

School plan 2018-2020

Auburn West Public School 1075



School background 2018–2020

School vision statement

To foster successful, resilient citizens with a commitment to lifelong learning through next practice, innovative teaching and learning and challenging intellectual inquiry.

School context

Auburn West Public School is a dynamic school located next to the Auburn Botanic Gardens. Auburn West Public School has an enrolment of 610 students, including 98% of students from non-English speaking backgrounds.

The staff at Auburn West Public School are enthusiastic, committed, cohesive and caring. Many teachers are early career teachers requiring the provision of targeted mentoring and professional learning services. There is a focus on flexible learning spaces, mentoring and coaching, and future focused teaching and learning as school priorities. A strong partnership exists between the school and community.

The school currently has 26 classes from Kindergarten – Year 6. The school leadership team has a focus on instructional leadership for students and staff. The school executive comprises of the principal, deputy principals, assistant principals, and instructional leaders as part of Early Action for Success (EA4S).

School planning process

Auburn West Public School students, staff and the community were consulted in a variety of ways to develop the next iteration of our school plan.

In 2014 the school planning team consulted the community throughout Term 4 to determine the school vision and strategic directions for the 2015–2017 School Plan. Following the External Validation process in August 2017, as well as in consultation with the school-wide community, the 2018–2020 School Plan was developed.

The following data was collected to inform the school plan:

- Tell Them From Me (TTFM) survey completed by the students, staff and parents;
- Parent discussion groups through the newly formed P&C, School Council and parent meetings;
- Student discussion groups through the SRC and feedback sessions;
- Teacher and Executive surveys and feedback;
- Feedback from external partners; Partnership action plans; and School determined next steps from the External Validation process and School Excellence Framework.

School strategic directions 2018–2020



Purpose:

Every member of the school community develops a strong identity as a learner through future-focused, responsive teaching and learning across the curriculum.

Purpose:

Our community shares collective responsibility for learning, wellbeing and whole-school improvement to ensure a positive educational impact for all students.

Purpose:

Instructional leadership and evidence-based practice develop high quality leaders who actively contribute to the school, wider community and society.

Strategic Direction 1: Engaging future-focused learners

Purpose

Every member of the school community develops a strong identity as a learner through future-focused, responsive teaching and learning across the curriculum.

Improvement Measures

- All staff utilise School-based Evidence Framework (see Framework).
- Staff lead inquiry-based learning tasks culminating in a learning showcase each semester.
- 3-way learning conferences between student, teacher and parents:
 - 2018 – Kindergarten, Year 6
 - 2019– 2020 – K–6
- All staff undertake research through a school-wide literacy Spiral of Inquiry 2018–2020.
- All staff engage in data conversations (executive and teacher).

People

Students

Set goals and monitor their learning, as they engage in future-focused learning; applying literacy and numeracy skills and understandings across the curriculum.

Staff

Engage in personalised professional learning as they deepen their pedagogical knowledge, analyse student learning and evaluate their teaching to maximise the impact of their practice.

Parents/Carers

Share in the collective responsibility for student success through engagement in school events and ongoing learning conversations with their children and teachers.

Community Partners

Co-construct tailored professional learning and support as they work with the school to develop effective pedagogical frameworks and maximise student learning outcomes.

Leaders

Deepen effective processes for data analysis and the delivery of responsive professional learning to ensure a cohesive approach K–6.

Processes

1. Future-focused Learning through:

- Innovation/future-focused planning
- Inquiry-based learning
- Goal setting and self-regulation
- STEM and 6Cs
- Curriculum mentor/s

2. Responsive teaching and learning through:

- Reflective practice based on analysis of student learning data
- Fluid and flexible learning
- Visible learning
- Learning intentions, success criteria (LISC)
- Explicit feedback/feedforward

3. Responsive professional learning and embed quality teaching practice through:

- Evidence framework
- 3UPP
- Communities of practice
- Practice analysis
- Puzzles of practice

Evaluation Plan

School-based Evidence Framework; 3-way learning conferences between student, teacher and parents.; School-wide Spiral of Inquiry; Data conversation (executive, teacher); and Creation and participation in learning showcase.

Practices and Products

Practices

Self-regulated learners engage in quality learning environments within flexible and fluid groups.

Students engage in conversations about their learning, their goals and their achievements.

Professional learning conversations within established learning networks deepen pedagogical knowledge, skills and understandings.

Teachers regularly review, respond and reflect on their impact to maximise student learning as evidenced through professional learning conversations.

Products

Increased evidence of future-focused teaching and learning through quality learning environments and teaching and learning programs.

All staff demonstrate responsive teaching and learning through evidence of visible learning practices, feedback and assessment in classrooms.

Professional learning networks established within, and beyond, the school community to support future-focused teaching and learning.

All teachers actively participate in professional learning which develops a deeper understanding of feedback, self-evaluation, future-focused teaching and learning.

