

Strategic Improvement Plan 2021-2024

Black Hill Public School 1247



School vision and context

School vision statement

"Self-reliant and responsible students ready for the future"

At Black Hill Public School, we strive for academic and social excellence.

We work in partnership with the community to provide a respectful and inclusive environment in which all students, staff and the community thrive.

Through implementation of innovative pedagogy, we ensure that our students learn through engaging teaching and learning programs. Teaching staff are committed to ensuring student growth and achievement of all students.

School context

Black Hill Public School is a small school, serving a rural area surrounded by Newcastle, Maitland and Kurri Kurri. Student enrolments are drawn from a wide range of geographical areas and communities, including Black Hill, Kurri Kurri, Thornton, Wallsend, Minmi and Cessnock.

The school is an active and proud member of the Hunter Principal Network, Gateway Learning Community (GLC) and the Maitland Aboriginal Education Consultative Group (AECG). The GLC consists of Black Hill PS, Thornton PS, Beresfield PS, Tarro PS, Woodberry PS, Millers Forest PS and Francis Greenway High School. Together, the GLC strives to improve the opportunities provided to the students of all member schools.

We provide environmental, academic, cultural and technological facilities to encourage the individual development of each student. The school enjoys strong levels of community engagement and promotes a culture of high expectations. Teaching and learning programs are supported by an active P&C, School Council and Education Trust.

Student numbers in recent years have fluctuated, resulting in either four or five multi-stage classes. Student numbers for the last five years are as follows; 2016- 103 students, 2017- 104 students, 2018- 102 students, 2019- 94 students and 2020- 82 students. There has been an ongoing increase in the school's Family Occupation and Education Index (FOEI) with a diversity of academic ability, special needs, socio-economic, cultural and ethnic backgrounds. Approximately 14% of our students identify as Aboriginal or Torres Strait Islander.

Black Hill Public School prides itself on providing an inclusive and supportive learning environment. Our students experience quality literacy and numeracy programs from Kindergarten to Year 6. Black Hill Public School is proud of its outstanding staff, comprising both experienced and early career teachers, who are supported by a committed community with high expectations.

Through our Situational Analysis we have determined that we need to continue developing our school processes for collecting, analysing and using data to maximise the academic growth and achievement of all students. Quality and innovative programs will be implemented across all Key Learning Areas through the provision of engaging evidence-based teaching and learning, with identified system-negotiated target areas in Reading and Numeracy.

A continued focus on student wellbeing will be evident by a high quality, inclusive and nurturing environment where all students will learn to the best of their ability.

Strategic Direction 1: Student growth and attainment

Purpose

The school uses systematic and reliable assessment information to evaluate student learning, supported by whole school assessment processes. This will maximise student learning outcomes in all key learning areas. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.

Improvement measures

Target year: 2022

Literacy

- Increase the proportion of all students in Year 3 and Year 5 achieving in the top two bands for NAPLAN Reading by 10%.

Target year: 2022

Numeracy

- Increase the proportion of all students in Year 3 and Year 5 achieving in the top two bands for NAPLAN Numeracy by 10%.

Target year: 2022

Improve the percentage of students at Black Hill PS with positive attitudes to wellbeing (Sense of belonging. Expectations for success and Advocacy at school in TTFM) by 10%.

Target year: 2024

SEF element Teaching: 'Data skills and use'

Theme- Data Literacy and Data Analysis from delivering to excelling.

SEF element Learning: 'Assessment'

Theme- Whole school monitoring of student learning from delivering to excelling.

Initiatives

Data skills and use

Student assessment data is effectively used school-wide to identify student achievements and progress. Teachers reflect on program effectiveness and data to inform future directions.

- Quality professional learning leads to all teachers having a sound understanding of assessment processes and practices.
- Scheduled student assessment meetings are planned to analyse, interpret and discuss internal and external student data on progress and achievement, informing future teaching focus.
- A full range of assessment strategies are developed and applied to track internal and external data on student progress and achievement.
- Collaboration with the school community ensures strategic priorities related to student data are used to promote continuous improvement.

Quality Learning Culture

The school-wide culture is underpinned by quality learning, educational aspiration and continued performance improvement.

