

School plan 2015-2017

Cabramatta West Public School 3980



School background 2015–2017

School vision statement

At Cabramatta West Public School we empower our learning community to strive towards a culture of excellence.

We aim to develop:

- confident risk takers who approach all learning creatively, collaboratively and critically with a positive awareness of self
- active participants who use their initiative to inspire, strengthen and nurture authentic learning partnerships in a dynamic world
- reflective problem-solving citizens who contribute to and make connections globally.

School context

Cabramatta West Public School is situated in South West Sydney. Currently there are 576 students enrolled, of which 92% of our students are from non-English speaking backgrounds.

As noted in the vision statement, Cabramatta West Public School is a community that shares a commitment to providing a culture of empowering excellence. The school motto, 'Learning Together, Working Together', symbolises the collaborative partnerships and values of the school. This community has a valuable and diverse cultural heritage which is celebrated.

Cabramatta West Public School is a school participating in the Empowering Local Schools National Partnership program.

The school is committed to strengthening inclusivity and actively engaging families and the community. The school has an instructional leader as part of the Early Action for Success initiative and this program builds upon a strong commitment to research-based literacy and numeracy programs.

Features of the school include a support unit, reading recovery, extensive learning and support programs for students from a non-English speaking background and students with additional learning needs, and community language programs in Vietnamese, Chinese, Khmer and Serbian.

School planning process

During Term 3 the school self-evaluation team undertook a rigorous examination of the school programs.

This examination included staff, student and parent surveys and focus groups. Evidence of current achievements and identified areas for improvement was collected via student assessment and teacher evaluations, data analysis and reflections.

Consultation was held with key stakeholders to ensure opportunity for opinions to be heard and contributions to be made when determining the strategic directions for the learning community of Cabramatta West Public School.

Following extensive training in the school planning model, the school plan was further developed whereby strategies and programs were selected to ensure achievement of the strategies directions.

School strategic directions 2015–2017



STRATEGIC DIRECTION 1

Learners And Leaders

Purpose:

To embed an ethos which builds the capabilities of teachers and students, working together, to plan and develop pathways that will ensure their ongoing development as life-long learners and leaders.




STRATEGIC DIRECTION 2

Partnerships That Count

Purpose:

To forge partnerships between students, families, schools and the broader community bringing mutual benefits that maximise rich learning, personal wellbeing and active citizenship.



STRATEGIC DIRECTION 3

Quality Curriculum

Purpose:

To ensure deep knowledge, understandings, skills, and values that will enable quality student learning across all disciplines.

Strategic Direction 1: Learners And Leaders

Purpose	People	Processes	Practices and Products
<p>To embed an ethos which builds the capabilities of teachers and students, working together, to plan and develop pathways that will ensure their ongoing development as life-long learners and leaders.</p>	<p>Students</p> <p>Empower students to be active participants in their learning, enabling them to be critical and creative and take collective responsibility for decision making.</p>	<p>Students</p> <p>All students are provided with opportunities to connect, succeed and thrive relevant to their stages of learning and development.</p> <ul style="list-style-type: none"> • Wellbeing Framework • PBL • Student Voice – SRC 	<p>Practices</p> <p>Staff actively networking across our community of schools and collegial networks.</p> <p>Staff engaging with the Australian professional standards to reflect and refine their practice.</p> <p>Staff providing targeted support and personalised and differentiated learning for all students.</p>
Improvement Measures	<p>Staff</p> <p>Identify and develop pathways for professional learning opportunities that reflect DEC Reform Agendas.</p> <p>Foster a climate of ongoing professional learning as life-long learners.</p>	<p>Staff</p> <p>All staff create positive teaching and learning environments and take shared responsibility for student improvement.</p> <ul style="list-style-type: none"> • evaluating effectiveness of their teaching practices and creating pathways for professional development (PDP) • observation of each other's practice • PBL/Behaviour Code • developing partnerships within and beyond the school(eg collaboration with local support services and agencies). 	<p>Products</p> <p>Current and Aspiring leaders developing improved leadership qualities through a professional coaching model that is reflected in PDPs, succession planning and distributed leadership opportunities.</p> <p>100% of staff demonstrating progress towards their professional learning goals as outlined in their PDP.</p> <p>100% of staff collaboratively planning and implementing IEPs and PLPs.</p>
<p>Increase in the number of students achieving improved wellbeing, success in school life, positive relationships and social responsibility as measured by school based data (surveys, LST data, achievement data).</p>	<p>Parents/Carers</p> <p>Promote a collaborative learning community by providing learning opportunities for parents and teachers.</p>	<p>Leadership</p> <p>Effective leadership is evidenced at every level of the school environment where students, staff and parents contribute to the achievement of priorities and goals.</p> <ul style="list-style-type: none"> • Instructional Leaders • Collaborative Expertise • Leadership development 	
<p>100% of staff demonstrating progress towards their professional learning goals as outlined in their PDP.</p>	<p>Community Partners</p> <p>Share quality practices across educational settings.</p>		
<p>100% of staff collaboratively planning and implementing IEPs and PLPs.</p>			
<p>Student leaders improve formal public speaking.</p>			

Strategic Direction 1: Learners And Leaders

Improvement Measures

People

Processes

Practices and Products

Evaluation Plan

Rigorous and regular data collection and analysis of behaviour and wellbeing.

