

Strategic Improvement Plan 2021-2024

Blakehurst Public School 1255



School vision and context

School vision statement

At Blakehurst Public School, we strive to be a pillar of excellence in the broader community. We are a collaborative, welcoming and inclusive school with high expectations and a culture of continuous improvement. We are committed to the delivery of a dynamic and challenging curriculum, with emphasis on high quality literacy and numeracy programs, to ensure that all students are able to grow and reach their full personal potential.

School context

Blakehurst Public School is a caring community school located in the Kogarah Network. The school has a current enrolment of 270 students and a newly established autism support class, which commenced in 2020. The school is located approximately 20km south of Sydney CBD, in the suburb of Carss Park. 65% of the student population is EAL/D, approximately 32 different languages are spoken at home and approximately 4% of students identify as being Aboriginal or Torres Strait Islander. The school has a current Family Occupation and Education Index (FOEI) of 69 and an Index of Community Socio-Educational Advantage (ICSEA) of 1043. These figures indicate that the school is operating in a community where levels of advantage are above the state average.

A strong focus of the previous school plan was to enhance student and staff wellbeing. The school's Positive Behaviour for Learning (PBL) framework was formalised and strengthened, as were the school's learning and support procedures. School data, as well as feedback from all stakeholders indicates that current initiatives are having a positive impact and there is now an opportunity for the new school plan to focus on other areas of need.

The previous school plan also focussed on enhancing literacy and numeracy programs through evidence based practices including Focus on Reading and Mathematics Building Blocks for Numeracy. Strategies and resources from these programs are now embedded across the school and the new plan moving forward will place a greater emphasis on effectively using student assessment data to inform teaching practices. This will include the development and implementation of school wide practices to ensure that the analysis and use of data, as well as the professional judgements of teachers are consistent and comparable across the school.

The new school plan will also place an increased emphasis on effective feedback practices. Evidence from the school's evaluation of practices against the School Excellence Framework (SEF) indicated a need to strengthen school-wide approaches to providing explicit and timely feedback to students in order to strengthen their capacity to self-regulate and monitor their own learning.

In building on from priorities in the previous plan, the school will also drive high aspirations and expectations of learning in partnership with the community. The school will focus on offering a suite of clearer, more comprehensive and more frequent measures for communicating both school and student growth, progress and achievement data with the community.

Strategic Direction 1: Student growth and attainment

Purpose

To effectively analyse, interpret and extrapolate data and use this to inform planning, identify interventions and modify teaching practice.

Improvement measures

Target year: 2022

System Negotiated Target:

A minimum of 47.4% of students achieve in the top 2 bands of NAPLAN Reading.

Target year: 2022

System Negotiated Target:

A minimum of 34.7% of students achieve in the top 2 bands of NAPLAN Numeracy.

Target year: 2023

System Negotiated target:

A minimum of 68.4% of students are achieving expected growth in NAPLAN Reading.

Target year: 2023

System Negotiated target:

A minimum of 69.2% of students are achieving expected growth in NAPLAN Numeracy.

Target year: 2022

Teachers use data effectively to evaluate student understanding of lesson content. Consistent and comparable judgements of student learning are evident across the school, as are the strategies put in place to respond to trends in student performance data.

Target year: 2023

Initiatives

Rigorous Collection and Analysis of Data

Build teacher capabilities to facilitate the expert use of authentic data to inform teaching and learning.

- Streamline the collection of data to analyse student progress over time and implement changes in teaching that lead to measurable improvement.
- Collaboratively analyse data in a variety of contexts including cross stage, stage and whole school to promote consistent and comparable judgements of student learning.

Quality Assessment Practices

Assessment as, of and for learning is systematically used across the school to improve teaching and learning.

- Teachers expertly apply a full range of assessment strategies, to determine teaching directions, monitor student progress and achievement and reflect on teaching effectiveness.
- Students understand and use a variety of assessment approaches including goal setting and feedback, in order to become self directed and autonomous learners.

Success criteria for this strategic direction

Initiative 1: Rigorous Collection and Analysis of Data

There is a systematic and effective process in place to ensure the regular and planned collection and analysis of student data.

(SEF - Teaching - Data Skills and Use)

Stage, Whole School and Professional Learning Community (PLC) meetings are undertaken according to a clear schedule to collaboratively analyse data.

(SEF - Teaching - Data Skills and Use)

School data demonstrates that student progress and achievement is greater than for students in statistically similar schools.

(SEF - Learning - Student Performance Measures)

All teaching and learning programs are responsive to the needs of all learners.

(SEF - Learning - Curriculum)

Teachers routinely use evidence of learning and a range of reliable assessment strategies to inform their teaching and meet the diverse learning needs of all students.

(SEF - Learning - Assessment)

Initiative 2: Quality Assessment Practices

Formative assessment practices are used flexibly and responsively to accurately track and monitor student progress and achievement across the curriculum.

(SEF - Learning - Assessment)

Assessment practices are systematic and reliable, ensuring consistent and comparable judgements of student learning and the accurate monitoring of learning progress.