- Effective partnerships are developed across all members of the school community to promote aspirational expectations and continuous improvement.
- School based systems will be implemented to monitor and enhance effective classroom practice, meeting the needs of all students.
- Embed and use high impact professional learning structures to maximise quality teaching of Literacy and Numeracy leading to achievement of system negotiated targets.
- A sustainable culture of learning and growth is developed by all.

Success criteria for this strategic direction

- All teachers have a sound understanding of student assessment and data concepts and will effectively track student results in reading and numeracy.
- Assessment schedules will be in place to enable teachers to analyse, interpret and consistently use student data to inform teaching practice.
- Learning goals for students are informed by analysis of internal and external progress and achievement data and all students can articulate their learning goals in reading and numeracy.
- The school's curriculum provision is dynamic and supports high expectations for student learning, with the use of success criteria and learning intentions for students evident in all classrooms.
- A higher percentage of students achieve in the top two bands for NAPLAN reading and numeracy.

Evaluation plan for this strategic direction

At Black Hill PS we will use the following data sources to regularly evaluate the effectiveness of the initiatives in order to achieve the purpose and improvement measures of 'Student growth and attainment':

- NAPLAN data
- Scout data
- Classroom assessment and data
- Reading and numeracy PLAN2 data
- Challenging Learning Program feedback and results.
- SEF SaS
- Student, staff and community focus groups
- TTFM survey reports.

The evaluation plan will involve:

- The school systematically and regularly monitoring and analysing these data sources to measure the impact of the initiatives

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2023

Literacy

- Increase the proportion of students achieving expected growth from Year 3 to Year 5 for NAPLAN Reading by 9%.

Target year: 2023

Numeracy

- Increase the proportion of students achieving expected growth from Year 3 to Year 5 for NAPLAN Numeracy by 7%.

Evaluation plan for this strategic direction

- The tracking of progress towards achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework elements and themes

Deep analysis of the data will inform future school planning to foster ongoing improvement to maximise student growth and attainment.

Strategic Direction 2: Innovation and engagement

Purpose

In order to build staff capacity and promote consistency through effective collaboration, quality and innovative programs are implemented across all key learning areas, following explicit scope and sequences aligned to syllabus outcomes. As a result, students learn through the provision of engaging, evidence-based teaching and learning underpinned by high impact feedback.

Improvement measures

Target year: 2024

In the TTFM survey, students at Black Hill PS equal or better the state norm in aspects of Effort and Self Motivation.

In the TTFM survey, teachers at Black Hill PS equal or better the state norm in aspects of data informs practice and collaboration.

Black Hill PS improves on the baseline teaching practice results for the Challenging Learning program.

Target year: 2024

SEF element Teaching: 'Learning and development'

Theme - Expertise and innovation from delivering to excelling.

Theme - Collaborative practice and feedback from delivering to excelling.

SEF element Teaching: 'Effective classroom practice'

Theme- Explicit Teaching from delivering to excelling.

Theme- Feedback from delivering to excelling.

Initiatives

Innovative teaching and learning across all key learning areas

Through innovative teaching and learning, a whole school approach ensures classroom environments are engaging and effective evidenced-based teaching methods and technologies maximise learning for every student across all curriculum areas.

- Teaching staff undertake high quality professional learning on innovative and engaging pedagogies, aligned to PDP goals and school priorities, with this new learning being shared with colleagues. The school trials innovative practices, evaluating and refining as necessary.
- All teachers have expert content knowledge. Staff expertise is demonstrated and shared within the school and with other schools.
- Professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers occurs.
- Teaching and learning programs are adjusted to meet individual needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- Technology is integrated in meaningful ways to empower students to create and share their learning.

Empowered learners

Build teacher capacity to foster a school-wide culture of high expectations and a shared sense of responsibility for quality feedback, goal-setting and success.

- The school's curriculum provision supports high expectations for student learning.
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed.
- Programming references student information

Success criteria for this strategic direction

Students demonstrate higher levels of engagement which is reflected in their attitudes towards learning, as evident in TTFM surveys, teacher observations and classroom environments.

Teachers involve students and parents in planning to support learning and collaboratively develop shared expected outcomes.

Explicit and meaningful scope and sequences are designed, implemented and evaluated across all KLAs aligned to K-6 syllabus outcomes.

