

Strategic Improvement Plan 2022-2026

Blacktown North Public School 4061



School vision and context

School vision statement

Blacktown North PS seeks to create a challenging learning environment that encourages high expectations for success through a stimulating and safe learning environment with innovative and responsive teaching practices across the curriculum. Our school promotes a safe, caring and supportive environment where each student's self-esteem is fostered by positive relationships with students and staff.

We aim to maximise individual's potential, developing leadership skills and through our core values ensure all students are empowered to meet the challenges of education, work and life environment that embraces future focus learning.

We strive to have our parents, teachers and community members actively involved in our students learning to create respectful, independent individuals who have the knowledge and attitude to be successful in an ever-changing world.

School context

Blacktown North PS is located in the middle of a light industrial area, bordered by two busy roads and two secondary schools. Most of the students reside in high density housing located to the south of the school, towards the centre of Blacktown. Our school population of 350 students (K-6) are made up of 94% LBOTE, 8% refugee, with students coming to us from birthplaces in more than 22 other nations and four support classes that cater for students with autism.

Our parent community speaks more than 35 different languages, some of which do not have a written form. Our school focus therefore revolves around the cores of Literacy and Numeracy and developing skills in the English language for students and parents. The school consistently observes a significant number of students arriving who are from a Non English Speaking Background. The school has a high percentage of transient students as immigrants, who are housed temporarily in high density housing before seeking a home of their own.

Our staff have varying experience levels, ranging from Early Career Teachers to more experienced teaching staff. The school is committed to continually improving effective classroom practices with staff professional learning being the main focus to continue and improve Quality teaching. This will ensure that both Literacy and Numeracy levels can be enhanced through improved data collection, analysis and use, which underpins our beliefs in individualised and differentiated learning.

The school enjoys the support of its culturally and linguistically diverse community. The school has also fostered a strong partnerships with community groups such as Blacktown City Council, Blacktown worker's club, Westfield shopping centre, Bunnings, Hardies Age care home, Blacktown Learning community, UWS, Foodbanks, Eat it Australia. This enables the school to provide students with various opportunities such as speech therapy, breakfast club, and lunches. We also have a community based OOSH, which not only provides services for the parents but all profits are put back into the school. This assists with paying for various activities such as buses for excursions to ensure that all students are able to attend. We also have a connection with the local AECG to ensure that we are able to work collaboratively with the local Aboriginal community to ensure success in academic and community connection for our Aboriginal students.

1. Student growth and attainment

As a school an analysis was conducted against the student outcome measures, internal and external data provided information that demonstrate that although student growth was evident, and students performed well in areas such as writing and spelling, there is a need for an explicit focus on Reading for meaning and developing skills in inferential meaning and text analysis. There is a higher need in year 3 than year 5, this is due to the EAL/D background, as students become more proficient in the English language, increasing their vocabulary, as they begin to develop their skills on inferential meaning and text analysis. Lack of comprehension skills also impacts on mathematical skills, as students are unable to comprehend the task and the related operations such as measurement, algebraic thinking and quantifying numbers.

School vision statement

School context

2. Explicit teaching through evidence based practice

Explicit teaching occurs through effective data driven practices. Through the comprehensive analysis of the use of data in teaching and learning programs, it was identified that there is a need for further professional learning for the use of effective data driven practices that will ensure all students have access to appropriate individualised need based learning and in order to ensure that they achieve stage appropriate learning. Further P/I will ensure that teachers can successfully plan and deliver quality differentiated instructions to students with additional needs including those identified as high potential and gifted.

3. Engagement and Wellbeing

There is a wide collective responsibility for student learning and success with high levels of student, staff and community engagement. Programs that have been implemented that are evidenced based , such as mindfulness across the whole school, Dynamic Bees, extra curriculum activities , SRC and assemblies indicate that as a school we are able to identify aspects and factors that contribute to wellbeing. Students have a sense of belonging, but this needs to be an area of ongoing focus to ensure that wellbeing needs are addressed as they arise within the whole school community. Evidence based programs will need to be developed to promote further "social and emotional" learning strengthening transition and creating an environment that has a sense of belonging for all students and community members

Data has also indicated that although there was a focus on future focused learning, and there were some successes in embedding and integrating it into the curriculum with an emphasis on critical thinking and technology , there is still a need to provide teachers with more opportunities to enhance skills in integrating STEM into the classroom, coding, and robotics.

