

# Strategic Improvement Plan 2021-2025

## Blackwell Public School 4559



# School vision and context

## School vision statement

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**Blackwell Public School** is a vibrant and innovative learning community where students are proud of themselves and the school, where students pledge to work hard, play fair and be kind to each other, always remembering **Good Manners, Good Thinking and Good Learning**.

Every student at Blackwell is **"learning not by chance, but by design."**

## School context

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**Blackwell Public School** is a vibrant, well-resourced school set in beautiful grounds. It has a proud history of providing a caring learning environment for all students. Everyone in the Blackwell Public School community is treated as family.

Excellent academic programs, highly trained and dedicated staff and modern facilities offer our students the very best opportunity to excel. The staff is committed to providing the best possible education for all children within a supportive, safe and encouraging atmosphere. Our classrooms are well-equipped and include up-to-date technology. Each classroom is equipped with an interactive screen and has access to numerous desktop computers. Laptops and iPads are also accessed regularly to assist our students with their learning.

Our school is a **Positive Behaviour for Learning School**. The focus is on implementing systems that foster a positive learning environment. Our core expectations are: **Good Manners, Good Thinking and Good Learning**. These expectations are recognised through our Merit Certificates, Virtues Awards and Principal Awards. We want all our students to be resilient learners, have a sense of wellbeing and display good social expectations. Student leadership is an important part of our school. An **active Student Representative Council** comprising of students from Year 2 to Year 6 meet regularly to plan a number of student based activities. A **K-6 Peer Support program** provides an opportunity for our senior students to exercise their leadership skills. Each year our students elect School and House Captains. These students play an important role in fostering our school's core values.

Blackwell Public School enjoys **strong support** from the surrounding community. Our P&C is actively involved in a range of school based activities. The P&C organises a variety of fundraising / social events in order to encourage a strong sense of community. They represent the parent / community providing input into different aspects of the school. Many parents and community members donate their time to assist us in the classroom. We are proud members of the **STEPS-St Clair Erskine Park -Learning Community**.

Through our Situational Analysis, we have identified a need to use data driven practices to identify student achievements and growth. Professional learning opportunities will be undertaken to build teacher capacity to analyse, interpret and extrapolate data and use this to inform collaborative planning, identify interventions and modify teaching practice. There will continue to be a strong focus on embedding explicit systems to drive school-wide improvements in teaching practice and student results.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student learning outcomes in reading and numeracy through building strong foundations for academic success and using data driven practices that are responsive to the learning needs of individual students.

## Improvement measures

Achieve by year: 2025

At least **85%** of students in **Years 1 - 6** will demonstrate 0.4% growth when comparing start and end of year scale scores in **PAT Maths**.

At least **90%** of students in **Years 1-6** will demonstrate 0.4% growth when comparing start and end of year scale scores in **PAT Reading**.

### Reading growth

Achieve by year: 2023

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.

### Data Use in Teaching

Achieve by year: 2025

**A range of evidence** demonstrates that the school community meets the **Excelling** descriptor in the theme of **Data Use in Teaching** within the element of **Data Skills and Use** as measured by the School Excellence Framework.

### Numeracy growth

Achieve by year: 2023

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.

## Initiatives

### Explicit teaching and Data Use

Highly Effective Explicit teaching Practices and Data Use

Building Personalised learning through:

- Embedding a Learning Culture that enables students to create, receive and give feedback in order to achieve their learning goals.
- Expert use of student assessment data to reflect on teaching effectiveness., including PAT data, Phonological Awareness and Phonics Screeners.
- Provision of individualised, explicit, differentiated and responsive learning opportunities using focussed assessment and learning progressions.
- Professional learning to strengthen expertise in explicit teaching of literacy and numeracy consistently across the school
- Professional learning to build expertise in practices that promote a Good Learner culture.

### Effective Reading and Numeracy Practices

Effective Reading Practices and Intensive support for **Reading** and **Numeracy** for identified students.

Build an embedded program of Literacy practices that will support students as a whole class and for students identified in need of support.

The situational analysis showed Kindergarten students demonstrate poor school readiness skills and students 1 - 6 are underachieving.

- Phonological and phonemic Awareness; Phonics programs established, particularly in Kindergarten and Stage 1. Screeners for these, used as part of formative assessment.
- What is a Good Learner? - explicit teaching of the skills and strategies to be a good learner. PL on Growth Mindset and Dispositions to Learning which will be evident with classroom practice.

## Success criteria for this strategic direction

Whole school approaches ensure the most effective evidence based teaching methods optimise learning progress for all. Teachers employ evidence based teaching strategies and effective methods are identified, modelled and promoted. Student learning improvements are monitored for demonstrated growth. **SEF-Class Practice /Explicit Teaching**

Assessment is used flexibly and responsibly as a daily part of classroom instruction with formative assessment expertly practised by teachers. **SEF- Assessment**

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit students needs as they arise. **SEF-Effective Classroom PracticeLesson Planning**

The school has identified what growth is expected for each student. **SEF -School Performance Measures - Student Growth**

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

All teachers routinely review learning with each student ensuring all students have a clear understanding of how they can improve. Student feedback is elicited by teachers and informs their teaching. **SEF- Effective Classroom Practices**

all teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement in all subject areas with success that can be measured by improved student progress and achievements **SEF- Professional Standards**

## Evaluation plan for this strategic direction

Our evaluation will examine to what extent:

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- Continuation of practices and procedures of the Learning Support team to screen students where their needs are identified and an intervention support strategy is implemented appropriate to these needs. Identify, Plan, Implement, Assess, Evaluate action.