(SEF - Learning - Assessment)

Strategic Direction 1: Student growth and attainment

Improvement measures

School is evaluated at 'Excelling' in the *Assessment* element of the *School Excellence Framework* (SEF).

Target year: 2024

School is evaluated at 'Excelling' in the *Data Skills and Use* element of the *School Excellence Framework* (SEF).

Success criteria for this strategic direction

Learning intentions, success criteria and feedback practices are authentically embedded in all learning spaces across the school.

(SEF - Learning - Assessment)

All students can provide and respond to feedback and articulate their learning goals.

(SEF - Teaching - Effective Classroom Practice)

Evaluation plan for this strategic direction

Question:

To what extent has the development of quality assessment and rigorous data analysis practices impacted on teaching and improved learning outcomes for students?

Data:

The success of our initiatives will be evidenced through the following:

- Data is readily accessible on SENTRAL
- A school wide assessment schedule is effectively implemented and routinely reviewed
- PLC, Stage and Whole School meetings occur regularly to build a shared knowledge of quality assessment and data analysis practices, with the outcomes of these meetings evidenced in teaching programs
- All teaching programs include a variety of assessment strategies including, Learning Intentions and Success Criteria
- Student work samples demonstrate personalised success criteria and build on feedback and prior learning
- Students can articulate their learning goals and how

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

they plan to achieve them

Analysis:

Staff committees will be established to monitor the school's progress against each of the initiatives. Each committee will also complete an annual review against the identified improvement measures.

Implications:

The findings from the analysis will determine:

- Future directions
- Required amendments to the current plan
- Potential amendments to the improvement measures/targets
- The progress measures published to the community
- Trusted approaches for collating, analysing and responding to data and evidence to be transferred into other areas across the school
- Greater accuracy in the reporting of student progress and achievements

Strategic Direction 2: Excellence in Teaching and Learning

Purpose

To foster teaching practices across the school that are consistent, innovative and embedded in research. Staff will leverage on the expertise of colleagues and build their professional capacity by receiving mentoring, coaching support and explicit feedback on their practices.

Improvement measures

Target year: 2022

Stage 3 students bring their own device to school as part of the school's BYOD program.

Target year: 2023

All teachers are effectively using a variety of technology to enhance teaching and learning.

Knowledge and expertise is openly shared across the school and resources are consistently implemented across grade and stage teams.

Target year: 2023

BYOD is successfully implemented across all Stage 2 classrooms.

Target year: 2023

Flexible furniture is fully implemented into Stage 1 classrooms and learning spaces are being used creatively to optimise student learning.

Target year: 2022

Consultative mentoring practices are strongly and consistently embedded across the school, valued by all stakeholders and directly attributed to measurable improvements in teaching and learning.

Target year: 2022

A strong and visible culture is in place across the school to encourage and support staff seeking to pursue higher levels of accreditation and leadership opportunities.

Initiatives

Innovative Teaching Practices

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies.

- Teachers plan dynamic learning opportunities that stimulate higher order thinking and problem solving skills that result in increased student engagement.
- Teaching and learning is optimised through a creative approach to the physical environment and expert integration of resources.

Building Capacity

Capacity is built through differentiated professional learning and its impact on the quality of teaching and student learning outcomes is evaluated.

- Consultative mentoring is used to facilitate professional dialogue, collaboration, classroom observation, feedback and modelling of effective practice.
- A culture of continuous improvement is fostered through supporting teachers in attaining higher levels of accreditation, post graduate education and professional learning opportunities.

Success criteria for this strategic direction

Initiative 1: Innovative Teaching Practices

Teaching and learning programs are developed that integrate the use of technology, including personal devices.

(SEF - Learning - Curriculum)

All students are accessing a rich and diverse curriculum through a dedicated learning environment.

(SEF - Leading - School Resources)

Students have access to innovative resources and work spaces that promote higher order thinking, problem solving and engagement.

(SEF - Leading - School Resources)

Teachers design, implement and monitor individual and personalised learning to ensure that all students (PLP, PLASP) are accessing an innovative and engaging curriculum.

(SEF - Learning - Curriculum)

Initiative 2: Building Capacity

Consultative mentoring practices are utilised school wide to deliver differentiated support and professional learning to teachers.

(SEF - Teaching - Learning and Development)

Leadership opportunities are distributed among high performing teachers.

(SEF - Leading - Educational Leadership)

All staff are focused on continuous improvement through higher levels of accreditation, post graduate education and professional learning opportunities.

(SEF - Teaching - Professional Standards)

Strategic Direction 2: Excellence in Teaching and Learning

Improvement measures

Target year: 2023

The school is evaluated as 'Excelling' in the *Learning and Development* element of the *School Excellence Framework (SEF)*.

Success criteria for this strategic direction

A culture of high expectations, resulting in sustained and measurable whole school improvement is evident across the school.

(SEF - Leading - Educational Leadership)

Evaluation plan for this strategic direction

Questions:

To what extent has teacher capacity been built across the school?

Are innovative teaching practices embedded across the school and to what extent are changes in practice positively impacting on learning outcomes for students?