Strategic Direction 1: Student growth and attainment

Purpose

To provide an engaging learning environment which promotes high expectations wherein students become active, informed and innovative learners who reflect on their own learning through enhancement of teacher capacity and student engagement.

Improvement measures

Achieve by year: 2026

All students in 3-6 achieve at or above expected growth in determined Literacy and Numeracy school determined targets using PLAN2

EAL/D and Aboriginal students are equivalent to the progress and achievement of all students in 3-6.

Achieve by year: 2026

All students in K-2 and support unit achieve at expected growth in determined literacy and numeracy school determined targets using PLAN2.

EAL/D and Aboriginal students are equivalent to the progress and achievement of all students in K-2.

Reading growth

Achieve by year: 2023

Increase the Mean scaled score of Years 3 and 5 students from 2022 to 2023 in Reading Check in Assessment.

Year 3 Cohort performance Base line data is at 45.6%

Year 5 Cohort performance Base Line data is at 45.6%

Numeracy growth

Achieve by year: 2023

Increase the Mean scaled score of Year 3 and Year 5 students from 2022 to 2023 in the Numeracy Check in Assessment.

Year 3 Cohort performance Base Line data at 34.6 %

Initiatives

Literacy/ Numeracy data driven practice

Collegially establish and embed a whole school literacy and numeracy focus to continually assess, collate and analyse student data to inform teaching and learning practice.

- Providing professional learning and mentoring on effective strategies to implement and analyse student data effectively to inform teaching and learning programs.
- Effectively utilise student data (formative and summative assessments) to reflect and inform teaching practices to provide individualised, differentiated and responsive learning opportunities to increase student learning outcomes and engagement.
- Providing quality teaching activities to improve student outcomes across all stages, with teachers provided support to achieve this outcome and targeted support provided to individual students working below expected stage levels.
- Provide strategies for parents through various programs to enable parents to support students at home with reading, writing and mathematics.
- EAL/D and LST teams are collaborative, build the capabilities of teachers and are an integral component of whole school approaches to language, literacy and numeracy programs

Visible learning

Instil a learning culture that enables students to create, receive feedback on and achieve their learning goals

- Embedding a sustainable whole school process for implementing effective Visible Learning through professional learning opportunities, collegial exchange and mentoring.
- Foster a learning culture where students engage in self evaluation and reflect on peer/teacher feedback
- Students set goals based on determined expected

Success criteria for this strategic direction

Learning intentions and success criteria are consistently reflected in classroom and teaching practices across the whole school, with a focus on Literacy and Numeracy. **SEF: Learning Culture, High Expectations, Feedback**

Students are able to articulate their learning goals and are responsive to their learning needs. **SEF: Learning Culture, High expectations.**

Goal setting for students is embedded through the teaching and learning cycle. Students reflect on the feedback given by the teachers/peers and set goals that are appropriate for their progression of learning. **SEF: Learning Culture, High Expectations**

All teachers are committed to identify, understanding and analysing data to implement effective, explicit teaching methods, with emphasis on evidence based teaching strategies. **SEF: Teaching, Data Skills & Use, Data Literacy, Data analysis, Data use in Teaching,**

Whole school student assessment data is constantly and consistently utilised to identify student achievements and progress, in order to reflect on teaching effectiveness. **SEF: Teaching, Data Skills & Use, Data Literacy, Data analysis, Data use in Teaching,**

Families are actively engaged in their children's learning, working in close partnership with the school to support learning with access to students goals and progress through a variety of sources. **SEF: Learning Culture, High Expectations, Individual Learning Needs, Parent engagement**

Evaluation plan for this strategic direction

The school will utilise various data sources to analyse the effectiveness of the initiatives in achieving the purpose and improvement measurements of the strategic direction and this will guide the school's future direction:

Strategic Direction 1: Student growth and attainment

Improvement measures

Year 5 Cohort performance Base Line data at 34.6%.

Initiatives

growth against the progressions.

Evaluation plan for this strategic direction

The following data sources will inform school future directions

- Check Assessment
- Scout value-added data
- termly student work samples
- termly Internal Literacy/numeracy data
- termly PLAN2 data
- termly PLP/IEP
- termly student focus support groups-data collated from PLAN 2
- semester observation-student goal setting
- Classroom displays - student goal setting
- Conduct fortnightly LST/exec/team meetings to monitor and analyse student data across the school, and modify and intensify additional support when growth is not evident.

