School plan 2015 – 2017

Blackett School Management Plan - 4453

STRATEGIC DIRECTION 1
Creating Successful, Engaged Learners

STRATEGIC DIRECTION 2
Inspired Teaching

STRATEGIC DIRECTION 3
Productive Community Engagement
## School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
</table>
| **Blackett Public School values a culture of mutual respect and support and the consolidation of links between staff, students, parents and the wider community.** | Blackett Public School with an enrolment of 251 students, including 19% Aboriginal and Torres Strait Islander students and 22.3% students from a non-English speaking background, mainly Pacific Islander students, is situated in Western Sydney. The school has a support unit with two classes for students with a moderate intellectual disability and one class for students with a mild intellectual disability. The student population is constantly changing due to the mobility of the student community. Priorities are Literacy, Numeracy, Quality Teaching, the development of leadership capacity at all levels and the establishment of a cohesive community, all working together to move the school forward in a 21st Century world. Aboriginal Education is a priority in all aspects of the curriculum at Blackett Public School. Parent and community partnerships are valued. Equity funding facilitates innovative initiatives and EA4S (EA4S) drives best practice interventions in literacy and numeracy for students, Kindergarten to Year 3. Positive Behaviour for Learning (PBL) initiatives underpin school wide expectations and student welfare policies. Blackett Public School is a member of the Shalvey HUB of schools learning community. | Interviews/surveys were conducted with members of the school community which included the following:  
- Members of staff non-teaching and teaching  
- Students  
- Parents and wider community  
- Community forums  
- P&C meetings  
- Preschool meetings  
- Homework Club  
- Kindergarten Transition  
- Parents of the Pre-schooler Morning  

Analysis of the following:  
- Policies  
- Programs  
- Plans  
- Budgets  
- Meeting minutes  
- Assessment information  
- Other information as seen by the school as informing the review.  

Classroom observations  
Detailed Analysis of NAPLAN Literacy and Numeracy  
Detailed Analysis of Best Start and PLAN Data  
Early Action for Success (EA4S) Data and information from the State Level EA4S team. |
Blackett Public School values a culture of mutual respect and support and the consolidation of links between staff, students, parents and the wider community.

**Purpose:**
To ensure quality teaching is at the core of all interventions and that every student is actively engaged in meaningful, challenging and future focused learning. Hence every student is supported academically, socially and emotionally.

To ensure all staff share the responsibility of creating a learning environment where students thrive as learners, leaders and develop skills for future productive citizenship.

**Purpose:**
To build capacity in all staff through focused professional learning which will develop a dynamic school-wide culture of professionals that are engaged in continuing, evidence based learning and practice.

All staff will undertake professional learning that is targeted and explicit to the schools management plan. Hence improving the whole schools capacity to meet all students individualised academic, social and emotional needs.

For all staff to ensure that quality teaching and learning is being delivered to every student every day.

**Purpose:**
To build strong relationships and maximise capacity as an educational community, by leading, inspiring and supporting staff, students and parents to challenge themselves as members of the wider school community.

To provide opportunities for parents and students to be fully educated as to the purpose of their learning and to make informed decisions to maximise progress.

To convey the importance of shared responsibilities for student learning by teachers, parents and students and provide opportunities for regular feedback and consultation.

To engage with learning communities of schools and professional networks in order to implement researched based quality pedagogy.
# Strategic Direction 1: Creating Engaged Learners.

## Purpose

To facilitate opportunities by delivery of quality researched based pedagogy through individualised instruction.

To ensure quality teaching is at the core of all interventions and that every student is actively engaged in meaningful, challenging and future focused learning.

## People

### Students

Students actively participate in learning opportunities aligned with relevant expected outcomes and goals. Students understand that engagement is needed to achieve these expected goals.

Personalised learning pathways are collaboratively developed and regularly monitored to ensure the achievement of all students.

### Staff

Through collaborative professional learning all staff develop a collective mindset that all students will succeed. All staff are in the mindset that we will provide all students with the tools needed to achieve their potential.