Teaching and learning programs are dynamic and based on feedback of teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Evaluation plan for this strategic direction

At Black Hill PS we will use the following data sources to regularly evaluate the effectiveness of the initiatives in order to achieve the purpose and improvement measures of 'Innovation and engagement':

- NAPLAN data
- Scout data
- Classroom assessment and data
- Challenging Learning Program feedback and results.
- SEF SaS
- Student, staff and community focus groups
- TTFM survey reports.

The evaluation plan will involve:

- The school systematically and regularly monitoring and analysing these data sources to measure the impact of the initiatives
- The tracking of progress towards achieving the intended improvement measures

Strategic Direction 2: Innovation and engagement

Initiatives

- including progress and achievement data, curriculum requirements and student feedback.
- Systems are established to support effective feedback between parents, students and community to influence student achievement, ensuring that all students have a clear understanding of how to improve.
 - Challenge is provided to all students through high expectations.
 - Staff attend AECG Connecting to Country cultural awareness program, deepening their understanding of Aboriginal culture, history and social experience, and the impact of this on Aboriginal education.
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Evaluation plan for this strategic direction

- Regular professional discussion around the School Excellence Framework elements and themes

Deep analysis of the data will inform future school planning to foster ongoing improvement to maximise innovation and engagement.

Strategic Direction 3: Enhanced wellbeing

Purpose

There is a strategic and planned approach to the development of whole school wellbeing processes, fostering the growth of positive relationships across the entire school community. Through strong partnerships every student is supported to connect, succeed, thrive and learn.

Improvement measures

Target year: 2024

Learning Support Team procedures and protocols will better meet the needs of staff and students.

Target year: 2024

Wellbeing practices and procedures are developed through a strategic and planned approach to become a cohesive school wide system that supports all students.

Target year: 2024

SEF element Learning: 'Wellbeing'

Theme- A planned approach to wellbeing from sustaining and growing to excelling.

Theme- Individual learning needs from delivering to excelling.

Target year: 2022

Improve the percentage of students attending school 90% of the time or more by 8%.

Initiatives

Personalised Learning

Learning and Support Team procedures and protocols will be reviewed and developed to better meet the needs of the students, staff and the community.

- Professional Learning will be provided to target students' individual needs and support classroom teachers.
- Teachers complete training in the 8 Ways of Learning Aboriginal Pedagogy framework, embedding this knowledge in the development of effective and meaningful PLPs (Personalised Learning Pathways) for all Aboriginal students.
- Maintain and establish school based tracking and monitoring of vulnerable students.
- There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students.
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Wellbeing Practices

Student wellbeing practices effectively manage the wellbeing of students by the implementation of evidence-based change to whole school practices.

- Evidenced-based professional learning will be undertaken by staff to increase their understanding and ability to refine school wide systems which ensure consistent implementation of effective strategies.
- Staff will develop productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.
- Regular opportunities are provided for staff to collaborate on and demonstrate effective classroom and behaviour management initiatives which

Success criteria for this strategic direction

The school has implemented evidenced-based change to whole school practices, leading to measurable improvements in wellbeing and engagement, and consistent schoolwide systems in place.

An intensive review and refinement of learning support team structures has occurred, which promote student wellbeing and result in optimum conditions for student learning across the whole school.

Individual education plans and personalised learning pathways are in place and regularly reviewed for all identified students.

Attendance data is monitored to assess student wellbeing and track, review and achieve the attendance target for the current Strategic Improvement Plan.

Evaluation plan for this strategic direction

At Black Hill PS we will use the following data sources to regularly evaluate the effectiveness of the initiatives in order to achieve the purpose and improvement measures of 'Enhanced wellbeing'.

- NAPLAN data
- Scout data
- Classroom assessment and data
- Attendance data
- Challenging Learning Program feedback and results.
- SEF SaS
- Student, staff and community focus groups
- TTFM survey reports.
- Sentral wellbeing data.
- LST procedures and protocols are measured using the LST rubric and school excellence framework.

The evaluation plan will involve:

Strategic Direction 3: Enhanced wellbeing

Initiatives

promote student responsibility for learning.

Evaluation plan for this strategic direction

- The school systematically and regularly monitoring and analysing these data sources to measure the impact of the initiatives
- The tracking of progress towards achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework elements and themes

Deep analysis of the data will inform future school planning to foster ongoing improvement to maximise 'Enhanced Wellbeing'.