Strategic Direction 2: Collective efficacy driving continuous improvement

| Purpose | People | Processes | Practices and Products |
|---|---|--|--|
| <p><i>Our community shares collective responsibility for learning, wellbeing and whole-school improvement to ensure a positive educational impact for all students.</i></p> | <p>Students</p> <p>Develop the knowledge, skills and understandings of academic and behaviour expectations to be autonomous learners.</p> | <p>1. Accelerated learning through:</p> <ul style="list-style-type: none"> • Data analysis • Case management • Tiered intervention support structures • Responsive professional learning • Adaptive expertise and self-efficacy | <p>Practices</p> <p>Tracking of learning and wellbeing data through on-going data conversations, analysis against internal and external measures and responsive action.</p> |
| <p>Improvement Measures</p> | <p>Staff</p> <p>Utilise management systems to analyse, reflect and plan responsive teaching to accelerate student learning.</p> | <p>2. Increased sense of wellbeing (connect, succeed and thrive) through:</p> <ul style="list-style-type: none"> • Consistent implementation of Positive Behaviour for Learning • Case management • 3 way learning conversations • Tiered intervention support structures | <p>Teacher professional learning is focused on the use of the syllabus and progressions to make effective evidence-based judgements to inform teaching and learning programs.</p> |
| <ul style="list-style-type: none"> • Student case management and wellbeing data is monitored through Learning Support Team meetings, data conversations and case management feedback meetings. | <p>Parents/Carers</p> <p>Participate actively through two-way communication strengthens understanding of student wellbeing structures and academic progress.</p> | <p>3. Strengthen purposeful and effective community partnerships through:</p> <ul style="list-style-type: none"> • Induction for on-going school-wide community learning and engagement • A shared parent and student understanding of student learning • Critical reflection, inquiry into practice and professional development. | <p>Continual refinement of universals through whole-school community feedback and PBL data analysis to consolidate Tier 1 implementation. Effective case management and responsive intervention for identified students.</p> |
| <ul style="list-style-type: none"> • Student learning data is tracked through Best Start (RBSKA), PLAN2 and school-based data. | <p>Community Partners</p> <p>Strengthen the support and utilise expertise with the school community to maximise learning opportunities.</p> | <p>Evaluation Plan</p> <p>Case management and wellbeing data; Best Start (RBSKA), PLAN2 and school-based data; Staff professional development plans; Community attendance and participation at school events and committees; and Feedback gathered from school committees, data analysis and school/community partnerships.</p> | <p>School has formal and informal structures to support families to hold conversations with teachers and students about learning and wellbeing.</p> |
| <ul style="list-style-type: none"> • NAPLAN data is analysed through SCOUT for: <ul style="list-style-type: none"> – Value added data – Trend data. | <p>Leaders</p> <p>Model use of data to make evidence-based decisions to drive whole school continuous improvement.</p> | | <p>Products</p> |
| <ul style="list-style-type: none"> • 100% staff complete annual professional development plans (PDPs) which includes a school-wide goal and personal goals. | | | <p>Strong systems are in place for effective 3-way communication with families to support student learning and wellbeing.</p> |
| | | | <p>Staff effectively track student learning progress through the National Literacy and Numeracy Learning Progressions and PLAN2.</p> |
| | | | <p>Positive Behaviour for Learning systems and structures are utilised to promote student wellbeing through tiered case management.</p> |

Strategic Direction 3: Leaders of learning achieving excellence

Purpose

Instructional leadership and evidence-based practice develop high quality leaders who actively contribute to the school, wider community and society.

Improvement Measures

- Strategic partnership action plans are evaluated annually.

- Feedback from the school and wider community supports monitoring of professional learning, leadership development and student progress through:

– Tell Them From Me (TTFM) survey completed by students, staff and parents;

– Parent discussion groups through P&C, School Council and parent meetings;

– Student discussion groups through the SRC and feedback sessions; and

– Teacher and Executive surveys and feedback.

People

Students

Develop leadership skills and engage in leadership experiences within and outside the school context to positively contribute to school life and wider school community.

Staff

Deepen pedagogical knowledge through professional learning opportunities, develop and maintain community partnerships and strengthen teacher leader capacity.

Parents/Carers

Develop a stronger understanding of future-focused teaching and learning and actively engage in and support programs and practices implemented by students and staff.

Community Partners

Deepen collaboration with the school community to provide opportunities and support to facilitate leadership, learning and excellence.

Leaders

Deepen leadership skills to build capacity, strengthen instructional leadership and support teachers to implement evidence-based practice.

Processes

1. Deepening instructional leadership to lead improvement, innovation and change through:

- Professional learning conversations, data conversations, co-planning, –teaching and –evaluating.
- Leadership team professional conversations

2. Develop well-informed leaders of learning who work in partnership with:

- Wider-school community
- Professional learning networks
- Students, staff and strategic partners
- University partners

3. Facilitate leadership development opportunities for students, staff and community through:

- Student lead learners
- Engagement with professional standards and frameworks
- Representative opportunities within and outside the school context

Evaluation Plan

Staff, students and parents complete school surveys (Tell Them from Me and Survey Monkey); Partnership action plans; and Staff professional development plans.

Practices and Products

Practices

School leaders engage staff in professional learning conversations utilising evidence to deepen pedagogical knowledge, improve practice and accelerate student learning outcomes.

Leaders of learning broaden and evaluate strategic partnerships to connect our school to the local and wider community.

School leaders encourage active engagement, strong student and community voice and representation as contributors to school decision making and future directions.

Products

Responsive professional learning supports differentiated learning and teaching to achieve accelerated student learning

Enriched leadership through collaboration with partners who have a shared vision and expertise.

Systems and structures are in place to enable leaders of learning to improve learning, wellbeing, community connections and school-wide representation.