## Evaluation plan for this strategic direction

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- we have achieved our purpose and can demonstrate impact.
- improved student outcomes in reading and numeracy.
- staff are using explicit teaching and understand and use Learning Intentions and Success Criteria.

**We will use a combination of data sources. These will include:**

**Internal** assessment - Literacy and numeracy PLAN2/

PAT (Reading, Vocabulary Skills and Maths)

**External** assessment - NAPLAN data/Check-in

Assessments / Best Start / Phonics Check -in/ PRC data, Scout- Value added data

**Qualitative:**

Surveys, Lesson observations, Focus groups, Document analysis, teaching and learning programs, student work samples, Professional Learning feedback

**Analysis** will be embedded within the initiatives through progress and implementation monitoring, regular review once a term by Teams and evidence uploaded and analysed.

**Implications:**

The findings of the analysis will inform our responsive future actions, and annual reporting on school progress measures

# Strategic Direction 2: Wellbeing and attendance

## Purpose

To support Blackwell school to create a learning culture that enables our students to learn and be strong, happy and successful.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

Increase percentage of students attending school **more than 90% of the time** to be at or above the lower bound system negotiated target of **79.9%**.

### Wellbeing

Achieve by year: 2023

**TTFM (Tell Them From Me) Wellbeing data** (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of **95%**.

### School Excellence - Learning Culture and Wellbeing

Achieve by year: 2025

**A range of evidence** supports maintaining our assessment at **'excelling'** in the elements of **Learning Culture and Wellbeing** as measured by the School Excellence Framework.

## Initiatives

### Attendance Support for Identified students

Attendance Support for Identified students with absenteeism

Building community expectations and aspirations for attending school on a regular basis through:

- Regular and consistent Attendance monitoring procedures across the school
- Establishing regular, consistent and strong communication to families of the benefits of school, the impact of absenteeism in regards to academic, social and emotional areas.
- Analysis of school driven data to monitor positive behaviours and to provide support for identified students who are late to school on a regular basis, have chronic absenteeism or who have many partial absences.

### Excelling in Wellbeing practices.

Excelling in Wellbeing practices - Belonging and Expectations

Building practices and procedures to support student social and emotional wellbeing through:

- Regular communication to staff, students and families on "What Matters" to be strong, happy and successful learners.
- Using the Personal and Social Capability Learning Continuum to inform intervention for targeted students in Tier 1, 2, and 3 intervention programs.
- Implementing the SEL SES Framework and Program for targeted students in tier 2 and 3 Intervention.
- School Chaplain to provide support for Tier 2 and 3 students, in particular Stage 3 with "I Hear You" program and Leadership Development program.
- Professional learning on the Berry Street model for staff who have not attended Workshops in 2019 - 2020.

## Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning. **SEF- Learning Wellbeing**

Respectful and positive relationship are explicit throughout the school. The school is focused on building individual and collective wellbeing through a climate of care and positivity. **Reference-School Framework Attendance**

Positive, respectful relationships are evident and widespread to ensure optimum conditions for student learning. **SEF-Learning Wellbeing**

The Wellbeing Framework used as an overarching support all students to connect, succeed and thrive. **Reference- School Attendance Framework**

Planning, monitoring and setting goals for individual students, when appropriate ,around wellbeing and attendance is informed by holistic, information about each student involving consultation with parents and caregivers. **Reference -School Attendance Framework**

Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students and families. The school acknowledges regular or improved attendance **Reference-School Attendance Self Assessment Sprint**

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 Culture**

## Evaluation plan for this strategic direction

Our evaluation will examine to what extent :

- \* Students are engaged and supported at school.
- \* Student attendance has improved.

## Strategic Direction 2: Wellbeing and attendance

### Initiatives

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- Implementation of Berry Street principles across the whole school.
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### Evaluation plan for this strategic direction

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\* Communication systems have helped students and parents.

\* Positive behaviour has improved.

\* The appropriate support for chronic absenteeism, partial attendances has been of benefit to the student.

We will use a combination of data sources which includes:

\*TTFM (Tell Them From Me) survey parent/staff/student result yearly

\*Sentral Attendance data each term and comparison yearly

\*Sentral PBL data regularly

\*Regularly updated Behaviour Support Plans as needed

\*Staff, student and parent feedback / questionnaires every 2 years

\*TTFM data including parent responses

\*Feedback from transition programs yearly

\*IEPs (Individual Education Plans) and PLPs (Personalised Learning Pathways) regularly or as when needed

**Analysis** will be embedded within the initiatives through progress and implementation monitoring, regular review once a term by Teams and evidence uploaded and analysed.