IEPS and PLPs regularly monitored.

Monitoring the progress towards the achievement of individual professional learning goals.

Strategic Direction 2: Partnerships That Count

Purpose	People	Processes	Practices and Products
To forge partnerships between students, families, schools and the broader community bringing mutual benefits that maximise rich learning, personal wellbeing and active citizenship.	Students Foster a climate of active partnerships among the school and wider community.	Students and Staff Students and staff are trained to evaluate and implement the seven dimensions of family and community engagement – communicating, connecting learning at home and school, building community identity, recognising the role of the family, consultative decision making, collaborating beyond the school and participating.	Practices School policies, practices and programs acknowledge families as partners in their children's education.
Improvement Measures			
100% of staff trained in evaluating and implementing the seven dimensions of family and community engagement.	Staff Build collaborative partnerships that enhance communication and learning and strengthen professional networks.		Strengthened partnerships with the school's Pacific Islander community.
Increase in the number of external agencies supporting teaching and learning and families.		Parents School governing body provides opportunities for families to participate in the life of the school and the decision making process. Kindergarten transition will be extended to support students and their parents.	Actively involved in Cab3 community of schools.
Cultural groups (including minority groups) are represented in a wider range of school based initiatives.	Parents/Carers Enhance parent connectedness, strengthening opportunities for reciprocal information and learning.		Strengthened partnerships with the school's Pacific Islander community.
Increase in the number of staff connecting with other schools, professional networks and organisations.	Community Partners Widening accessibility of community providers to enhance student educational outcomes.	Professional Networks Staff connecting with other schools, professional networks and local organisations. Kindergarten transition 2016 to be extended in length and to include local organisations.	Products 100% of staff trained in evaluating and implementing the seven dimensions of family and community engagement.
			Increase in the number of external agencies supporting teaching and learning and families.
		Evaluation Plan Identify strengths and focus areas against the seven dimensions of engagement.	
		Observe the success of the parent/school governing body.	
		Monitor number and diversity of parents at school based initiatives.	Increase in the number of staff connecting with other schools, professional networks and organisations.

Strategic Direction 3: Quality Curriculum

Purpose	People	Processes	Practices and Products
To ensure deep knowledge, understandings, skills, and values that will enable quality student learning across all disciplines.	Students Students develop an ability to be active drivers of learning through formative assessment practices.	Continuing to develop a whole school approach to assessing and reporting: <ul style="list-style-type: none"> • formative assessment • validity of data • consistent approaches to assessment data • teaching and learning cycle • reviewing current reporting system against the principles of assessing and reporting. 	Practices Building capacity through formative assessment practices being embedded in all programs.
Improvement Measures	Staff Staff ensure that learning is visible, explicit and purposeful.	<ul style="list-style-type: none"> • reviewing current reporting system against the principles of assessing and reporting. 	Staff developing, refining and strengthening the implementation of quality classroom practice by routinely reviewing content and previewing planned learning.
75% of students achieving grade appropriate expectations in Numeracy based on PLAN, NAPLAN and school based data.	Staff Staff develop and refine their practice to actively engage in deepening their knowledge and understandings.	Teacher professional learning: <ul style="list-style-type: none"> • Accelerated Literacy • Focus on Reading • L3 • TEN • future focused classrooms 	Teacher and learning programs that are transparent and consistent and reflect an evidence based framework.
65% of students achieving grade appropriate expectations in Literacy based on PLAN, NAPLAN and school based data.	Leaders Leaders support teachers by modelling, implementing, mentoring and leading best practice.	<ul style="list-style-type: none"> • Whole school data collection where all staff are involved in the development of a whole school data system to ensure ongoing student personal growth. 	Teachers work together to improve teaching and learning.
100% of staff actively engaged in PL and effectively reflecting on their practice.	Parents/Carers Parents informed of the students' achievements through personalised means of communication.	Evaluation Plan Evidence of formative assessment, AL, FoR, L3, TEN noted through class programs and class observations/walkthroughs.	All K–2 students have personalised learning plans identified through EAfS structures.
	Parents/Carers Parents understand that educational outcomes are linked to holistic child development.	Review and analysis of whole school data.	Products 75% of students achieving grade appropriate expectations in Numeracy based on PLAN, NAPLAN and school based data.
	Community Partners Professional networks ensure a consistent strengthening of understanding of quality curriculum.		65% of students achieving grade appropriate expectations in Literacy based on PLAN, NAPLAN and school based data.
			100% of staff actively engaged in PL and effectively reflecting on their practice.