered into the behaviour tracking system. 			
<ul style="list-style-type: none"> Improved attendance rates. 			
<ul style="list-style-type: none"> Feedback from surveys such as Tell Them From Me indicate and reflect positive growth and achievement of school directions. 			
<ul style="list-style-type: none"> IEPs and PLPs are in place, monitored and adjusted regularly to ensure student growth towards expected outcomes. 			

Strategic Direction 2: Student Wellbeing

People

communities to build teacher capacity and leadership.

Strategic Direction 3: Community Partnerships

Purpose	People	Processes	Practices and Products
<p>To develop authentic communication and consultative decision making with the community, to drive programs that reflect improvement and innovation.</p>	<p>Students</p> <ul style="list-style-type: none"> • Train the school's leaders and Student Representative Council members in their important role as the voice of the student body. 	<ul style="list-style-type: none"> • Effective and timely communication with all stakeholders through many platforms including and not limited to the school app, teacher parent meetings, assemblies, website and other digital social media. 	<p>Practices</p> <ul style="list-style-type: none"> • Innovative communication practices are clear and well-structured keeping the community well-informed about student performance and school activities.
Improvement Measures	<p>Staff</p> <ul style="list-style-type: none"> • Provide professional development and support to key staff members to endure skills are adequate to manage the school's digital communication platforms. • Develop staff knowledge of school's communication guidelines and procedures. • Ensure all staff are well-trained in school event organisation and mentors are in place to support organising staff. 	<ul style="list-style-type: none"> • Executive to work closely with P&C to continue to strengthen parent and community participation and increase numbers at meetings and events. • Strengthening authentic Aboriginal partnerships that build upon cultural awareness and the development of meaningful PLPs for students and acknowledge different ways of learning. • Implementation of Best Practice to engage all stakeholders of Blacktown South Public School's learning community through special events, celebrations and cultural events. 	<ul style="list-style-type: none"> • All parents and cultural groups feel welcomed, supported and valued as part of Blacktown South Public School. • School activities and events are always well-structured and planned, taking into account the needs of the students, staff and community. • Strengthen ties with P&C, building capacity and involvement.
<ul style="list-style-type: none"> • An increase in the number of parents actively engaged in and supporting the school's educational priorities through meaningful school partnerships. • An increased percentage of parents/carers attending community events, including P&C meetings as evidenced through data collections and surveys (such as Tell Them From Me). • Surveys indicate increased parental use of formal and informal communication practices such as school app, website, notes and other online platforms. • Increase in parent feedback showing the success of the school's educational and wellbeing programs. 	<p>Parents/Carers</p> <ul style="list-style-type: none"> • Support P&C executive to develop procedures and practices to engage more families in P&C activities. 	<p>Evaluation Plan</p> <ul style="list-style-type: none"> • Feedback from surveys such as Tell Them From Me. • Observations of parent/community attendance at school events. • Data collected from school app downloads, school website traffic and other social media. 	<p>Products</p> <ul style="list-style-type: none"> • Parent/Community communication practices continue to include a wide range of platforms. • School Website and social media sites regularly updated with school information and photos. • Well-structured and timely interviews held to inform parents and caregivers regarding their child's progress. • Student Reports clearly inform parents about their child's progress each semester. • Timely and well-structured school calendar and carefully planned school events. • Transition programs well-advertised and structured to meet the information needs of the community.
	<p>Community Partners</p> <ul style="list-style-type: none"> • Develop connections with community organisations from different cultures to support the engagement of parents. 		
	<p>Leaders</p> <ul style="list-style-type: none"> • Work with the school executive, staff and P&C to carefully plan and schedule school events. 		

Strategic Direction 3: Community Partnerships

Practices and Products

- Parent information and education sessions held to support parents with school information and current education reforms.
- Strong and effective P&C supporting the school in policy making and fundraising.