### Parents and Carers

Consultative process in the development of PLP’s, IEP’s and other relevant plans. Hence ensuring that all parents and caregivers understand what, why and how their child are learning and how they can assist their child at home to further develop their learning.

### Leaders

Ensure staff have a deep understanding of the Performance Development Framework and utilising this tool as a measure of teaching and learning quality.

Develop leadership skills and capabilities of all staff through professional learning ensuring the mindset that all students can and will become successful engaged learners.

## Processes

- **EA4S Intervention** is consistently implemented in every Kindergarten to Year 2 class.
- **Putting Faces on the Data** implemented in years 3 to 6.
- **PBL - Build a systematic organisational culture** that is creative and innovative to create achievement and foster the wellbeing for every student.

### Evaluation Plan

- EA4S analysis of student data will drive reflective conversations and inform future planning with PLAN data forming the basis of these conversations. Insuring student improvement in learning.
- Student referrals to the Learning and Support Team shall be monitored and reviewed regularly to insure the success of this intervention.
- Consistent data collection and analysis of behaviour and wellbeing incidences from the PBL data base.

## Products and Practices

### Product

- 90% of students from Kindergarten, Year 1 and Year 2 will achieve EA4s targets in our PLAN Data.
- 90% of students from Year 3 and Year 5 will display positive growth in all aspects of NAPLAN.
- Decrease in behavioural incidents and behavioural referrals to the Learning and Support Team.

### Practice

- Students reflect and report on the achievement of their own learning and leadership goals. They demonstrated confidence as learners and are mapping their progress against their learning goal and school values.
- It is evident throughout the school that staff and students are safe, respectful learners. Hence interaction between all stakeholders is done with trust and respect.
- Creative and Critical thinking is demonstrated by all students on a daily basis.

## Improvement Measures

- 90% of students from Kindergarten, Year 1 and Year 2 will achieve EA4s targets in our PLAN Data.
- 90% of students from Year 3 and Year 5 will display positive growth in all aspects of NAPLAN.
Strategic Direction 2: Inspired Teaching.

**Purpose**
To build workforce capacity through focused professional learning for all staff.

To engage all staff both teaching and non-teaching in opportunities for development and leadership.

To provide opportunities for reflective discussions, evidence based learning and collegial discourse with school and learning communities.

To increase student leadership capacity in all areas of school life and link these skills to the greater purpose in the society of the 21st Century.

**Improvement Measures**
- All staff have individual professional development goals that are linked to the Australian Professional Teaching Standards. These goals guide their professional learning and teaching practices to improve student learning.
- All staff have a record of teaching and learning programs that occur on a daily basis within their classrooms that reflect the Professional Learning undertaken by them to provide differentiated learning experiences accommodating all students.

**People**

**Students**
- Staff have taught students the skills to communicate well, engage in critical and creative thinking to participate in problem solving.
- Students lead groups in problem solving in planning and constructing goals and objectives for the school community.

**Staff**
- All staff to develop performance and development plans to achieve their personal and school goals.
- Develop a clear understanding of the procedures for BOSTES accreditation at all levels.
- All teachers know, understand and use the syllabuses, continuums, plan data, data walls and evidence based assessments to drive their teaching.

**Parents/Carers:**
- Provide parents with a clear and comprehensive understanding of differentiated curriculum and how to support their children within the home.

**Leaders:**
- To build all school leaders capacity to demonstrate instructional leadership that is evidence based. Enhancing all leaders capabilities and expertise to coach, lead and mentor all staff to be inspired successful practitioners.

School leaders have to capacity to effectively support and motivate staff through all levels of the accreditation.

**Processes**
- **Early Action for Success (EA4s)** implemented in Kindergarten, Year 1 and Year 2. Including targeting Early Numeracy (TEN), Reading Recovery and L2 Intervention.
- **Taking off With Numeracy (TOWN)** implemented in Years 3 to 6.
- **Wellbeing** programs that support staffs capacity to work with students from low socio economic backgrounds. Enhancing student’s capacity to reach their potential.