Data:

The success of our initiatives will be evidenced through the following:

- A high proportion of students regularly bring their device to school
- Students use their device autonomously to help support the achievement of their learning goals
- Teaching programs reflect the expert integration of technology
- School resources including STEM room, flexible furniture and technology, are strategically used to achieve improved student outcomes
- Strong connections are formed with experts to facilitate innovative programs
- Consultative mentoring practices are well established and valued, leading to a measurable improvement in teaching and learning
- A high proportion of staff have attained and are maintaining accreditation, including an increasing proportion of teachers working towards higher levels of accreditation
- The school's performance and development

Strategic Direction 2: Excellence in Teaching and Learning

Evaluation plan for this strategic direction

framework supports the continuous improvement of all staff

- The professional development pathways of staff are linked to Performance and Development Plans (PDPs)
- Increase in the proportion of teachers taking on leadership roles across the school
- Greater proportion of teachers working towards the higher levels of accreditation

Analysis:

Staff committees will be established to monitor the school's progress against each of the initiatives. Each committee will also complete an annual review against the identified improvement measures.

Implications:

The findings from the analysis will determine:

- Future directions
- Required amendments to the current plan
- Potential amendments to the improvement measures/targets
- The progress measures published to the community
- Teachers demonstrating a greater capacity to meet the individual needs of students, as evidenced through teaching programs, pedagogy and resources
- Growth in achievement evident in student achievement data
- Students engaging with the curriculum through the use of new, diverse and targeted resources

Strategic Direction 3: Positive Partnerships

Purpose

To strengthen student engagement and enhance educational outcomes by establishing meaningful partnerships with parents and the broader school community.

Improvement measures

Target year: 2024

System Negotiated Target:

Increase the proportion of students attending school above 90% of the time to be at or exceeding the system negotiated upper bound target of 87.4%.

Target year: 2024

Increase in the range of external partners engaging with the school and a greater depth and diversity to the practices, programs and resources evident in classrooms.

Target year: 2024

Further grow the community's interaction with the school's social media.

Target year: 2024

School is evaluated at 'Excelling' in the *Reporting* element of the *School Excellence Framework* (SEF).

Target year: 2024

Adjustments to practices reflect a response to feedback both internally and through partnership schools to support improved outcomes for students across all settings.

Target year: 2024

Teachers who are engaging with networks build the capacity of colleagues by leading professional learning across the school.

Target year: 2024

Initiatives

Community Partnerships

The school is recognised as excellent and responsive by the community with all stakeholders being informed and included in school initiatives.

- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes and relationships.
- Relationships are established and fostered with the broader school community to utilise expertise and strengthen practice.

Networks

The school is recognised as a pillar of excellence within the broader community, with meaningful networks established that enhance teaching and learning.

- Teachers collaborate with staff in other schools to share expertise and embed evidence-informed practice.
- Teachers contribute to professional networks and associations to build productive links with the broader school community.

Success criteria for this strategic direction

Initiative One: Community Partnerships

Specific strategies are in place to connect with hard to reach parents and carers.

(SEF - Leading - Educational Leadership)

Innovative processes are systematically used to inform decision making and connect with the community.

(SEF - Leading - Educational Leadership)

Teachers, parents and the community work together to support consistent and systematic processes that ensure absences do not impact on learning outcomes.

(SEF - Learning - Learning Culture)

External expertise is utilised to strengthen teaching and learning across the curriculum.

(SEF - Leading - Educational Leadership)

More parents accessing the school's social media.

(SEF - Leading - Educational Leadership)

Initiative Two: Networks

Staff are actively engaging with a variety of professional networks and associations and building knowledge and expertise that benefits the school.

(SEF - Learning - Curriculum)

The school is actively seeking partnerships with local schools to drive initiatives that increase student participation and diversify access to the curriculum.

(SEF - Learning - Curriculum)

Evaluation plan for this strategic direction

Strategic Direction 3: Positive Partnerships

Improvement measures

Parent/carer feedback indicates an uplift in school satisfaction ratings to reach or exceed the target of 94.3%.

Evaluation plan for this strategic direction

Questions:

To what extent are parents and the broader community contributing to school programs and what evidence is in place to demonstrate strong and purposeful partnerships?

How are professional networks contributing to improved learning outcomes for students?

Data:

The success of our initiatives will be evidenced through the following:

- Parents and carers communicate an increased understanding of their child's learning
- Parents and carers indicate that they are highly informed of the programs and initiatives operating across the school
- Teachers participate in networks external to the school
- External providers, including speech pathologists and occupational therapists are utilised across the school
- Strong community participation is evident through a diverse range of activities and events across the school
- Community of school initiatives are in place with local primary and/or high schools

Analysis:

Staff committees will be established to monitor the school's progress against each of the initiatives. Each committee will also complete an annual review against the identified improvement measures.

Implications:

The findings from the analysis will determine:

- Future directions
- Required amendments to the current plan
- Potential amendments to the improvement measures/targets

Strategic Direction 3: Positive Partnerships

Evaluation plan for this strategic direction

- The progress measures published to the community
- High levels of parent participation in the planning and implementation of school programs, initiatives and events
- Enhanced professional networks, greater interactions with partner schools and evidence of shared practices embedded across the school
- The school is affirmed as a pillar of excellence within the local and broader community