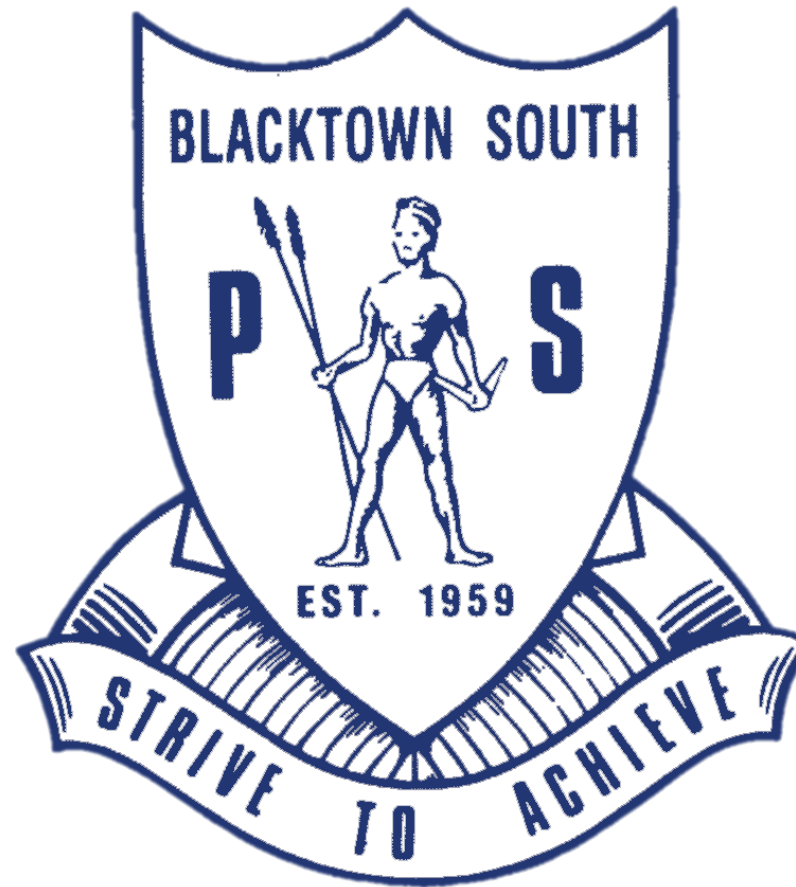


Strategic Improvement Plan 2021-2025

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 2024, 990 students are enrolled in 38 classes, including two Opportunity Classes (O.C.). Approximately 85% of the students come from a non-English speaking background. Twenty-six 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, and the effective use of technology. 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' abilities 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 programs and lesson sequences that have been informed by effective assessment and data will be a focus.

Strategic Direction 2: Attendance and Wellbeing

Blacktown South Public School has a commitment to building high expectations and ongoing performance improvement through targeted attendance and wellbeing programs, so that every student can connect, succeed, thrive and learn. Encouraging regular school attendance is a key focus to help students achieve their potential.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student outcomes in Reading and Numeracy, all teachers at Blacktown South Public School will use evidenced-based explicit teaching strategies. Effective assessment practices will monitor student progress and drive the teaching and learning cycle.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled scores for Reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled scores for Numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Initiatives

High Quality Teaching of Reading

To improve the quality of classroom practice in the teaching of reading through a focus on:

- Providing High Impact Professional Learning.
- Developing effective teacher collaboration in program development.
- Developing effective formative assessment practices to inform quality programming.
- Imbedding evidenced based explicit teaching strategies.

High Quality Teaching of Numeracy

To improve the quality of classroom practice in the teaching of numeracy through a focus on:

- Providing High Impact Professional Learning.
- Developing effective teacher collaboration in program development.
- Developing effective formative assessment practices to inform quality programming.
- Imbedding evidenced based explicit teaching strategies.

Success criteria for this strategic direction

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.(ECP)

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. (C)

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

Professional Learning is differentiated and the impact on the quality of teaching and learning is evaluated. (L&D)

Evaluation plan for this strategic direction

Question: 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?

Data: External assessments (NAPLAN & Check-in Assessments) as per the Department time-frames. Annual school internal assessments. Essential Assessments and PAT-R. Planned observations of classroom practice, monitoring of programs and Spirals discussions and feedback completed each term.

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: Attendance and Wellbeing

Purpose

Blacktown South Public School has a commitment to building high expectations and ongoing performance improvement through targeted attendance and wellbeing programs, so that every student can connect, succeed, thrive and learn. Encouraging regular school attendance is a key focus to help students achieve their potential.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 90.6% in 2023 to 91.7% in 2027.

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 90.6% in 2023 to 91.7% in 2027.

Initiatives

Attendance : A Planned Approach

Working alongside parents and carers, Blacktown South Public School will address the needs of students to improve student attendance through:

- Coordinated communication and connection with the community.
- Acknowledgement systems that celebrate regular and improved attendance.
- Embedded processes that monitor and report student attendance to identify and support early intervention for students at risk of developing poor attendance.

Success criteria for this strategic direction

School practices and processes are regularly reviewed and collaboratively designed to support the attendance needs of all students. Teachers, parents and the community work together to support consistent and systematic processes that improve service delivery and experiences for students to ensure student absences are reduced and monitored for improvement. (SeF Management Practices and Processes)

Evaluation plan for this strategic direction

Question: What has been the impact on student attendance as a result of promoting regular school attendance with our school community?

Data:

- SPARO attendance data identifying trends in whole school attendance.
- Sentral attendance data to track targeted students who fall below the target (90%)
- Tracking sheets to be developed from Sentral data three times per term.
- Meeting minutes - Executive, Stage and Learning Support Team tracked.

Analysis: Analyse the above data to determine the extent to which the question has been achieved.

Implication: Where does the school go from here? Future directions and next steps determined.