Evaluation plan will involve

- data reviewed on a regular basis to provide insight on the progress intended improvement measures
- Staff will engage and reflect through collegial discussions focusing on the school excellence framework, elements and themes

Implications

The findings of the analysis will inform,:

- Future directions
- Annual reporting on school progress measures, published in Annual School Report, Seesaw, newsletter and school website throughout the year

Strategic Direction 2: Explicit teaching through evidence based practices

Purpose

To promote innovative educators who focus on individual and collective professional learning and development of quality teaching practices to maximise individual student's learning outcomes through data driven practices.

Improvement measures

Achieve by year: 2026

Staff will engage collaboratively in quality teaching rounds creating a positive impact on their capacity to deliver quality lessons, school culture and student data.

Achieve by year: 2026

Improvement as measured by the School Excellence Framework

Teaching

Effective classroom practice - Excelling

Data Skills and Use - Excelling

Learning and Development - Excelling

Initiatives

Quality Teaching Rounds

Through quality teaching rounds and collegial observations of best practice, teachers demonstrate a greater understanding and a changed mindset of how to engage students and promote a culture of continued growth and high expectations.

- Embed and use professional learning models to build teacher capabilities and collective pedagogical practices
- Increase staff confidence to engage in peer observations, give and receive feedback based on quality teaching elements.
- Students develop higher order thinking skills and the ability to communicate their learning to others.

Data Literacy in Action

Professional learning on data driven practices so teachers are able to analyse and reflect on teaching and learning practices

- Leadership team to work within teams and individuals (learning sprints) to form an understanding in utilising data to monitor, assess student progress and design differentiated future learning opportunities for individual or groups of students
 - School based assessments are consistently utilised across the school to ensure reliable formative and summative assessment tasks to evaluate growth over time and report on student progress. learning.
 - Data analysis becomes an integral part of teaching practice across the school
 - Data analysis informs teaching and learning programs
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Success criteria for this strategic direction

Teachers working collaboratively in small professional learning groups observing each other on a rotating basis and discussing and analysing their observations. **SEF: Teaching , Learning & Development, Collaborative practice, Feedback**

Teachers are confident in engaging in professional dialogue to build significant improvement in teaching pedagogy which will have a positive impact on student engagement **SEF Teaching, Learning & Development, Expertise & innovations**

All teachers are committed to identifying , understanding and implementing the most effective, explicit teaching method with highest priority given to evidence based teacher strategies. **SEF: Teaching, Effective Classroom Practice, Explicit Teaching, Data literacy**

Assessment data in literacy and numeracy is collected regularly and used responsively as an integral part of classroom practice, and teacher consistent judgement is evident across the school. **SEF: Teaching, Data Skills& use, Data Use in Teaching, Data analysis**

Teaching and learning programs are responsive to the needs of learners, showing evidence of feedback on teaching practices, student assessments and continuous tracking of student progress and achievement. **:SEF: Teaching, Data Skills& use, Data Use in Teaching, Data analysis**

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic directions. This analysis will guide the school's future directions.

- Termly teacher pre and post evaluation forms on quality teaching rounds
- Regular teacher discussions around QTR
- Student progress in writing checked and monitored

Strategic Direction 2: Explicit teaching through evidence based practices

Evaluation plan for this strategic direction

against progressions and syllabus using PLAN2 throughout the year

- Teaching programs shows evidence of quality teaching elements - checked termly
- Regular review of data sources to provide clarity around whether we are on track on achieving the improvement measures.-termly
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Student assessment data is regularly used school wide to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school direction. each term.
- regular discussions around the school's Excellence Framework elements and themes.
- Executive team and staff reflective sessions .- termly

The following data sources will be used to determine success

- lesson observations
- student work samples
- Students IEP
- PLP/IEP
- NAPLAN
- SCOUT-value added data
- Learning sprints analysis
- Literacy and Numeracy PLAN2 data
- school based internal data for literacy/numeracy

Implications

- Future Directions
- Annual Reporting on school progress measures in ASR, newsletter, seesaw, school Website.

