

# School plan 2015-2017

## Westdale Public School 3428



# School background 2015–2017

## School vision statement

**Our school is a place where everyone, regardless of background or ability, can be a successful learner and be the best that they can be.**

Our Vision is consistent with the **Melbourne Declaration**:

It is about **equity**: where those with the greater need get the greatest support, where we show care and compassion, respect, understanding, tolerance and inclusiveness.

It is about **excellence**: doing your best and being the best that you can be academically, socially and emotionally, as an individual and as a member of a team.

It is about **success as a learner**: knowing yourself, finding ways to get the knowledge, skills and understandings to solve problems and to improve the quality of life of yourself and others, now and for a lifetime.

In this way our students will grow into **active and informed citizens** locally, nationally and worldwide.

**Our Vision requires teachers and leaders who:**

Know the students and how they learn,

Know syllabus content and how to teach it,

Create and maintain supportive and safe learning environments,

Plan for and implement effective teaching and learning,

Are accountable for student learning through authentic assessment, individual student feedback and in accurately reporting to parents,

Are always learning, outward looking and progressive, and

Engage professionally with colleagues, parents and carers and the wider community including government and non-government agencies.

## School context

Our **enrolment** is currently 518 students in 23 classes including a Behaviour support class. The school's enrolment which has grown considerably has stabilised but may grow further with significant new subdivisions opening. The school enjoys an excellent reputation and remains the first choice for local families. The **mobility rate is significant with** about 30 new students enrolling in Years 1–6 and about the same leaving each year.

**Grade variations** in student performance are consistent with clusters of students with special needs, behavioural problems and welfare needs.

The school's **ICSEA at 870** (ACARA website) shows a significant 86% of our socio-educational spread is in the lowest two quartiles and only 14% in the highest two quartiles. The NSW DEC measure of family occupation and education index (**FOEI**) is **143**. The Australian Educational Developmental Index in 2012 showed an average of 10% students at this school start Kindergarten "developmentally vulnerable" 20% are "developmentally at risk" and 70% "on track".

The school is accredited **Asthma Friendly** and **Sun Safe** and operates the **LiveLife Well @ School initiative**.

The majority of students are cooperative and positive in their approach to learning and each other. **The "feel" in the school is excellent.**

Our Year 5 **NAPLAN** results have shown significant growth in the percentage of students performing in the top 3 bands in reading, spelling, grammar and punctuation and numeracy. Our growth in spelling and grammar and punctuation are above state and DEC averages.

Our general trend in reading indicates that there is a gradual increase in the percentage of students performing in the top 3 bands in both years 3 and 5.

Writing is an area identified as an area for significant

## School planning process

A **review** of the 2012–2014 school plan was conducted in 2014 with a series of opportunities for parents, staff and students to provide feedback at meetings, formal and informal opportunities and through school life surveys and participation in *Tell them from me*.

Feedback indicated that the community strongly supports our school its staff and our priorities, programs and initiatives.

Suggestions for future school improvement were invited through formal surveys, at parent meetings, parent-teacher interviews, staff meetings and informally at a meet the teacher BBQ and at fortnightly assemblies.

### Feedback

Parents, students and staff feedback clearly identified a vision around **equity and excellence**, a **broad and rich curriculum** and commitment to **student welfare**.

They want the **basics** to be in place with a real focus on **literacy** and **numeracy**.

They want a commitment to the systematic implementation of new **NSW syllabuses**, incorporating the content of the Australian Curriculum.

Our community want achievement for all students with an increasing recognition that teaching and learning be differentiated to cater for all student needs and that our initial success with Early Action for Success K–2 be supported with strategies, programs and professional learning opportunities for K–6.

They want a school where students can increasingly engage in their own learning, at their own pace and in their own style – they want student progress to be carefully tracked and reported and for expectations to be high.

They want technology to aid in teaching and learning.

# School background 2015–2017

## School vision statement

As an Early Action for Success school, an instructional leader has been appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students from kindergarten to year 2.

## School context

improvement. We need the percentage of students performing in proficient bands in both years 3 and year 5 to increase.

**Aboriginal enrolments** remain at close to 30%.

The school has a sizeable proportion of students with moderate to high support needs. **Teacher turnover** and leave is trending upwards, consistent with the ageing profile of the staff.

**Parents** are very supportive and we have an active Parents and Citizens Association.

The school **reputation** in the community is reportedly “very good” and surveyed parents indicate a high level of satisfaction with the school.

