Strategic Improvement Plan 2021-2024

Blacktown West Public School 4116

School vision and context

School vision statement

At Blacktown West Public School we prepare students to lead rewarding lives and to be actively engaged members of the community. We support the development of students with a focus on student wellbeing, academic growth and social success. In keeping with our school motto "Together We Grow", our vision is for teachers, parents and students to work in partnership to maintain high expectations and empower students to grow into confident, creative, resilient and successful, lifelong learners.

School context

Blacktown West is an inclusive primary school situated in Western Sydney with an enrolment of 411 students, consisting of 17 mainstream classes and 2 support classes. Cultural diversity is acknowledged and celebrated to encompass the 49 languages represented in our community. 70.5% of students come from families with a Language Background other than English and 4.1% of students identify as Aboriginal or Torres Strait Islander.

Students are supported in their learning by a highly qualified and dedicated staff who create a challenging learning environment that encourages high expectations and develops students' emotional intelligence and resilience. Data is effectively used to determine student needs and to guide programs. Our delivery of support is adjusted based on regular assessment, collaboration and consultation. The analysis determines areas of need and enables success at a class and school level.

Staff work as a collaborative team with parents, the community, the Blacktown Learning Community (BLC) and the AECG to provide learning opportunities where all students can succeed. We are working hard to provide increased types of communication with parents and the broader community via our app, website, Facebook pages and making connections at the school gates. The TTFM survey indicated an uplift of 11% from 87% to 98% of parents surveyed finding the different types of communication to be very useful.

As part of the Department's Early Action for Success Initiative, students and teachers are supported by an Instructional Leadership Team. This program provides intensive tiered intervention in literacy and numeracy for students from Kindergarten to Year 2 and the Learning Support Team drives the intervention support from Years 3 to 6. The leadership team drives the professional development based on analysis of need.

Students are guided in the development of strategies to articulate where they are in their learning and where they are moving to next. They are encouraged to identify their mistakes and to use them as opportunities to deepen their learning. Students are encouraged to be key drivers in their learning, clearly articulating their learning goals.

At Blacktown West we have a strong focus on STEM (Science, Technology, Engineering and Mathematics) where the skills of problem solving and critical and creative thinking are developed and embedded in all aspects of learning.

Our situational analysis has identified three focus areas for this Strategic Improvement Plan, building upon strategies undertaken in our previous school planning cycle.

1. **Student growth and attainment:** analysis of internal and external bench marking data has identified focus areas to improve student outcomes, resulting in system-negotiated targets for Reading and Numeracy in Strategic Direction 1. We have an ongoing focus to strengthen the engagement of parents in their child's learning and their school life and awareness of their individual learning goals.

2. **High expectations and development of capabilities:** in Strategic Direction 2 we are strengthening our focus on high expectations and continuous improvement for

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students, teachers and leaders. Our school-wide writing initiative promotes high expectations and explicit teaching through in-depth analysis of data which is shared with students through regular feedback and guides individual goal setting. Our Robotics / Coding and CCT - Minds Wide Open programs provide continuous improvement for students and staff as we embed the use of digital technologies and critical and creative thinking in authentic activities that create the setting for encouraging high expectations across all key learning areas. Our robotics / coding program aims to equip students to become creators of digital solutions, effective users of digital systems and critical consumers. Our CCT - Minds Wide Open program aims to equip students with the skills, strategies and disposition to think for themselves and be more resilient. We intend to develop these skills in students by providing experiences across all key learning areas which foster in students curiosity, confidence, persistence, innovation, creativity, respect and cooperation.

3. **Student wellbeing and engagement:** our whole-school wellbeing initiative will provide an overarching umbrella, inextricably linking all our strategic directions, ensuring improvement in student attendance, engagement in learning, student voice and leadership and positive relationship building. We are collaboratively updating our Personal Development, Health and Physical Education (PDHPE) programs to ensure students develop the knowledge, understanding, physical skills, motivation and confidence to take action to protect and enhance their own and others' health, safety and wellbeing in a variety of changing contexts.

We will continually monitor whole school and student performance data to determine areas of need and success at an individual, class, stage and a school level and the involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

An uplift of 7% of students achieving in the top 2 bands in NAPLAN in reading.