Strategic Direction 3: Engagement and wellbeing

Purpose

To provide increased opportunities for students to develop skills in problem solving, critical thinking, team building through inquiry based activities using multi technological resources and learning spaces., creating a learning environment which enhances wellbeing.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Improvement in the percentage of students attending school for 90% of the time or more during Semester One to be above system-negotiated baseline by 5%

Achieve by year: 2024

Increase proportion of students attending school on time to 85%

Wellbeing

Achieve by year: 2023

Improvement in percentage of students' wellbeing to be uplifted above system-negotiated baseline by 3.6% as measured by TTFM.

Achieve by year: 2026

Teachers are facilitators that proficiently provide students with opportunities to confidently demonstrate a set of thinking, reasoning, teamwork, investigative and creative skills that they are able to utilise across different curriculum areas when completing real world problems.

Initiatives

STEM integration

Collegially establish and embed a whole school learning environment where students are able to gain the skills and capabilities necessary for critical thinking and problem solving through effective integration of STEM into other KLAS

- Work with external professionals to form an understanding of STEM and integration within KLA's
- Internal staff professional learning to increase knowledge and understanding of STEM and how to integrate in other KLA's.
- Teacher collaboration in embedding a sustainable whole school process for implementing STEM integration into Science & technology, Mathematics and other KLA's
- Mentoring of STEM integration within the classroom
- Ongoing information sessions for parents
- Collegial discussions within leadership team on what Inquiry based learning looks like in the classroom
- Professional learning for staff on Inquiry based learning within the classroom
- Teacher collaboration on inquiry based learning activities to be developed in school context
- Collegial discussions as a school and within teams on an effective process of inquiry, study and research in which students learn to identify the area or problem to be investigated and resources that are required.

Wellbeing

Establish a whole school approach to wellbeing to improve student attendance and high engagement in partnership with parents .

- Monitor and continuously refine PBL to cater for changing cohorts within our school
- Embed explicit systems to support the management of attendance.

Success criteria for this strategic direction

- Integration of STEM activities is consistently reflected in classrooms and teaching practices, and teaching and learning programs across the whole school **SEF: Teaching, Effective classroom practice, Explicit Teaching, A planned approach to Wellbeing.**
- Teachers are confident in integrating STEM into their teaching which will have a positive impact on student engagement. **SEF: Teaching, Learning and Development, collaboration, practice & practice.**
- Teachers and students using new technologies such as merge cubes, laptops, robotics competently across other KLA's. : **SEF: Teaching, Effective classroom practice, Explicit Teaching, Leading, School resources, technology**
- Students are able to demonstrate critical thinking, creativity, communication and self-directions **SEF: Leading, School resources, Technology, Teaching, Effective classroom practice, Explicit teaching**
- Students proficiently solving inquiry-based activities by asking, investigating, creating, discussing and reflecting. **SEF: Leading, School resources, Technology, Teaching, Effective classroom practice, Explicit teaching.**
- Parents becoming involved in STEM showing interest and support in students' work.
- Students' attendance rate increases **SEF: Learning, Learning Culture, Attendance.**
- Increased percentage of students K-6 arriving on time each day to ensure optimal learning. **SEF: Learning, Learning Culture, Attendance.**
- An increased percentage of parents have a sense of belonging within the school community. **SEF: Learning, Wellbeing, Individual learning needs.**
- Parents are confident to assist students at home in Literacy and Numeracy **SEF: Learning, Learning culture, High Expectations.**
- Large percentage of parents attend interviews, assemblies, school functions and parents meetings. **SEF: Learning, Learning cultures, High**

Strategic Direction 3: Engagement and wellbeing

Initiatives

- Provide incentives for students to be at school on time.
 - Strengthen community engagement and connection within the community through playgroup, transition, parent programs and inter agency connection. Provide a sense of belonging for students and parents through cultural awareness.
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Success criteria for this strategic direction

Expectations, Learning reporting, Parent engagement.

Evaluation plan for this strategic direction

The school will utilise various data sources to analyse the effectiveness of the initiatives in achieving the purpose and the improvement measures of the strategic directions:

- Staff survey semester 1 & 2 STEM
- Teaching and learning program each term.
- students are actively involved in constructing understanding class observations throughout the term.
- Student/parent surveys - STEM - each semester
- Product output eg photos, student evaluation at the end of projects
- TTFM surveys for students Yearly
- TTFM surveys for parents yearly
- TTFM survey for teachers yearly
- Internal surveys for parents Term 1
- Internal surveys anti-bullying semester 1 & 2.
- Attendance data each term

Implications

- Future directions
- Annual Reporting on school progress measures in ASR, newsletter, seesaw, school website.