**Student participation** in sport is enthusiastic and the school enjoys “Diamond” status in the Premier’s Sporting Challenge as well as solid performance in PSSA Cross Country and Athletics. Participation in team sports is increasing and our reputation for sportsmanship and behaviour is excellent.

**Student participation** and performance in Creative and Performing Arts is strong internally but less so externally. We are promoting further opportunities in music and dance.

**Environmental education** initiatives include the establishment of a vegetable garden and the introduction of free range chickens.

The school is part of the Early Action for Success program. An instructional leader and interventionist teachers have been appointed and employed. This is leading to improved curriculum implementation and quality teaching where stringent data analysis provides teachers with the direction for future teaching.

## School planning process

They want our students to be competent users of technology for **learning** and for **communication** purposes.

They want our positive culture to be retained in an era of staff turnover and renewal.

They want our school to ‘**look good**’ in and out of classrooms so that we can continue to be proud of our school and its place in the Tamworth community.

Parents want a better understanding of syllabuses of what and how we teach and learn and they want to be shown ways of helping their children academically, socially and emotionally.

Parents wanted more opportunities around **music, dance** and **art** especially for students with ability or talent in these areas.

Parents of indigenous students support of personal learning plans for their children needs to be encouraged, Exposure to Aboriginal language and increased understanding of Aboriginal culture across the whole school is valued.

Students appreciate the range of play activities that are available to them and would like more opportunities to participate in team sports.

Teachers have been open to exploring the strengths, weaknesses, and opportunities of more flexible staffing to reduce class sizes, fully utilise available teaching spaces and ways of operating. They want to engage deeply with new syllabuses and they want to continue to track student literacy and numeracy achievement. They are open to opportunities for collaboration and the support of Instructional Leaders and quality teaching and learning expertise to improve their teaching practice.

The school community would like learning (for students, staff and the school community) to remain the focus while

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## School vision statement

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## School planning process

implementing new *Local Schools, Local Decisions*.

The leadership team want more teachers to be accredited with the NSW institute at the higher levels (Accomplished and Lead).

Through the EAfS the school is provided with an instructional leader and additional teacher allocation to deliver tailored interventions in literacy and numeracy as well as a training allocation for teachers to strengthen personalised learning for K–2 students.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

### Strong Foundations in Learning

#### Purpose:

Learning in all of the key learning areas and the core of our work as a school.

At our school, each and every student, regardless of background and ability is provided with the conditions to learn so that they can be the best that they can be. We strive to deliver a school environment in which all students are supported to be successful learners, to be literate, numerate, confident, creative and cooperative members of our school community.

These are the strong foundations supporting learning in our school and for life.

## STRATEGIC DIRECTION 2

### Building Teacher and Leadership Capacity

#### Purpose:

We will build teacher capacity as world class educators. As such our teachers will need to understand and support new teacher performance and development cycle.

Through reflection, observation, professional discussion and goal setting supported by the new Teacher and Performance and Development Framework teachers will identify both their strengths and areas for development in line with our school directions and the Australian Teaching Standards. As a result, teachers will deliver student learning that is relevant, challenging and engaging.

## STRATEGIC DIRECTION 3

### Student Wellbeing and Genuine Partnerships

#### Purpose:

Our school will build each student's capacity in supporting their cognitive, emotional, physical and spiritual development. Learning is supported by positive relationships and actively contributes to the school, the community and the society they live in.

To work across the school community to embed a positive culture and set values based on the PBL program. Use these negotiated values to achieve a culture where success is valued and students develop the confidence and skills to become independent learners.