Target year: 2022

An uplift of 7% of students achieving in the top 2 bands in NAPLAN in numeracy.

Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN reading increases by 10% to the lower bound system-negotiated target.

Target year: 2023

The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases by 12% to the upper bound system-negotiated target.

Target year: 2024

An uplift of 20% of Kindergarten students working at Level 4 of the understanding texts sub element of the Literacy Progressions.

Target year: 2024

In fluency, an uplift of 25% of students moving to the next quartile with 30% of students reaching the 75th percentile by Term 4 (using Hasbrouck and TIndal 2017 norms).

Target year: 2024

There is an uplift of 15% of Y3 students working within the

Initiatives

Reading Improvement Program

In Reading, we will embed sustainable whole school processes for collecting and analysing data. Progress and achievements of equity groups within the school will be tracked and monitored in relation to the progress and achievement of all students. The focus will be on learning, teaching and leadership practices.

The principal, instructional leaders and school executive team model instructional leadership and support a culture of high expectations, resulting in whole school improvement. Teaching staff demonstrate and share their experience with the school while trialling innovative practices and processes to evaluate, refine and measure success.

Valid teacher judgement is evident across the school. Teachers continually engage in collaborative analysis and planning sessions to ensure learning activities are explicit and meet individual needs of all learners, across all teams (including EAL/D, LST and Intensive Learning Support (ILSP) groups.

Numeracy Improvement Strategies

In Numeracy, evaluation of this data will regularly be used to inform: the selection of teaching strategies in relation to student learning needs; the impact of the implemented strategies on student learning; teacher professional learning and school resourcing.

Staff will regularly analyse internal benchmarking data, NAPLAN and Check-in assessments to identify and plan strategies for the next steps.

Strategies implemented reflect research and best practice and will include: broadening problem solving skills in maths; increasing engagement in maths through number talks, rich maths tasks and "talk moves"; building maths vocabulary; using graphics in maths and working on cognitively challenging tasks.

Success criteria for this strategic direction

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.

Assessment data is used school-wide in reading and numeracy on a regular and planned basis, appropriate to each stage, to guide future learning initiatives.

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. as an integral part of daily classroom instruction.

The leadership team implements capacity building, continually monitors progress and impact of programs to improve practice and maintains a focus to sustain a culture of effective evidence-based teaching and ongoing improvement.

Programs show evidence of adjustment and differentiation catering for individual needs and demonstrate changes made to increase challenge and support learning.

Students can articulate their learning goals, where to next and a clear understanding of how to improve.

Evaluation plan for this strategic direction

The school will use a combination of data sources to regularly analyse the effectiveness of the initiatives, to guide the school's future directions and build effective partnerships in learning with parents. Internal school data will be monitored to ensure consistency with external data.

Data sources will include:

- Assessment of phonics and phonological awareness
- Student work samples five weekly
- Literacy and numeracy PLAN2 data five weekly

Strategic Direction 1: Student growth and attainment

Improvement measures

additive strategies sub-element of the Numeracy Progressions AdS6-AdS8.

Evaluation plan for this strategic direction

- Student PLPs (regularly updated according to student needs and progress)
- Internal assessment benchmarking data each semester
- NAPLAN data
- Check-in data
- Scout - Value added data

Evaluation:

- From the ongoing collection of data, students errors and misunderstandings will be explicitly addressed until teachers and students are confident of mastery
- Teachers will regularly and directly engage with parents to improve understanding of student learning and how to support their student's learning

The analysis of data will be regularly used to inform:

- teaching focus areas and strategies in relation to student and grade needs
- teacher and professional learning and school resourcing
- the impact / effectiveness of the implemented strategies on student learning outcomes
- future learning programs and directions for each grade
- annual reporting on school progress measures

Strategic Direction 2: High expectations and development of capabilities

Purpose

In order to foster a culture of high expectations and continuous improvement, we will collaboratively analyse internal and external data to develop explicit and differentiated programs which challenge all students, with an emphasis on writing.

In order to empower students with a strong foundation for further learning across all key learning areas and prepare them for future success in life, we will embed programs across all KLAs which build student capabilities in critical and creative thinking, information and communication technology skills and personal and social capabilities, while maintaining a strong focus on integrating the use of digital technologies across all KLAs.

