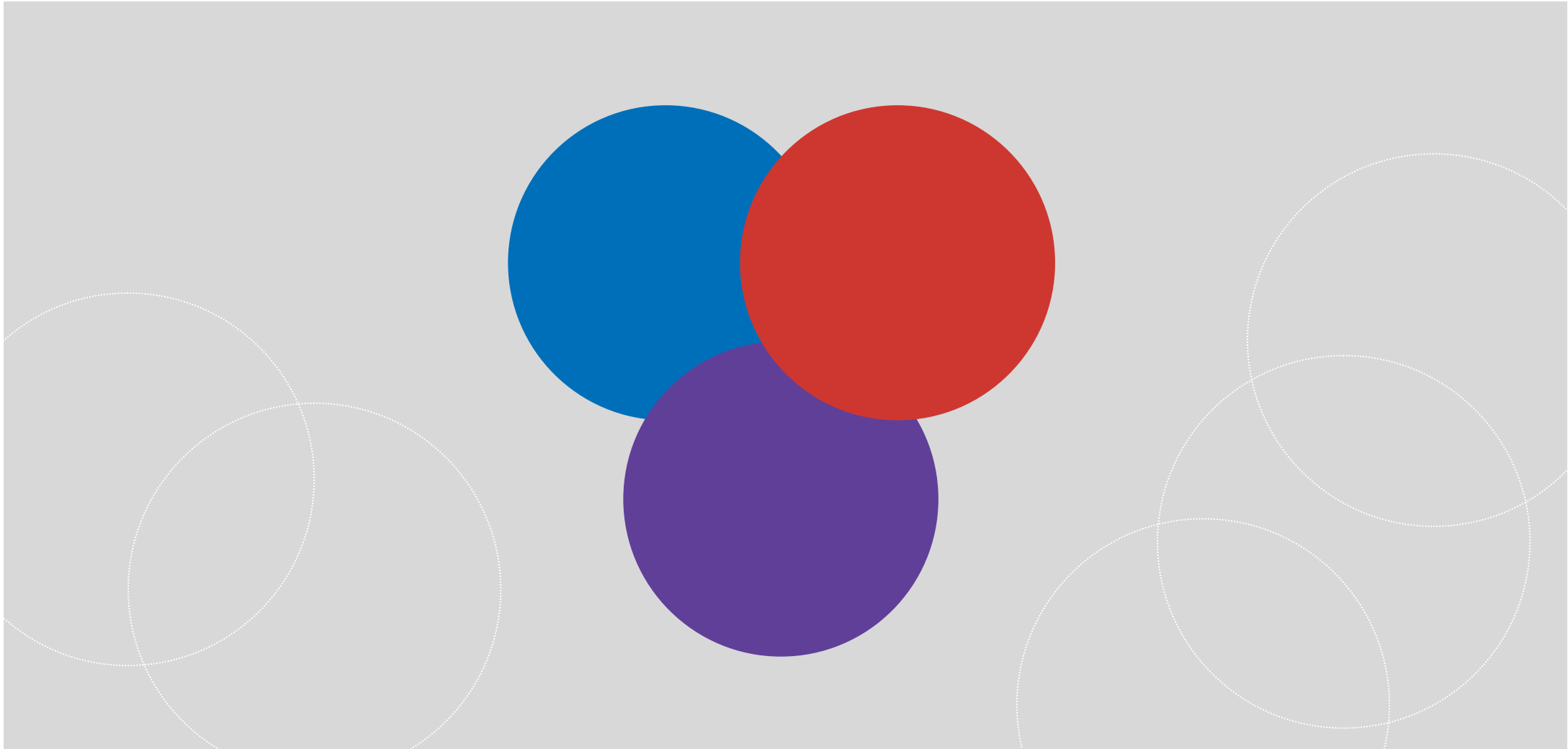


## Blaxcell Street Public School 1257





## School vision statement

**At Blaxcell Street Public School, every student must achieve success.**

Striving for excellence and equity, the school aims to deliver high quality differentiated educational programs that meet the needs of all students; providing them with the knowledge and skills necessary to grow, learn and succeed. Celebrating achievements and valuing cultural diversity, the staff, parents and community members work collaboratively to create an educationally rich and supportive environment where high expectations are the norm, and where everyone is united in the same goal; ensuring the success of every student.

