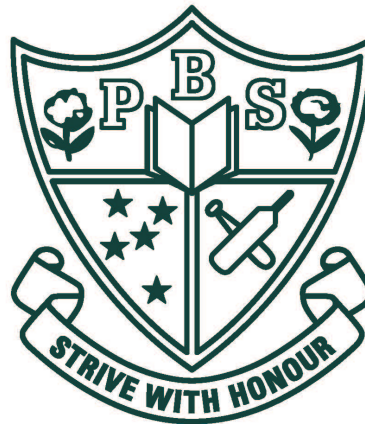


# Strategic Improvement Plan 2021-2025

## Blackheath Public School 1246



# School vision and context

## School vision statement

Blackheath Public School is committed to developing individual strengths through a culture of high expectations, excellence in teaching and respect for self, others and the environment. Students are highly engaged and motivated to achieve their goals and reach their potential. Our vision is to be partners in learning and to collaboratively empower all students to become confident, resilient, self-directed and successful learners and citizens.

## School context

Blackheath Public School is located in the Upper Blue Mountains and has an enrolment of 304 students. Enrolment of EAL/D students (beginning & emerging) is currently <1% of students and enrolment of students with Aboriginal background is currently <5%. The school's FOEI is 49. The school has 13 students enrolled who receive Integration Funding Support.

The school community is active and committed to supporting the school vision. Strong, positive relationships exist with parents, carers and the wider school community upholding the school's reputation for high quality education, evidenced through the high level of parent and community engagement.

The school provides a foundation for students' intellectual, physical, social, creative, emotional and spiritual development in a secure and engaging learning environment in which students develop the necessary knowledge, skills, understandings, attitudes and values for a productive and rewarding life in an educated, just and open society.

The school is highly regarded for band, choir, recorder, dance, sport, drama, performance, coding, debating and STEM. There is a strong commitment to intensive learning support, enrichment opportunities, transition and wellbeing initiatives.

Aboriginal Education is embedded in school programs and the celebration of Aboriginal culture is a priority. The school totem, the crimson rosella, represents connection to Country and community.

The active Parents and Citizens Association operates the exemplary Wholesome Kids Cafe as a part of the Healthy Schools Canteen Initiative.

The school has completed a situational analysis which identified three areas of improvement for the Strategic Improvement Plan. These include student growth and attainment, improvement in teacher instruction and pedagogy and improvement in student wellbeing practices.

The school is an active member of the Upper Blue Mountains Learning Community and the Hub at the Top. To support the strong focus on supporting children's mental health the school is a member of BeYou. The school is accredited Asthma Friendly, SunSafe and participates in Sporting Schools programs.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes in reading and numeracy through a culture of high expectations, differentiated curriculum, high quality teaching and learning and analysis of student performance that is underpinned by evidence-informed strategies and a reflective practice.

## Improvement measures

### NAPLAN expected growth - Reading

Achieve by year: 2023

There is an increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

### NAPLAN expected growth - Numeracy

Achieve by year: 2023

There is an increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2025

The average student score on the Year 1 phonics screening check is above 32.

Achieve by year: 2025

80% of students in Years 1 - 6 will demonstrate growth in the Progressive Achievement Test in Reading from year to year

Achieve by year: 2025

80% of students in Years 2 - 6 will demonstrate growth in the Progressive Achievement Test in numeracy from year to year

Achieve by year: 2025

Student cumulative review scores in Initialit at the end of the year are above 85%.

## Initiatives

### Explicit teaching in Reading

Embed a learning culture where teachers work collaboratively to:

- Reflect on current practice in the teaching of reading
- Utilise explicit teaching strategies to support student learning needs which will positively impact student performance
- Collect and analyse authentic data to assess the impact of strategies on student learning and inform future directions

Embed a learning culture where teachers have a deep understanding of evidence-informed components of reading: phonological awareness, phonics, fluency, vocabulary, comprehension.

Ensure teaching and learning programs include clear differentiation to support the learning needs of all students.

### Explicit teaching in Numeracy

Embed a learning culture where teachers work collaboratively to:

- Reflect on current practice in the teaching of numeracy
- Utilise explicit teaching strategies to support student learning needs which will positively impact student performance
- Collect and analyse authentic data to assess the impact of strategies on student learning and inform future directions

Embed a learning culture where teachers have a deep understanding of evidence-informed components of numeracy including: number and place value, patterns and algebra, additive thinking, multiplicative thinking and proportional thinking.

