

Strategic Improvement Plan 2021-2025

Blairmount Public School 4535



School vision and context

School vision statement

Our vision is to ensure Blairmount Public School is a great place to learn and work. We will maximise student growth through a culture of high expectations, evidence based teaching strategies and exemplary leadership while strengthening connections across the school and community.

School context

Blairmount Public School is situated in Campbelltown, South West Sydney and is part of the Claymore Urban Rejuvenation Project. Set into the side of a green spaced hill with lush extensive grounds, the school has unique architecture with all classrooms under one roof and each stage housed within the one wing. Indoor flexible learning spaces include stairs, break out rooms and external verandahs.

The school caters for a fluctuating enrolment, with a re-enrolment rate of 55.6% and 2021 enrolment of 450 students. This includes 47 students who identify as Aboriginal and Torres Strait Islander and 40% of students who have English as an Additional Language or Dialect. The school has a Family Occupation and Education Index of 142 and an Index of Community Socio-Educational Advantage of 933.

Blairmount Public School has a Support Unit that consists of two Multicat class and two Autism classes. The school is part of the Early Action for Success (EaFS) strategy. Instructional Leaders work with teachers K-6 to build capacity in the provision of high quality teaching and learning and improve student outcomes in literacy and numeracy. The staff at Blairmount Public School engage in collaborative and reflective practices through Coaching and the Spiral of Inquiry and Teaching Sprints frameworks. The school is future focussed and has modern facilities with state of the art technology and resources, including 1 to 1 iPads K-6 and recently acknowledged as an Apple Distinguished School. Blairmount Public School is also a Positive Behaviour for Learning school with strong welfare practices that promote a sense of wellbeing, happiness and responsibility. The school community works together for the benefit of each student's learning.

Blairmount Public School uses its equity funding to support a diverse range of student needs, both through staffing allocation such as extra Instructional Leaders, an Assistant Principal Wellbeing, Pedagogy Coaches and a Community Liaison Officer; as well as specialist intensive learning programs such as MiniLit.

As a result of a rigorous Situational Analysis and community consultation, the school has identified that the focus for our 2021-24 Strategic Improvement Plan centres around:

1. Improvement through **Student Growth & Attainment**. Through ensuring high expectations are set across the school and evidence based practices are utilised, we will achieve at or above system and school negotiated targets, in terms of student achievement, especially in the areas of Reading and Numeracy.
2. Improvement through **Effective Teaching and Leading**. Through our narrow and deep focus on improving our data skills and use and implementing high impact professional learning, we will ensure that our improvement measures are met across the 2021-24 Strategic Improvement Plan.
3. Improvement through **Connections**. Through a culture of informed engagement, we will focus on building a sense of belonging by providing strong structures for transitions and continuity of learning to drive improvements in student performance.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student growth in Reading and Numeracy, we will implement evidence based pedagogy and visible high expectations to ensure continual challenge and maximise learning.

Improvement measures

Numeracy growth

Achieve by year: 2023

Check In Assessment

- An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Reading growth

Achieve by year: 2023

Check In Assessment

- An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Achieve by year: 2025

- School to consolidate an on balance judgement of 'Sustaining and Growing' in the SEF theme of 'Value-add'. (SEF - T - SPM)

Initiatives

Reading

In Reading, teachers will develop a shared understanding of evidence-based high impact teaching strategies that are consistently informed by the best available research, student feedback, practice and valid evidence of student learning.

- Ongoing professional learning in effective classroom practice with explicit focus on explicit teaching and feedback.
- Promote engagement and challenge for every student as reflected in the High Performing Gifted Education Policy
- Design and implement an equity groups strategy to effectively support students in achieving substantial growth in reading and numeracy.

Numeracy

In Numeracy, teachers develop a shared understanding of evidence-based high impact teaching strategies that are consistently informed by the best available research, student feedback, practice and valid evidence of student learning.

