

School Excellence Plan 2021-2025

Blackwell Public School 4559



School vision and context

School vision statement

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

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

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: 2027

To achieve an uplift of 10 points in year 5 NAPLAN numeracy mean scaled score by 2027

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: 2027

- To achieve an uplift of 15 points in year 5 NAPLAN reading mean scaled score by 2027.

Initiatives

Improved Numeracy Outcomes

- Lesson planning and whole school monitoring, embedding explicit teaching, focused assessment, and learning progressions by using TENS explicit instructions, maths mental and syllabus documents.

Improved Reading Outcomes

- Implementing a whole school approach that ensures teachers demonstrate a shared responsibility to promote reading for meaning improvement and have a consistent pedagogical approach to the explicit and systematic teaching of reading.

Success criteria for this strategic direction

Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities.

Effective methods are identified, promoted, and modelled, and students' learning improvement is monitored, demonstrating growth.

Evaluation plan for this strategic direction

Our evaluation will examine to what extent:

- 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.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

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

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 4% in the attendance rate, from 88% in 2023 to 92% in 2027

Initiatives

Attendance

- Creating a welcoming environment for all students to attend school and participate in learning, forming positive relationships with students, staff and the school community to support a sense of belonging and engagement with learning and school activities. These activities include academic, cultural, sporting and musical activities.
- Student attendance is promoted and supported by all staff. Attendance records are monitored, common barriers to attendance are addressed, improvements in attendance are recognised and early interventions are actioned.

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

Evaluation plan for this strategic direction

* 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