Improvement measures

Target year: 2024

100% of students achieving individual and/or group specific success criteria in writing, created in consultation with teacher.

Target year: 2024

A 15% improvement bench marked against success criteria on school criterion-based writing assessment from Semester 1 to Semester 2.

Target year: 2024

Increased evidence of students' ability to identify and use creative and critical thinking skills and problem solving strategies measured through staff, student and parent surveys.

Target year: 2024

An 4% increase from 90% of students reporting in TTFM surveys that they pursue their goals even when faced with obstacles.

Initiatives

Writing Improvement Initiative

In Writing, we will embed sustainable whole school processes for collecting and collaboratively analysing data. School-wide writing benchmarking will be conducted once each semester on a regular and planned basis, and delivered by one teacher to provide consistency of delivery.

Professional development for staff will be provided to ensure consistency of teacher judgement in marking focus criteria.

Using a continual spiral of inquiry, the collaborative analysis of data and student work samples in stage teams will allow teachers to identify where students are at and plan where to next.

Focus areas for student groups will be established and goals set for groups, using literacy progressions. Teachers will collaboratively brainstorm and share successful strategies, culminating in explicit teaching and learning activities being planned for each identified group to improve student writing.

Building Critical and Creative Thinking Capabilities

We will implement programs across K to 6 to develop the critical and creative capabilities of students through our Robotics / Coding Program and CCT - Minds Wide Open Program.

Robotics / coding lessons will be part of RFF delivery in computer lab and integrated into stage units of work in classrooms. CCT - Minds Wide Open Program will be part of RFF delivery in library and explicit language reinforced in classrooms in relation to daily learning activities. Posters depicting CCT dispositions will be displayed in classrooms.

We will provide professional development to ensure all teachers are equipped to deliver content and have access to the resources required. CCT resource cards, videos and lesson PPTs will be available for all staff on shared

Success criteria for this strategic direction

School leaders and staff use best practice to embed a whole school community culture of high expectations and the pursuit of excellence.

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.

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.

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measureable whole school improvement.

Resources are strategically sourced and used to achieve improved student outcomes. Technology and learning spaces are utilised to enhance student learning.

The leadership team maintains a focus on sustaining a culture of effective evidence based teaching and ongoing improvement.

Professional learning is aligned with the school plan, 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.

Evaluation plan for this strategic direction

The school will use a combination of data sources to analyse the effectiveness of initiatives and to guide future directions. By strengthening partnerships with parents, students will be motivated to learn and deliver their best.

Writing data sources:

- internal writing benchmarking spreadseets using criteria-based arking

Initiatives

drive.

Capabilities developed include: identifying and clarifying information; posing questions; making predictions; reflecting on processes; making and communicating connections; applying logical thinking; giving directions; learning from mistakes; applying Maths to real-world situations; planning and organising thoughts; becoming confident problem solvers.

Acquisition of these skills in these programs will help to prepare students for the future by developing confidence, communication skills, creativity and problem solving skills which are pertinent to all KLAs.

Evaluation plan for this strategic direction

- NAPLAN data
- student work samples analysed on a regular basis
- staff reflection of effectiveness of team teaching and extension writing groups
- parent feedback about holiday journals
- quality and quantity of holiday journals returned

Critical and creative thinking capabilities sources:

- teacher surveys (re integration of digital technologies and CCT program)
- pre and post student and parent surveys (CCT-Minds Wide Open)
- student reflections post coding / robotics lessons
- student capabilities measured against the ACARA Critical and Creative Thinking learning continuum

The evaluation plan will involve:

- regular review and analysis of data sources outlined to ensure we are on track for achieving intended improvement measures
- executive team and whole staff reflective sessions

The analysis of data will be regularly used to inform:

- teaching focus areas and strategies in relation to student and grade needs
- teacher and professional learning and school resourcing
- the impact / effectiveness of the implemented strategies on student learning outcomes
- future learning programs and directions for each grade
- annual reporting on school progress measures (in Annual Report, in newsletters and on school website)

Strategic Direction 3: Student wellbeing and engagement

Purpose

In order to empower all students to grow into confident, resilient members of society, we will implement effective strategies to improve attendance, encourage positive relationships and increase engagement in learning. We will collaboratively update PDHPE programs in accordance with the current PDHPE syllabus, to ensure all students develop the knowledge, understanding, physical skills, motivation and confidence to take action to protect and enhance their own and others' health and wellbeing and monitor improvements through in-depth analysis of the Tell Them From Me data.