# Strategic Direction 1: Strong Foundations in Learning

Purpose	People	Processes	Practices and Products
<p>Learning in all of the key learning areas and the core of our work as a school.</p> <p>At our school, each and every student, regardless of background and ability is provided with the conditions to learn so that they can be the best that they can be. We strive to deliver a school environment in which all students are supported to be successful learners, to be literate, numerate, confident, creative and cooperative members of our school community.</p> <p>These are the strong foundations supporting learning in our school and for life.</p>	<p><b>Students</b></p> <p>Students will increase their capacity to know and understand their own learning development in literacy and numeracy and how they can improve through teacher feedback</p> <p><b>Students</b></p> <p>Students set learning goals and work towards achieving these goals throughout the year.</p> <p><b>Students</b></p> <p>All students are engaged in teaching and learning programs that are purposeful, engaging and differentiated.</p> <p><b>Staff</b></p> <p>Access professional learning through the EAfS instructional leaders and external providers</p> <p><b>Staff</b></p> <p>Plan systematic and explicit (modelled, guided, independent) teaching and learning activities to support student literacy and numeracy progress across the curriculum.</p> <p><b>Staff</b></p> <p>Professional learning will continue to develop staff capacity to understand, implement and analyse: Best Start, PLAN K-6, NAPLAN to identify strengths and gaps in Literacy and Numeracy achievement.</p> <p><b>Parents/Carers</b></p>	<p><b>Learning Support K-6</b></p> <p>Tiered interventions are provided for students 'at risk' and involve integrated and intensive support in literacy and numeracy.</p> <p>.</p> <p><b>Focus on Literacy and Numeracy K-6</b></p> <p>External expertise will be engaged to deliver professional learning to all staff in Literacy and Numeracy.</p> <p><b>Evaluation Plan</b></p> <p>Analyse results from internal and external data. identify areas for improvement, monitor and track student progress.</p>	<p><b>Practices</b></p> <p>Collaborative professional learning regularly undertaken.</p> <p>Planned and targeted intervention programs are in place for all students requiring additional assistance leading to improved curriculum outcomes.</p> <p><b>Products</b></p> <p>Improved school literacy and numeracy performance evidenced by PLAN, Best Start and NAPLAN data. Students demonstrating more confidence in their learning and responding positively to teacher feedback.</p> <p>Regular assessment of students in literacy and numeracy against the continuums.</p> <p>Monitor and track progress of students against the continuum in literacy and numeracy. Monitor the number of students exiting support programs.</p>
Improvement Measures			
<p>Increased growth in NAPLAN between Years 3 and 5 in literacy and numeracy.</p> <p>Greater percentage of students achieving in the proficiency bands in Years 3 and 5 in NAPLAN.</p> <p>60% of students achieving expected targets in writing and 80% of students achieving at expected targets in all other areas of literacy and numeracy.</p>			

# Strategic Direction 1: Strong Foundations in Learning

## Improvement Measures

### People

Explicit targets are set for student learning through PLAN and communicated to parents

#### Parents/Carers

Practices will be embedded to ensure parental engagement and understanding of their child's learning progression against the PLAN benchmarks.

#### Leaders

The leadership group through professional development and performance are committed to improving learning outcomes for students by identifying individual needs, supporting programs and employing resources.

#### Leaders

School executive will analyse internal and external data to monitor, track and report on students, stage and whole school performance.

#### Leaders

The professional learning needs of staff are closely considered to enable the strategic provision of learning that focuses on explicit and systematic instruction.

## Processes

## Practices and Products

# Strategic Direction 2: Building Teacher and Leadership Capacity

## Purpose

We will build teacher capacity as world class educators. As such our teachers will need to understand and support new teacher performance and development cycle.

Through reflection, observation, professional discussion and goal setting supported by the new Teacher and Performance and Development Framework teachers will identify both their strengths and areas for development in line with our school directions and the Australian Teaching Standards. As a result, teachers will deliver student learning that is relevant, challenging and engaging.

## Improvement Measures

100% of teachers accredited by the Board of Studies and Teacher Education Standards (BOSTES) at Proficient Level and 20% working towards/achieving Highly Accomplished level.

Teacher survey from professional learning sessions and feedback from formal interviews. Evidence provided from the implementation of assessment strategies.

## People

### Students

Students will increase their capacity to know and understand their own learning development by setting personal learning goals which are supported by teachers through high-quality lessons and timely feedback.

### Staff

Instructional leaders and other members of staff will improve instructional practice through collaborative planning and professional learning sessions.

Professional learning will continue to develop staff capacity to understand, implement and analyse: Best Start, PLAN K-6, NAPLAN to identify strengths and gaps in Literacy and Numeracy achievement.

An Instructional Leader works directly with teachers in the early years to identify and provide teacher professional development and classroom based coaching. On-going, evidence based professional learning in literacy and numeracy is provided to teachers to develop and refine teaching practices K-2.

Students provided with specific feedback with regards to their learning and what they have to do to reach the outcome thus becoming a more independent learners.

Staff – K-2 training in L3 and TEN. Staff – 3-6 training in PLAN and familiarisation with K-2 programs implemented through Early Action for Success.

### Parents/Carers

## Processes

### Early Action for Success K-2

Implementation of Early Action for Success through an Instructional Leader to improve teacher practice as a result of data driven practice in literacy and numeracy.

