

Strategic Improvement Plan 2021-2024

Blacktown South Public School 4193



School vision and context

School vision statement

At Blacktown South Public School, we believe in creating an environment that is engaging, inclusive and nurturing to develop safe, respectful learners. We aim to inspire students to develop a passion for learning and actively strive for success in all endeavours. We are committed to ensuring all students become curious, creative and reflective lifelong learners.

School context

Blacktown South Public School is a large primary school located in the Western Suburbs of Sydney. The school was established in 1959. In 2021, 1070 students are enrolled in 42 classes, including two Opportunity Classes (O.C.). Approximately 85% of the students come from a non-English speaking background. Twenty-one students identify as Aboriginal or Torres Strait Islander (ATSI). Blacktown South Public School serves an increasingly diverse local community and provides a range of educational opportunities for students from Kindergarten to Year 6.

The school is well-resourced with a range of technology including a 1:2 ratio of mobile devices to students. There is an emphasis on effective Literacy and Numeracy instruction, Technology, and STEM (Science, Technology Engineering and Mathematics) teaching. A range of extracurricular programs are provided including, interschool sport, debating, public speaking, dance, and choir. Blacktown South Public School is a member of the Blacktown Learning Community. The school has a dedicated P&C Association.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle. The AECG was consulted in this process and this feedback has helped shape the school's Strategic Improvement Plan.

Strategic Direction 1: Student Growth and Attainment

Blacktown South Public School prioritises student academic achievement with a particular focus on Literacy and Numeracy. In the area of Literacy, the school has identified the need to improve teachers' ability to deliver explicit quality literacy instruction. The area of comprehension skills will be a focus. In the area of Numeracy, the school has identified the need to improve teachers' abilities to deliver explicit quality numeracy instruction. The development of quality differentiated programs and lesson sequences that have been informed by effective assessment and data will be a focus.

Strategic Direction 2: Assessment for Learning

Blacktown South Public School has identified that effective assessment for learning and the use of data is a significant area for development. There is a need to develop all teachers' abilities in the use of assessment strategies and data to drive effective programming, improve explicit teaching and to underpin the teaching and learning cycle. Initially the work in this area will support and compliment improvement in strategic area one.

Strategic Direction 3: Effective Classroom Practice

Over the last two years Blacktown South Public School has started the implementation of Visible Learning practices. The situational analysis has identified that the areas of Explicit Teaching and Feedback, as described in the 'What Works Best: 2020 Update', continue to be areas that require significant development.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student outcomes with a focus on Literacy and Numeracy. All teachers at Blacktown South Public School will explicitly teach students using research-based pedagogy. Effective assessment practices will monitor student progress, drive the teaching and learning cycle, inform teaching direction and differentiation to meet student individual learning needs.

Improvement measures

Target year: 2022

Increase the percentage of students achieving in top 2 bands in NAPLAN Reading by 7.4%.

Target year: 2022

Increase the percentage of students achieving in top 2 bands in NAPLAN Numeracy by 5.8%.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Reading by 6.2%.

Target year: 2023

Increase the percentage of students achieving expected growth in NAPLAN Numeracy by 3.3%.

Target year: 2022

Increase the proportion of students attending school 90% of the time by 6.7%.

Target year: 2024

School Excellence Framework Assessment of Learning Domains of Curriculum ('Teaching and Learning' and 'Differentiation') and Assessment ('Formative Assessment') indicate that the on-balance judgement is at 'Excelling'.

Initiatives

High Quality Teaching

To improve the quality of classroom practice through a focus on explicit teaching, effective formative assessment practices and teacher collaboration.

- Embed evidenced-based explicit teaching practices in all classrooms in the teaching of Literacy and Numeracy.
- Establish effective formative assessment strategies to inform and drive quality programming.
- Develop effective teacher collaboration in program development and assessment practices.

Differentiation

Develop whole school practices to regularly gather and analyse Literacy and Numeracy data to modify teaching and learning activities to meet individual student needs.

- Embed differentiation practices in all Literacy and Numeracy lessons to effectively cater for learning needs of all students.
- Establish effective IEP and PLP processes across the school.
- Embed effective EaLD and LaST intervention programs.
- Strengthen the identification and opportunities for Gifted and Talented Students (GATS).

Wellbeing: A Planned Approach

Attendance Procedures and a planned approach to student wellbeing to promote/improve student attendance and engagement with an emphasis that every student is 'known valued and cared for'.

Success criteria for this strategic direction

Every teacher is committed to implementing effective evidence-based teaching methods for literacy and numeracy. All teachers understand and explicitly teach Literacy and Numeracy to students at all levels of achievement. (SEF - Effective Classroom Practice, Professional Standards)

Teaching and learning programs are dynamic, showing evidence of revision based on feedback and reflection on teaching practices, student assessment and the continuous tracking of student progress and achievement. (SEF - Curriculum)

Student assessment data is regularly used as an integral part of daily lesson instruction. Formative assessment is practised. (SEF - Assessment)

Teaching and learning programs show evidence that they are adjusted to address individual student needs. Teachers regularly involve students and parents in planning to support learning, and shared expected outcomes. (SEF - Curriculum)

Professional Learning is differentiated to target teacher improvement and student learning outcomes. (SEF - Learning and Development)

Teachers and parents work together to promote and support student attendance. (SEF - Learning Culture)

Evaluation plan for this strategic direction

Question: High Quality Teaching: What has been the impact of using explicit teaching practices on student performance in the areas of reading and Numeracy? Has improved assessment practices improved teaching programs?

Differentiation: Has the use of data improved differentiation practices?

Attendance: Are systematic attendance procedures implemented and having an impact on attendance rates?