Ensure teaching and learning programs include clear differentiation to support the learning needs of all

## Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students (SEF - Curriculum, Assessment - Excelling)

All teachers are committed to identifying, understanding and implementing the most effective explicit evidence-based teaching strategies (SEF - Effective Classroom Practice - Excelling)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions (SEF - Data skills and use - Excelling)

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice (SEF - Learning and Development - Excelling)

The principal and school leadership team model instructional leadership and support a culture of high expectation, resulting in sustained and measurable whole school improvement (SEF - Educational Leadership - Excelling)

## Evaluation plan for this strategic direction

### Question:

To what extent have we created a culture of high expectations and can demonstrate this impact and improvement of student outcomes in reading and numeracy?

To what extent have we differentiated curriculum and can demonstrate this impact and improvement of student outcomes in reading and numeracy?

To what extent have we delivered high quality teaching and learning programs and can demonstrate this impact

# Strategic Direction 1: Student growth and attainment

## Improvement measures

Achieve by year: 2025

The number of students achieving growth in Reading  
Check-in assessment improves from 2024 baseline data

Achieve by year: 2025

The number of students achieving growth in Numeracy  
Check-in assessment improves from 2024 baseline data

## Initiatives

students.

## Evaluation plan for this strategic direction

and improvement of student outcomes in reading and numeracy?

To what extent have we analysed student performance underpinned by evidence-informed strategies and reflective practice and can demonstrate this impact and improvement of student outcomes in reading and numeracy?

### Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives. This analysis will guide the school's future directions:

- NAPLAN data
- Check-in data
- Progressive Achievement Tests - Reading and Numeracy
- Phonics Screening Check
- Phonological Awareness Test
- Reading benchmarks
- SENA 1 & 2
- Anecdotal data from teachers
- Consistent Teacher Judgement (CTJ) moderation
- School based assessments
- Literacy and Numeracy Learning Progressions
- Programming - including annotations and analysis of understanding
- Personal Development Programs
- Observations of teaching practice

### Analysis:

Analysis will be ongoing within the initiatives and the school will review progress towards the improvement measures regularly.

### Implications:

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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The findings of the analysis will inform:

- Future directions and actions
- Annual reporting on school progress measures

## Strategic Direction 2: Improvement in teacher instruction and pedagogy

### Purpose

To improve teacher instruction and pedagogy in the explicit teaching of reading and numeracy, with a focus on extending teachers' skills to promote student engagement and improve performance.

### Improvement measures

#### NAPLAN expected growth - Reading

Achieve by year: 2023

There is an increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

#### NAPLAN expected growth - Numeracy

Achieve by year: 2023

There is an increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2025

Assessment against the element of 'Student Performance Measures' in the School Excellence Framework is Excelling.

Achieve by year: 2025

Assessment against the element of 'Data skills and use' in the School Excellence Framework is Excelling

### Initiatives

#### Knowledge of pedagogy and Data Skills and Use

Transform pedagogical practice to directly impact positive student engagement and improve performance through refined programming and sharing expertise:

- Undertake Professional Learning in programming best practice
- Develop a school framework to address identified needs in pedagogy in reading and numeracy
- Engage with research and explore evidence-based practice in the teaching of reading and numeracy to improve student results
- Engage with research and explore evidence-based practice to increase student engagement
- Implement coaching and mentoring procedures across the school to improve pedagogical practice

Teachers use data informed practice (data analysis, data use in teaching and data use in planning) to collect, track, monitor and analyse data to accurately target student learning needs resulting in improved student learning outcomes and improved teacher capacity to make informed judgements.

School staff to collect, track, monitor and analyse data in an identified area of need resulting in improved teacher capacity in data skills and use and improved student learning outcomes.

#### Assessment and Effective Feedback

A systematic approach will be embedded to track and monitor assessment information to feed back to students on their learning, ensuring students are challenged, self-regulated and drive their learning goals.