#### **Implications:**

The findings of the analysis will inform our responsive future actions, and annual reporting on school progress measures

# Strategic Direction 3: Excellence in Learning

## Purpose

To develop a school culture of assessment capable learners through Visible Learning and Formative Assessment practices that are shared across the highly supported school community.

To promote a school culture that develops growth mindsets while class culture develops challenge for engagement and clarity of learning.

## Improvement measures

Achieve by year: 2022

Improvement in the percentage of students in Years 2-6 achieving a 0.4 growth in Literacy and Numeracy when comparing start of year to end of year scale scores in **PAT-R and PAT-M. of 80%**.

At least **80% of Kindergarten** students achieve the expected end of year scale in the phonological awareness assessment.

At least **80% of students in Year 1** achieve the expected end of year scale in phonics assessment.

Improvement in number of students K - 6 achieving **expected growth** in determined literacy and numeracy school-determined targets using PLAN2 data.

## Parent Satisfaction

Achieve by year: 2025

**95%** of parents and carers who complete Tell Them From Me parent survey **express satisfaction** with school programs and initiatives.

## Formative Assessment

Achieve by year: 2025

**Formative Assessment practices** are embedded into classroom teaching practices by at least **80%** of staff.

## Initiatives

### Professional Learning for Improved Practices.

Building teacher quality in learning practices and assessment capable learners through Professional learning through:

- **Explicit Quality Teaching** - Using strategies of LISC, Feedback, Assessment strategies. Use of Effective talk - How do you activate children as learning resources for each other? Rationale for random talk and learning partners; organising random partners; ways to ensure quality of talk and equity between pairs; strategies for effective talk.
- **Clarity with Learning Intentions and Success Criteria**
- **In-Lesson Feedback** - student to teacher feedback; questioning and probing student understanding; on-the-move questioning and feedback; mid-lesson learning stops; peer feedback.
- **Quality Teaching Rounds** - Using the quality teaching guide to code lessons . Deputy and 1 AP will participate in the 2 day University of Newcastle/Academy of Quality Teaching workshop. A Teaching Round will be conducted initially by these 2 and 2 volunteer teachers to observe each other, code and reflect on teaching practice. This group will then break into 2 groups. Rounds will be conducted each term.

### A Culture of Aspiration and Good Learning

A schoolwide culture of aspiration and good learning is developed so there is a relentless focus on student skills that demonstrate good learning. This will be achieved through:

- Embedding a culture of **High Expectations, Student Encouragement** in the classroom learning environment through the **10 Mindframes** for Visible Learning - John Hattie and Klaus Zierer.
- Embed a culture of **Clarity for Learning** where teachers use essential practices that empower students and teachers. - John Almarode

## Success criteria for this strategic direction

Implementation of evidence based change to whole school practices, resulting in measurable improvements in engagement and learning. **SEF- Wellbeing A planned Approach**

The learning goals for students are informed by analysis of internal and external student progress and achievement data. **SEF-Teaching Data Skills and Use**

Teaching staff demonstrate and share their expertise within the school. all teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. **SEF- Learning and Development Expertise and Innovation**

Technology that supports learning is available and expertly integrated into lesson delivery and assessment **SEF-School Measures Technology**

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities and develop and implement plans for continuous improvement.. **SEF- Teaching Data Skills and Use**

## Evaluation plan for this strategic direction

**Our evaluation will examine to what extent:**

- **School-wide practices have impacted learner motivation and engagement?**
- Quality Teaching Rounds have improved teacher practice
- A formative assessment culture is embedded at Blackwell
- Staff, students and parents have High expectations, growth mindset, and dispositions to learning.
- Mentoring is implemented across the school.

**We will use a combination of data sources which**

## Initiatives

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- **Growth Mindset and dispositions of learning.** - Students have a high self efficacy and know how to learn.
  - **SKILL-WILL-THRILL in Learning.** Staff developed in John Hattie's design of learning and the Learning Pit. Creating a learning environment where students thrive - developing clarity in learning, challenge and relationships.
  - **Mentoring** of teachers in the practices, strategies to affect good learning in the classroom.
  - Embed **data informed formative assessment practices** so that they are an integral part of daily instruction in every classroom.
  - **Parent and carer satisfaction** is highly valued and celebrated throughout the school.
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## Evaluation plan for this strategic direction

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### includes:

**Internal:** Individual Education Plans, Personalised Learning Pathways, Student engagement survey Term 2/3 in 2021 and compared yearly.; Quality Teaching Rounds Feedback data and observation notes; SENCOR PBL data

**External:** PAT data, NAPLAN

### Qualitative:

Teaching and Learning programs, Student work samples and surveys, lesson observations, Staff Professional Development Plans;

**Analysis** will be embedded within the initiatives through progress and implementation monitoring, regular review once a Term / semester / yearly or as needed by Learning Support Team, Innovation team, classroom teachers and evidence uploaded and analysed.

### Implications:

The findings of the analysis will inform our responsive future actions, and annual reporting on school progress measures