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Data: *High Quality Teaching & Differentiation:* External assessments (NAPLAN & Check-in Assessments) as per the Department time-frames. Annual school internal cyclic assessments. PLAN2, and Consistent Teacher Judgement to be completed each term. Planned observations of classroom practice, monitoring of programs and Spirals discussions and feedback completed each term. Monitoring of IEPs and PLPs each term.

Attendance: Student attendance data, Learning and Support Team referrals and PBL data to be analysed twice per year.

Analysis: Analysis is an ongoing process, embedded within initiatives through constant monitoring, data gathering and reflection to determine if the initiatives are achieving their intended purpose.

Implication: The analysis of the data will inform, future school improvement directions and the annual school reporting of school improvement measures.

Strategic Direction 2: Assessment for Learning

Purpose

To maximise student outcomes through a focus on quality assessment and data practices. Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom to inform quality programming. Teachers' skills in the use of data will inform teaching and learning in all classrooms.

Improvement measures

Target year: 2024

100% of teachers (who have taught at BSPS for 12 months or more) know and implement effective assessment practices in their classrooms.

Target year: 2024

100% of teachers (who have taught at BSPS for 12 months or more) have a sound knowledge of assessment and data analysis to improve teaching practices.

Initiatives

Effective Assessment

To design and implement highly effective formative and summative assessment procedures across the school in all Key Learning Areas to drive improved classroom practice and student outcomes.

- Provide professional learning to unpack- 'What Works Best: 2020 Update' document on Assessment.
- Utilise the school's Spirals of Inquiry process to develop effective formative assessment strategies.
- Provide professional learning on Consistent Teacher Judgment.

Data Skills and Use

To improve the capabilities of all teachers in data literacy, data analysis and data use in teaching and planning. Implement consistent school wide practices where data is used to inform programming/teaching and to provide effective feedback to students.

- Provide professional learning to unpack- 'What Works Best: 2020 Update' document on 'Use of Data to Inform Practice'.
- Provide professional learning to executive and staff on the effective use of SCOUT.

Success criteria for this strategic direction

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by all teachers. (SEF - Assessment)

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment of learning and assessment as learning in determining teacher directions, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness. (SEF - Data Skills and Use)

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF - Data Skills and Use)

Evaluation plan for this strategic direction

Question: What has been the impact of embedding effective assessment practices on teacher programming and student outcomes? Can teachers effectively use and analyse data to support planning, identify interventions to modify teaching programs and differentiate learning activities?

Data: Quantitative and qualitative data gathered from staff and students twice a year through surveys and reflective feedback sessions with the Executive team. Attendance at professional learning sessions as per the school's professional learning plan. Monitoring of teaching and learning programs and student work samples each term. Staff mid-year and end of year PDP meetings.

Analysis: Analysis is an ongoing process, embedded within initiatives through constant monitoring, data gathering and reflection to determine if the initiatives are achieving their intended purpose.

Implication: The analysis of the data will inform, future school improvement directions and the annual school reporting of school improvement measures.

Strategic Direction 3: Effective Classroom Practice

Purpose

To develop curious, creative and reflective lifelong learners at Blacktown South Public School through embedding a student-centered learning culture and classroom practice that promotes high expectations. In order for Blacktown South Public School students to connect, thrive and learn, the learning culture will be underpinned by a shared understanding of explicit teaching principles and effective student feedback.

Improvement measures

Target year: 2024

100% of teachers (who have taught at BSPS for twelve months or more) have embedded explicit teaching principles into programs and use them effectively in daily lessons to support student learning.

Target year: 2024

100% of teachers (who have taught at BSPS for twelve months or more) effectively use feedback daily in lessons to support student learning.

Initiatives

Explicit Teaching- Visible Learning

To develop a whole school approach to the use of explicit teaching principles and practices. To improve teachers' capabilities in the implementation of explicit teaching practices in classrooms and to provide a common language around practice to support effective teacher collaboration.

- Provide professional learning to unpack- 'What Works Best: 2020 Update' document on Explicit Teaching.
- Provide whole school professional learning on 'Visible Learning practices/principles'.

Effective Student Feedback

To develop a whole school approach to the use of feedback. To improve teachers' knowledge about the different forms of effective feedback, and their capabilities to implement feedback effectively into all learning activities.

- Provide professional learning to unpack- 'What Works Best: 2020 Update' document on Feedback.
- Provide whole school professional learning on the implementation of effective student feedback.

Success criteria for this strategic direction

The school demonstrates inspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF - Learning Culture)

A whole school evidenced-based approach to explicit teaching principles has been embedded by all teachers. A range of effective teaching strategies are identified, promoted and modeled in all classrooms and student learning improvement is continuously monitored, demonstrating growth. (SEF - Effective Classroom Practice)

Teachers routinely review learning with each student in both class and on work submitted, ensuring all students have a clear understanding of how to improve. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF - Effective Classroom Practice)

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Lesson planning references student progress and achievement data, curriculum requirements, student feedback and provides continuous improvement for all students. (SEF - Effective Classroom Practice)

Evaluation plan for this strategic direction

Question: What has been the impact of embedding explicit teaching principles on classroom practice and student outcomes? How confident are teachers in providing students with high quality feedback on their work that clearly articulates assessment criteria and provides students with advice for improvement?

Data: Quantitative and qualitative data gathered from staff and students twice a year through surveys and reflective feedback sessions with the Executive team. Attendance at professional learning sessions as per the school's professional learning plan. Monitoring of teaching and learning programs and student work samples each term.

Strategic Direction 3: Effective Classroom Practice

Evaluation plan for this strategic direction

Analysis: Analysis is an ongoing process, embedded within initiatives through constant monitoring, data gathering and reflection to determine if the initiatives are achieving their intended purpose.

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