## School context

Blaxcell Street Public School provides a rich and robust curriculum which is delivered in a supportive and caring environment. The school has over 800 students enrolled, of which more than 95% are from language backgrounds other than English. Over 35 language groups are represented in the diverse student population, with some students being the sole representative of their country of origin. The most prevalent language group is Arabic, with other significant groups including Chinese, Vietnamese and Pacific Islanders. There are currently five students enrolled who identify themselves as Aboriginal or Torres Strait Islander.

The student's at Blaxcell Street Public School are predominantly from families with low socio economic status, and as such the school is supported by the Transitional Equity Funding and Low SES School Communities National Partnership.

Staff at the school are committed to public education and dedicated towards improving learning outcomes for all students. At Blaxcell Street Public School, every child must achieve success. The school priorities include quality student learning experiences, quality leading learning and quality community connectedness.

The school has an outstanding reputation within and outside of the local community, and staff work hard to support both students and community members. There are a number of community groups who utilize the school facilities outside school hours and this helps to promote the school.

## School planning process

The staff, students and community of Blaxcell Street Public School have been involved in a comprehensive consultation process throughout the development of the plan. During 2017, all stakeholders were consulted in order to develop a shared school vision, articulate strategic directions and establish improvement measures. This consultation process included:

- Tell Them from Me survey for all staff in the area of Quality Teaching
- Students surveys and focus groups
- Parent surveys and evaluations
- Parent workshops and information evenings
- Staff surveys and evaluations of school practices, processes and assessment
- Analysis of school and external data
- Formalised professional learning delivered by an external consultant for the Leadership Team in the planning process

Through the establishment of Professional Learning Communities (PLC), every staff member has been directly involved in the planning process. Each PLC have developed their own purpose, processes and practices that align with the strategic vision of the school, and as such the Blaxcell Street Public School plan is a product resulting from the collegial collaboration of staff and members of the community. Every staff member has ownership of the plan and is responsible for ensuring its success.



At Blaxcell Street Public School, we will;

- define the key improvements for the school to achieve success
- prioritise educational decisions based on evidence and data analysis
- ensure improving student learning outcomes remain our focus and is what drives us to succeed



**Purpose:**

To ensure all students achieve success. Improving student learning outcomes is the core focus of a school, and providing quality learning experiences that meet student's individual needs is essential in achieving success.



**Purpose:**

To create a culture of organisational improvement by building the capacity of all staff through focused professional learning and collaboration where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.



**Purpose:**

To produce and implement clear, research and evidence-based improvement plans and policies to improve the quality of student learning outcomes.

# Strategic Direction 1: Quality Student Learning Experiences

## Purpose

To ensure all students achieve success. Improving student learning outcomes is the core focus of a school, and providing quality learning experiences that meet student's individual needs is essential in achieving success.

## Improvement Measures

- 75% of students achieving Band 3 or higher in NAPLAN for Numeracy.
- 85% of students achieving Band 3 or higher in NAPLAN for spelling.
- 100% of students who fall below grade reading target to be involved in explicit and differentiated phonics programs.

## People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:** Will need to;

- Learn their responsibilities of engaging in a direct instruction lesson.
- Discriminate between different sounds and identify phonemes.
- Master the basic code, advanced code and complete the code levels in the Synthetic Phonics program.

**Staff:** Will need to;

- Learn how to monitor student progress through assessment, data analysis and administering remedial lessons.
- Be familiar with and confident in delivering the content of the Spelling Mastery and A Learning Place, A Teaching Place programs.
- Have a deep understanding of the role phonics plays in reading.
- Implement Sprint Cycles.

### Parents/Carers and Community

**Partners:** Will need to be informed of the implementation of new programs and streamed classes and have an understanding of level appropriate reading targets and strategies for their child.