- Ongoing professional learning in effective classroom practice with explicit focus on explicit teaching and feedback.
- Promote engagement and challenge for every student as reflected in the High Performing Gifted Education Policy
- Design and implement an equity groups strategy to effectively support students in achieving substantial growth in reading and numeracy.

Success criteria for this strategic direction

- Reading and numeracy is explicitly taught to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (SEF T- PS-LNF)
- Expected growth is identified for each student and students are achieving higher than expected growth on internal school progress and achievement data. (SEF - L- SPM - SG)
- School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. (SEF - L- SPM - I&E)
- Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. This is achieved by routinely review learning with each student both in class and on work submitted, ensuring all students have a deep understanding of how to improve. (SEF - ECP - F)
- Progress and achievement of equity groups are equivalent to the progress and achievement of all students in the school. (SEF - L- SPM - I&E)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in Reading and Numeracy?

Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives:

- NAPLAN Data
- SCOUT data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Best Start Data
- Check-in Assessment Data
- ACER PAT Reading and Numeracy data (Y1-6)
- Student work samples
- Literacy and Numeracy PLAN2 data
- EAL/D Learning Progressions
- Internal school measures including school reporting against syllabus standards.

Analysis:

Analysis will be embedded within the initiatives with ongoing monitoring of progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- future directions
- future actions
- annual reporting on school progress measures

..... *to ensure students grow in their learning.*

Strategic Direction 2: Effective Teaching & Leading

Purpose

In order to ensure effective teaching and leading, we will develop and sustain whole school practices for collecting, analysing and acting on data to ensure the implementation of differentiated curriculum provision.

Improvement measures

Program Feedback

Achieve by year: 2025

More than 80% of teachers program feedback shows use of data to drive differentiated curriculum provision.

Class Programs

Achieve by year: 2025

Program supervision processes as measured by School Excellence Framework show evidence of an uplift of 50% of teacher's class programs at Excelling in Curriculum - Teaching and Learning Programs and Curriculum - Differentiation.

Accreditation at the higher levels

Achieve by year: 2025

An uplift of 15% of teachers undertaking accreditation at Highly Accomplished or Lead in the domain of Professional Practice as indicated by the NSW Education Standards Authority, Australian Professional Standards for Teachers and demonstrated growth of teachers evaluating own practice against AITSL's Classroom Practice Continuum.

Initiatives

Data Skills and Use

Through effective teaching and leading, data use will be embedded within a whole-school framework. There will be a school-wide plan to collect robust evidence of student learning and that data will be used to target teaching and track student progress over time. (WWB)

- Ongoing professional learning in data literacy, data analysis and data use in teaching for all staff to inform classroom, stage and whole school directions.
- A focus on effective analysis of student data to help teachers identify areas in which students' learning needs may require additional attention and development.

Professional Learning

For teacher improvement, professional learning will be aligned with the school plan, and its impact on the quality of teaching and student learning outcomes will be evaluated. There will be explicit systems for collaboration and feedback to sustain quality teaching practice. (*SEF Statement of Excellence, Learning and Development*)

- Whole school and inter school strategies such as Walk Thrus, Lesson Study and Instructional Learning Rounds that ensure the ongoing development and improvement of all teachers.
- High Impact Leadership Professional Learning programs, including intensive in class support from Instructional Leaders.
- Actively seek leadership tools to build leadership capacity in line with AITSL's Principal Standard and the Leadership Profiles.

Success criteria for this strategic direction

- Data is analysed, interpreted and extrapolated by all teachers and leaders who collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF - T - DS&U - DL)
- Professional learning activities are evaluated to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers and leaders collaborate with staff in other schools to establish a professional learning community (SEF - T - LD - PL)
- Explicit systems are embedded that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school- wide improvement in teaching practice and student results. (SEF - T - LD - CPF)
- The capacities of high performing teaching staff, as measured against the Australian Professional Standards, are continually built to ensure every student experiences high quality teaching.
- The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (SEF - T - PS - IP)
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF - L - C - T&LP)
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF - L - C - D)

Evaluation plan for this strategic direction

Strategic Direction 2: Effective Teaching & Leading

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of teacher practice and leadership?

Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives:

- High Impact Professional Learning School Self Assessment Tool
- Program feedback analysis showing continual improvement of teachers using data to drive differentiated curriculum provision.
- Student & staff visible learning perception survey every 6 months.
- Student agency focus group videos every six months.
- against Principal Standard
- Data generated through classroom observation practices such as ILR, WT, QTR etc
- Community feedback every six months on visible learning practices & reporting methods.

Analysis:

Analysis will be embedded within the initiatives with ongoing monitoring of progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- future directions
- future actions
- annual reporting on school progress measures.

..... *to ensure teachers and leaders embed best practice.*

Strategic Direction 3: Connections

Purpose

In order to strengthen connections, we will develop a culture of informed engagement and collective responsibility to ensure sustained and measurable whole school improvement.

Improvement measures

Attendance >90%

Achieve by year: 2023

Achievement of 2023 system negotiated targets:

- In Attendance, an uplift of 11.27% of students attending school greater than 90% of the time
- In Attendance, increase the percentage of Aboriginal and Torres Strait Islander students attending school more than 90% from our school baseline.

Learning Culture

Achieve by year: 2025

Improvement in the theme of Learning Culture in the elements of High Expectations, Transitions and Continuity of Learning and Attendance to the level of Excelling as measured by the School Excellence Framework.

Wellbeing

Achieve by year: 2023

Tell Them From Me Well being data (advocacy, belonging, expectations) improves by 3%.

Initiatives

Transitions & Continuity of Learning

School structures are developed to ensure successful transition and continuity of learning.

- A whole school approach to improving student attendance, consistent with the *Campbelltown Attendance Strategy*, to embed a collective responsibility and accountability for student success.
- Transition to a streamlined approach to school culture to strengthen Learner Qualities, Positive Behaviour for Learning, LincEd Hero trial and school initiatives.
- Ensure continuity of learning at all transition points for students, staff, and the community, including into Kinder and high school, actively evaluating and improving enrolments in and out of Blairmount PS and strengthening teacher transition processes including at each accreditation level.

Community Engagement

Our school will be actively engaged in collaborative learning, have positive and respectful relationships and experience a sense of belonging.

- Deep attention to the 'Connecting Learning at Home and at School' to ensure families, the community and school staff communicate in numerous interactive ways, both formally and informally.
- The school attends to strengthening family and community engagement in student learning, especially in the domains of communicating, consultative decision making, collaborating beyond the school and participating.

Success criteria for this strategic direction

- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - L - LC - A)
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF - L - LC - HE)
- Strong collaborations are established between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. (SEF - L - LC - CoL)
- A school-wide, collective responsibility for student learning and success 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. (SEF - L - W - ILN)
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. (SEF - L - LC - HE)
- Attendance data is regularly analysed and is used to inform planning.
- Whole of school and personalised attendance approaches are embedded school systems.
- Teachers, parents and the community work together to ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of transitions, continuity of learning and community engagement?

Data:

Strategic Direction 3: Connections

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives:

- Daily Attendance rates
- Personal attendance plans
- HSLO/ASLO data
- Scout data
- 5 weekly attendance data letters
- Data re students attending 80-89%
- Student feedback
- Data sources Transition Assessment Planning Tool
- Student, teacher and parent surveys
- Tell Them From Me survey
- School Assessment Tool matrix
- Student Wellbeing Sentral data
- Community feedback every six months on visible learning practices & reporting methods.
- Annual completion of Transformation Rubric from Schools Plus.

Analysis:

Analysis will be embedded within the initiatives with ongoing monitoring of progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- future directions
- future actions
- annual reporting on school progress measures.

..... to ensure connected students and strong community connections.