### Performance and Development Framework

All staff will be supported to develop Professional Learning goals and collate evidence of their achievement through the Performance and Development Framework process.

Opportunity for observing professional practice, sharing strategies and receiving feedback (creating protocols around classroom visits and feedback).

### A Culture of continuing improvement aligned to the Teaching Standards

Appropriate DEC and ATSIL staff and resources will be engaged to support staff in the implementation of the NSW teaching standards, for proficiency and Highly Accomplished Teacher.

### Assessment As, For, Of learning

Build a bank of assessment strategies enabling students to demonstrate their learning in a variety of ways.

## Evaluation Plan

Regular timetables professional learning sessions with follow up with classroom observations and feedback.

## Practices and Products

### Practices

School executive will undertake training in the Performance and Development Framework and deliver training to school staff. School will collaboratively develop procedures in accordance with DEC regulations.

Target assessment practices across the school and provide support and professional learning in Formative Assessment.

Opportunities for teachers to collaborate when planning and programming, observe professional practice and participate in planned professional learning.

### Products

Staff will have provided evidence on their achievements and ongoing progress as assessed against the School Plan and School Excellence Framework.

Each year group developed a bank of assessment strategies with a balance of for, of and as assessment tasks that were trialled.

Improved capacity, knowledge and understanding of explicit teaching in literacy and numeracy.



## Strategic Direction 2: Building Teacher and Leadership Capacity

### Improvement Measures

#### People

Parent teacher interviews conducted to explain targets and student goals.

Parents and caregivers participate in the development of ILPs.

#### Leaders

The professional learning needs of staff are closely considered to enable the strategic provision of learning that focuses on explicit and systematic instruction.

Senior executive capacity will be enhanced to deliver feedback to staff on their performance and development through observations and negotiated goals.

School executive will analyse internal and external data to monitor, track and report on students, stage and whole school performance.

#### Processes

#### Practices and Products

# Strategic Direction 3: Student Wellbeing and Genuine Partnerships

## Purpose

Our school will build each student's capacity in supporting their cognitive, emotional, physical and spiritual development. Learning is supported by positive relationships and actively contributes to the school, the community and the society they live in.

To work across the school community to embed a positive culture and set values based on the PBL program. Use these negotiated values to achieve a culture where success is valued and students develop the confidence and skills to become independent learners.

## Improvement Measures

100% of PLP's completed and implemented.

Phase 1 and 2 of PBL completed. Behaviour statistics collected and analysed and results reported to students, staff and parents.

## People

### Students

Implementation of the PBL program to bring about consistency in learning and behaviour for all students.

Opportunities for students to be involved in extra-curricular activities such as dance, alternate sporting activities gymnastics, music and art.

### Staff

Actively engage in the development and teaching of the values promoted through PBL program.

### Parents/Carers

Parents support and reinforce the values promoted at Westdale Public School through the PBL program.

Practices will be embedded to ensure parental engagement and understanding of their child's learning progression. Parents will be supported in understanding how to support their child in their learning.

### Leaders

Initiate and lead the staff through the PBL process.

Parents collaborate with the school in the development of the school vision, strategic directions and milestones.

## Processes

### PBL Phase 1 and 2.

Whole school commitment to the training –submission to region; naming the team; ensuring inclusivity – SAS, GA, AEO, parents and carers and students

Form a team with a 'coach' for support.

Collect data using PBL 'tools' such as surveys.

Audit of current practices – what to keep.

Completed surveys are collated and used as the springboard to establish needs, priorities and commitment.

Get the whole school on board.

The school consistently implements a whole school approach to wellbeing that has clear expectations around school values, behaviour and learning.

### Aboriginal Education

Implementation of PLP's, after consultation with parents, students and staff.

## Evaluation Plan

Initial data collected from a variety of sources and analysed. Phase 1 and 2 of PBL completed. Three expectations selected through parent and student surveys. Term data collected and monitored to ascertain the effectiveness of the PBL program.

## Practices and Products

### Practices

Developed whole school organisational practices which enabled all students to be highly engaged in school activities and developed a more effective partnership with our parents.

PLP's reviewed and adjusted in line with feedback from students and parents making them more relevant to student learning and achievement.

### Products

Students, staff and the school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. (PBL Program)

AEO organised PLP meetings every semester. All PLP's have been collated and stored on Sentral. PLPs are implemented and continually adjusted to meet the needs of the students.