**Leaders:** Executive staff will need to:

- Have a highly developed understanding of the programs, what they entail and how to deliver them.
- Have a deep understanding of the literacy and numeracy progressions.
- Know how to enter data and analyse results in order to guide teams through the process.
- Lead effective Sprint Cycles within their team.

## Processes

**How do we do it and how will we know?**

- Conduct TPL sessions introducing new staff to the direct instruction program, Spelling Mastery.
- Conduct TPL sessions to deepen mathematical understanding and pedagogy focusing on A Learning Place, A Teaching Place.
- TPL in assessment and data entry, using the A Learning Place, A Teaching Place online tracking system.
- TPL for staff on the literacy and numeracy progressions and PLAN2, and how to use them to direct teaching and learning programs.
- Walk throughs and observations of teachers delivering direct instruction programs to up-skill teachers and develop confidence.
- Demonstration lessons and team teaching opportunities with the external maths consultant and DP-ILs.
- Incorporate formal data analysis meetings at executive level and team level.
- One-on-one meetings with classroom teacher and executive leader to discuss student progress and strategies.

### Evaluation Plan

- PLAN2 tracking and analysis.
- NAPLAN results and data analysis.
- Core Program collection and proof of assessment and differentiation occurring.
- Executive data analysis meetings.
- Sprint Cycle reviews.

## Products and Practices

**What is achieved and how do we measure?**

- 75% of students achieving Band 3 or higher in NAPLAN for Numeracy.
- 85% of students achieving Band 3 or higher in NAPLAN for spelling.
- 100% of students who fall below grade reading target in Years 3-6 to be involved in explicit and differentiated synthetic phonics programs.

### Products:

- Implementation of A Learning Place, A Teaching Place mathematics program K-6.
- Implementation of the direct instruction Spelling Mastery Program in grades 2-6.
- Explicit and differentiated phonics instruction occurring across years 3-6 for all students who fall below grade target in reading.
- MiniLit, MacqLit and MultiLit intervention programs.

### Practices:

- Differentiated spelling groups running across the school.
- Differentiated phonics instruction.
- Assessment data entered in the online tracking sheet of the A Learning Place, A Teaching Place website.
- Testing of all new students that arrive to BSPS and placed within an appropriate spelling group within the first week of enrolment.
- Leadership and team meetings that focus on analysing and discussing student progress.
- Entering and monitoring student progress onto PLAN2 and analysing the data in order to direct future teaching and learning programs.
- 1-4 week Sprint Cycles occurring within each team in the school.

# Strategic Direction 2: Quality Leading Learning

## Purpose

To create a culture of organisational improvement by building the capacity of all staff through focused professional learning and collaboration where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

## Improvement Measures

- Increased leadership opportunities for teachers.
- Early career teachers completing accreditation at Professional Competence within one year of teaching.
- Increase in teachers gaining accreditation at leadership level.

## People

### How do we develop the capabilities of our people to bring about transformation?

**Staff:** Will need to;

- Develop and continuously review professional learning plans.
- Develop leadership skills through experience and support.
- Develop their knowledge and understanding of current research based pedagogical practice.
- Understand that improving student learning is the focus for all change.

**Leaders:** Will need to;

- Learn how to mentor developing and aspiring leaders.
- Have a deep understanding of the school vision.
- Work collaboratively to achieve the school's goals.

## Processes

### How do we do it and how will we know?

- Provide opportunities for staff to direct their own professional development through their involvement in the Literacy or Numeracy Professional Learning Communities.
- Provide opportunities to staff to take on leadership roles such as PLC leaders and executive team leaders.
- Up-skill teachers through holding weekly teacher professional learning sessions.
- Provide opportunities for demonstration lessons by experienced teachers, executive leaders, DP-ILs and external consultants.
- Provide team teaching opportunities in maths.
- Appoint two DP-IL's K-2 in accordance to Early Action for Success Strategy and replicate the Instructional Leader role across 3-6.