**Evaluation Plan**
Evidence of regular review, reflection and professional dialogue bases on teachers individual goals.

Monitoring of all teaching and learning programs and their alignment with BOSTES syllabus and school expectations.

Monitoring and reviewing students work samples.

**Products and Practices**

**Products:**
- All staff have individual professional development goals that are linked to the Australian Professional Teaching Standards. These goals guide their professional learning and teaching practices to improve student learning.
- All staff have a record of teaching and learning programs that occur on a daily basis within their classrooms that reflect the Professional Learning undertaken by them to provide differentiated learning experiences accommodating all students.

**Practices:**
- Teacher’s exhibit evidence of professional growth in the form of quality planning and programming, effective delivery of teaching programs and practices and participation in collegial reflections and discussion relating to best practice.
- All teachers have clear goals which have been mutually agreed upon and are the result of ongoing discussion with supervisors, mentors and colleagues and are documented in accordance with the Performance and Development Framework.
## Strategic Direction 3: Productive Community Engagement

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>To build strong relationships and maximise capacity as an educational community, by leading, inspiring and supporting staff, students and parents to challenge themselves as members of the wider school community.</td>
<td><strong>Students</strong>&lt;br&gt;Students need representation and provided with a voice as members of the Student Representative Council (SRC) who then communicate to P&amp;C, teachers, SLSO’s and other staff through student staff forums.</td>
<td><strong>Parents/carers, staff and students consult on the development of an improved Student Welfare and Engagement Policy which is aligned to the Positive Behaviour for Learning Framework (PBL).</strong>&lt;br&gt;<strong>Engaging with the wider Educational community help support the needs of our low SES community.</strong>&lt;br&gt;<strong>Develop and reinforce partnerships with the wider community to help support the needs of our low SES community.</strong></td>
<td><strong>Product</strong>&lt;br&gt;Increased number of parent/carers involved in school activities. Hence developing an inclusive community. <strong>Staff and Leaders</strong> collaborate to effectively communicate and deliver key reforms in partnership with communities in the context of local decision making. <strong>There is open and transparent communication within the school community and within groups in the wider educational community.</strong></td>
</tr>
<tr>
<td>To provide opportunities for parents and students to be fully educated as to the purpose of their learning and to make informed decisions to maximise progress.</td>
<td><strong>Staff</strong>&lt;br&gt;Staff recognises that community play a vital role in supporting student learning. Staff work together with parents and the wider community to encourage all students to reach their full potential.</td>
<td></td>
<td><strong>Practices</strong>&lt;br&gt;A new forward-focused approach which recognises that student's wellbeing is dynamic and integral to learning will be at the centre of the work of Public Schools NSW at every level. <strong>An environment where the views and perspectives of students themselves will be incorporated throughout the different stages of development.</strong> <strong>A strong communication network within and across government and non-government partners as contributors to individual and collective wellbeing.</strong> <strong>A community where all members have a voice are regularly consulted about the educational direction of school and are regularly informed of all learning intentions relating to the students in their care.</strong></td>
</tr>
<tr>
<td>To convey the importance of shared responsibilities for student learning by teachers, parents and students and provide opportunities for regular feedback and consultation.</td>
<td><strong>Parents and Carers</strong>&lt;br&gt;Parents and carers engage with staff informing learning partnerships and collaborations to build sustainable relationships.</td>
<td></td>
<td><strong>Evaluation Plan</strong>&lt;br&gt;Monitor and review the data from the survey 'Tell Them from Me'. <strong>Monitor and evaluate the effectiveness of the schools relationships with parents/carers and the wider community in regards to students learning.</strong></td>
</tr>
<tr>
<td>To engage with learning communities of schools and professional networks in order to implement researched based quality pedagogy.</td>
<td><strong>Leaders</strong>&lt;br&gt;All leaders and aspiring leaders acknowledge the importance all members of the school community including, students, staff, parents, carers, and community partners.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Improvement Measures

- Increased number of parent/carers involved in school activities. Hence developing an inclusive community.
- There is open and transparent communication within the school community and within groups in the wider educational community.