This will include:

- A process where students identify, set and review reading, numeracy and wellbeing goals in consultation with parents and teachers, underpinned by analysis of internal and external student progress

### Success criteria for this strategic direction

There is a whole school approach to ensure that the most effective evidence-based teaching methods are used (SEF - Effective Classroom Practice)

Effective teaching methods are identified, promoted and modelled resulting in improved student engagement and performance (SEF - Learning and Development)

Feedback on learning is a regular feature of the teaching and learning cycle to ensure that all students have a clear understanding of how to improve and achieve their goals (SEF - Effective Classroom Practice)

### Evaluation plan for this strategic direction

#### Question:

To what extent is teachers' knowledge of pedagogy in the explicit teaching of reading and numeracy evident in the classroom?

To what extent has teachers' instruction in the explicit teaching of reading and numeracy improved?

To what extent has teachers' knowledge of data skills and use been transformed and used to inform future teaching?

Are teachers able to provide clear explicit feedback to drive student outcomes and improvement?

Has student engagement improved and how has this impacted on student outcomes?

Is there evidence in teachers' daily practice of the implementation of visible learning?

#### Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives. The analysis will guide the school's future directions:

- Reflection on effectiveness of targeted professional learning (identified in PDP) and its impact on student

## Strategic Direction 2: Improvement in teacher instruction and pedagogy

### Initiatives

- and achievement data
- Collaborative development and refinement of assessment scope & sequences
- Professional Learning in the use of the Literacy and Numeracy Learning Progressions to enable teachers to clearly identify next steps to move students forward
- Collection and analysis of assessment data to inform practice
- Professional Learning in Hattie's visible learning (learning intentions and success criteria) and effective feedback strategies

### Evaluation plan for this strategic direction

learning

- Survey of students' perception of effectiveness of teacher feedback
- Review of students' achievement of their learning goals
- Literacy and Numeracy Progressions
- Performance and Development Plans
- Teaching and Learning program supervision
- Classroom Observations
- Tell Them From Me
- Student Interest and Motivation Survey
- Survey of teacher (confidence) in improving their pedagogy

#### Analysis:

Analysis will be ongoing within the initiatives and the school will review progress towards the improvement measures regularly.

#### Implications:

The findings of the analysis will inform:

- Future directions and actions
- Annual reporting on school progress measures

## Strategic Direction 3: Improvement in Student Wellbeing Practices

### Purpose

To improve students' interest in and motivation for learning, as well as their positive sense of belonging, with a focus on increasing meaningful student voice in the school and improved student attendance.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

Increase percentage of students attending >90% of the time from 81.9% to 83.9% (system negotiated target)

#### Wellbeing

Achieve by year: 2023

Increase percentage of students with a positive sense of wellbeing from 84.4% to 90.4% (system negotiated target)

Achieve by year: 2025

TTFM survey indicates students interest and motivation in learning is higher than State average.

Achieve by year: 2025

TTFM survey indicates students positive sense of belonging is higher than State average.

### Initiatives

#### Positive sense of wellbeing

Develop whole school framework for effective implementation of Social and Emotional Learning Programs through evaluating the effectiveness of current programs to determine the most appropriate approaches

Embed a culture of positive wellbeing across the school to enhance students' own and others' wellbeing, self-confidence, resilience and connectedness and encourage meaningful student voice

#### Connection with school

Embed a strategic and planned approach to develop key wellbeing practices within the school to meet the social and emotional needs of the school community, underpinned by the Wellbeing Framework for Schools

Strengthen existing practices within and beyond the school to ensure effective two-way communication

Establish a whole school approach to improving regular and on-time attendance, including staff professional learning in policy, procedures and strategies

### Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (SEF - Wellbeing)

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students (SEF - Wellbeing)

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school (SEF - Wellbeing)

### Evaluation plan for this strategic direction

#### Question:

To what extent has the school achieved an improvement in attendance goals?

To what extent has the school implemented evidence-based change to whole school practices on wellbeing?

To what extent do parents value the importance of regular, on-time attendance at school?

#### Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives. The analysis will guide the school's future directions:

- EBS4 (NSW DEC attendance system)
- Daily attendance tracking
- Tell Them From Me survey
- School based wellbeing survey
- LST referrals
- Audit of SEL programs
- SCOUT (including reports about % of student absent)



## Strategic Direction 3: Improvement in Student Wellbeing Practices

### Evaluation plan for this strategic direction

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by reason and by grade)

#### **Analysis:**

Analysis will be ongoing within the initiatives and the school will review progress towards the improvement measures regularly.

#### **Implications:**

The findings of the analysis will inform:

- Future directions and actions
- Annual reporting on school progress measures