### Evaluation Plan

- Senior executive walk throughs and formal observations with constructive and effective feedback built into the process.
- Quarterly review of professional learning plans.
- Student learning data analysis.
- Book scrutiny and core program collection.
- PLC meeting minutes and grade reports to line managers.

## Products and Practices

### What is achieved and how do we measure?

- Increased leadership opportunities for teachers.
- Early career teachers completing accreditation at Professional Competence within one year of teaching.
- Increase in teachers gaining accreditation at leadership level.

### Product:

- Establishment and effective implementation of Literacy and Numeracy Professional Learning Communities across the school.
- Instructional Leaders placed in K-2 and replicated 3-6.

### What are our newly embedded practices and how are they integrated and in sync with our purpose?

### Practice:

- Leadership opportunities at each grade level.
- Professional learning experiences held weekly for all teachers aimed at improving theoretical knowledge and understanding, and pedagogical practice.
- Quarterly review of teacher and leader professional learning plans measured against the national standards and quality teaching framework.

# Strategic Direction 3: Quality Systems

## Purpose

To produce and implement clear, research and evidence-based improvement plans and policies to improve the quality of student learning outcomes.

## Improvement Measures

- All teaching and learning programs delivered in the school are in line with the schools strategic directions and aimed at improving student learning outcomes.
- Evidence that all K-6 classes are analysing trend data and using it to differentiate and direct programming.
- All teachers hold high expectations of themselves and their students and are reflective learners.

## People

**How do we develop the capabilities of our people to bring about transformation?**

- Students:** Will need to;
- Articulate the purpose of each learning session.
  - Measure their own success based on pre-specified criteria.
  - Know their individual learning targets.

- Staff:** Will need to;
- Learn how to analyse data effectively.
  - Use data to differentiate learning experiences in order to meet student learning needs.
  - Use, maintain and annotate the core program and all relevant scope and sequence documents.
  - Hold high expectations for all students.
  - Be leading learners.

### Parents/Carers and Community

- Partners:** Will need to;
- Have a realistic understanding of their child's learning needs.
  - Feel confident in assisting their child in achieving their learning targets by providing targeted support at home.

- Leaders:** Will need to;
- Know how to facilitate data analysis discussions and support teachers in identifying targeted students and differentiating programs to meet the learning needs of all.
  - Hold high expectations of all students and teachers.
  - Be accountable for their grade's progress.

## Processes

**How do we do it and how will we know?**

- Ensure that learning intentions and success criteria are explicitly explained at the beginning of each lesson.
- All teachers develop, in consultation with students, realistic and individual targets.
- Collect formal assessment data and analyse trends.
- Facilitate a common time for regular team discussions based around professional learning and dialogue.
- Maintain the core program and annotate it regularly.
- Use data to identify targeted students based on need and provide strategic support for these students.

### Evaluation Plan

- Senior executive walk throughs and formal observations with constructive and effective feedback built into the process.
- Core Program collection and proof of assessment and differentiation occurring.
- Book scrutiny and feedback sessions.
- Quarterly review of data analysis, grade trends and grade strategies put in place for the following term.
- Evidence of ongoing monitoring of K-3 student achievement against the Literacy and Numeracy Progressions.

## Products and Practices

**What is achieved and how do we measure?**

- All teaching and learning programs delivered in the school are in line with the schools strategic directions and aimed at improving student learning outcomes.
- Evidence that all K-6 classes are analysing trend data and using it to differentiate and direct programming.
- All teachers hold high expectations of themselves and their students and are reflective learners.

### Product:

- Establishment and maintenance of the Core Program.
- Implementation of data trend analysis sheets for each grade to use and reflect upon that also include PLAN2 analysis K-3.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

### Practice:

- Core Program collection and book scrutiny lead by executive staff.
- Team planning days each term used to analyse data and direct programming.
- One on one meetings between teachers and their supervisor to discuss and reflect upon teaching and learning practices, goal setting and monitoring, and discussion of student differentiation and progression of learning outcomes.