Improvement measures

Target year: 2022

An uplift of 6% of students attending greater than 90% of the time.

Target year: 2022

Uplift of 5% of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to sit above the lower bound system negotiated target.

Target year: 2024

School Excellence Framework assessment of the element of 'Learning Culture' in the domain of Learning indicates that the on-balance judgement is shifting from 'Sustaining and Growing' to 'Excelling'.

Target year: 2024

Increase students identifying that they feel a sense of belonging and enjoy positive relationships with peers.

Target year: 2024

Maintain a substantive level of students with high expectations for future success.

Target year: 2024

An increase in student social skills measured by Be You

Initiatives

Student Engagement

We will implement whole school processes to increase student agency in their learning by continuing to build a positive and welcoming school culture for all students and families so that all students connect, succeed and thrive.

We will use a spiral of inquiry to identify learning needs and provide targeted strategies for students and cohorts requiring additional support. By building stronger relationships, we will increase student engagement, attendance and level of positivity and work together to improve attendance.

There will be a focus on further developing student voice and leadership skills. Students will continue to be involved in the planning and execution of whole-school improvement to the physical school environment and outdoor learning spaces. Members of the Student Representative Council (SRC) will have significant input into researching and planning initiatives.

Student Wellbeing and Social Emotional Learning (SEL) Skills

We will revise stage PDHPE programs to ensure learning activities assist all students to develop knowledge, skills, motivation and confidence to interact successfully in life and to protect and enhance the health, safety and wellbeing of themselves and others. Updated stage units will provide students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others.

Bounce Back (SEL) program assists students to develop strong positive character traits that are reflected in their behaviour decision making and relationships. Students learn to regulate their own emotions and behaviours and develop the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.

Success criteria for this strategic direction

There is a strategic and planned approach to develop whole school wellbeing processes that supports the wellbeing of all students so they can connect, succeed, thrive and learn.

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community to motivate students to deliver their best and continually improve.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. **(SEF, Learning: Learning Culture)**

Students have positive and respectful relationships with each other, their teachers and the community.

Students are confident and resilient learners. They have positive self-esteem, respond to challenges, take risks in their learning and are able to greet adults and hold a conversation.

Physical learning spaces are used flexibly and enhanced through environmental projects to meet a broad range of student learning interests and needs.

A consistent school-wide approach to support and sustain a culture of positive behaviour enables students to engage in productive learning, heightened engagement and responsibility for learning.

Evaluation plan for this strategic direction

The school will use a combination of data sources to regularly analyse the effectiveness of the initiatives and to guide future directions.

Tell Them From Me survey reports will be analysed to ascertain the proportion of students reporting a sense of belonging, expectations of success, engagement in learning, advocacy at school and positive student-teacher

Strategic Direction 3: Student wellbeing and engagement

Improvement measures

surveys (student, teacher and parent).

Evaluation plan for this strategic direction

relationships.

Whole school data will be used to analyse suspension and behaviour incidents.

Internal and external attendance data will be analysed to ascertain effectiveness of student engagement initiative and attendance strategies.

Documented evidence of student voice and leadership opportunities in classrooms and across the school will enable a shared sense of responsibility.

Sources include:

- Internal school attendance data and graphs weekly
- Student assessment on a regular basis
- Reflections of Be You / SEL program- five weekly
- TTFM reports twice a year
- SCOUT reports

The evaluation plan will involve:

- regular analysis of attendance data to inform strategies required to improve attendance
- prompt action to address attendance issues and inform planning
- regular review and analysis of data sources to track improvement measures
- executive team and whole staff reflective sessions

Analysis of data sources will be regularly used to:

- refine future projects for each stage
- ascertain professional learning and resourcing
- ascertain the impact / effectiveness of SEL programs
- annual reporting on school progress measures