

School plan 2018-2020

West Ryde Public School 3023



School background 2018–2020

School vision statement

West Ryde Public School students are well balanced and reflective learners who are confident and creative global citizens committed to a love of lifelong learning.

School context

West Ryde Public School is a positive community centred school where not only academic excellence is valued and pursued but also the development of healthy relationships, acceptance and tolerance. This statement is effectively demonstrated by the way in which all students learn harmoniously alongside each other. This is a significant feature of the school culture.

West Ryde Public School has 664 students with approx. 86% being from a non-English speaking background and is committed to promoting its cultural and linguistic diversity.

The school has a strong sense of community and is supported by parents and the wider community who work as a team to further enrich school programs and resources. This strong sense of community is reflected in the involvement of parents in the P&C.

Our partnership with the Marsden Learning Alliance, our community of schools, provides professional learning opportunities to enhance teaching and learning practices.

I would like to acknowledge the Wallumattagal people who are the traditional custodians of the land upon which West Ryde Public School is located.

School planning process

Staff were tasked with critically reviewing the Melbourne Declaration, The Wellbeing Framework and School Excellence Framework in order to give all members a thorough understanding of the documents. From this review executives participated in a professional development day where the 2015–2017 school plan was discussed and thoroughly evaluated.

A range of school and external performance data was analysed.

Based on this review of progress during 2015 – 2017 school plan and the Melbourne Declaration, The Wellbeing Framework and School Excellence Framework, the school executive staff developed, in consultation with staff, students and parents, a school vision for 2018–2020 along with four strategic directions that aligned with the strategic directions of the NSW Department of Education and the Premier's targets.

This work was presented to the school staff and P&C for review, feedback and amendment. Changes were made and ideas were clarified and refined by the staff and community.

In 2018 all staff are part of Strategic Direction teams led by Assistant Principals and aspiring leaders at West Ryde PS. These teams will meet regularly throughout the year and are tasked with creating and managing milestones, ensuring that targets are met. This team structure is designed to ensure that this school plan continues to be a truly collaborative, evolving document.

School strategic directions 2018–2020



Purpose:

To develop resilient self-motivated learners who can communicate their creative and critical thinking.

Purpose:

To develop a staff culture of reflective practitioners who are committed to delivering engaging and evidence based learning experiences.

Purpose:

To build a positive school community that works in partnership to maximise student outcomes.

Strategic Direction 1: Successful Global Learners

Purpose

To develop resilient self-motivated learners who can communicate their creative and critical thinking.

Improvement Measures

15% increase (13 students in Year 3 and 8 students in Year 5) in expected growth outcomes for students in each NAPLAN assessment strand.

65% of students demonstrate ability to set and review semester long academic goals.

80% of STEM lessons follow the recognised 'design process'.

65% of students can identify strategies to build their own resilience.

30% of all students achieving in the top band in all areas across Year 3 and 5.

People

Students

Students engage in explicit, differentiated learning programs in Mathematics and Literacy.

Students

Students build skills to become self-directed, future focussed learners who engage in regular self-assessment and goal setting.

Students

Students participate in a wellbeing program that develops their emotional awareness, resilience and self-confidence.

Staff

Staff develop their personal capabilities in delivering future focussed learning programs, including STEM

Parents/Carers

Reaffirm our intellectual relationships with our parent community and high performing, future focused schools and tertiary institutions.

Leaders

Executive adopt a coordinated approach to management which ensure staff's focus is always on student learning and successful and collaborative pedagogy.

Processes

Visible Learning Initiative:

Implement a whole school integrated approach to embed visible learning principles in which improve student outcomes in Literacy and Numeracy.

STEM K-6 Initiative:

Development of a whole school STEM program which engages students in 21st century and future focused learning experiences.

Wellbeing K-6 Initiative:

Integrate wellbeing learning into PDHPE lessons to develop students' emotional awareness, resilience and self-confidence.

Evaluation Plan

Regular monitoring and analysis of quantitative and qualitative data sets, including BEST START, NAPLAN, class assessments, student and teacher self-assessment, staff surveys and PL exit tickets.

Practices and Products

Practices

Students engage in regular self and peer assessment to improve on their own learning.

Established assessment timeline and development of a consistent approach to recording and tracking student data across stage groups.

Delivery of future, focussed learning K-6 (including STEM lessons) where students are tracked on how they can apply their discipline knowledge to real life contexts.

Products

Teaching and learning programs and lesson observations reflect embedded visible learning strategies and STEM lessons in all classrooms K-6.

Students demonstrate strong discipline knowledge in literacy and numeracy, with a focus on every student realising at least a year's progression for a year's teaching.

Students demonstrate improved self-confidence, emotional awareness and resilience.

Strategic Direction 2: Excellence in Professional Practice

Purpose

To develop a staff culture of reflective practitioners who are committed to delivering engaging and evidence based learning experiences.

Improvement Measures

100% of students are engaging with 21st century skills and future focused learning strategies

75% of TPL is related directly to targets outlined within the school plan

30% of parent/community participate in school led educational forums

100% of school determined Teacher Professional Learning is research / evidence based.

People

Students

Students to engage in evidence based, future focussed learning experiences across all KLAS; in order to develop critical and creative thinking skills.

Staff

Staff engage in evidence based practice and commit to developing a collaborative lifelong learning culture within WRPS and Marsden Learning Alliance (MLA).

Parents/Carers

Improve communication and the understanding of professional practices within the school community.

Leaders

As leaders in current pedagogy, facilitate the sharing of professional best practice.

Processes

STUDENTS

To engage students with 21st century skills and future focused learning strategies using current best practice.

STAFF

To participate in consistent Teacher Professional Learning (TPL) / Professional Development (PD) to promote and develop best practices across K-6.

To develop a school wide process for the collection of meaningful data that drives pedagogy.

PARENTS AND COMMUNITY

Upskill parents and carers with strategies to support best practice of teachers at home.

LEADERS

To facilitate and drive consistent focused whole school and stage TPL/PD to promote best practice and current research across K-6.

Evaluation Plan

Regular monitoring and analysis of quantitative and qualitative data sets, including BEST START, NAPLAN, class assessments, student and teacher self-assessment, staff TPL surveys.

Practices and Products

Practices

Teachers implement the use of rubrics across K-6.

Project Based Learning (PBL) in different forms implemented across K-6.

Consistent teacher judgement is developed through moderation and sharing sessions.

Leadership potential of staff is recognised and built on through opportunities to lead learning.

Products

Meaningful data and feedback processes, differentiated curriculum and evidence based programs across K-6.

Evidence of Stage SMART goals in teaching/learning programs K-6.

Strategic Direction 3: Positive Community Engagement

Purpose

To build a positive school community that works in partnership to maximise student outcomes.

Improvement Measures

15% increase in community involvement in whole school initiatives.

Publish communication procedures and measure engagement of the community through increased interaction with communication tools.

70% of students can communicate the importance of learning intentions and success criteria to the broader school community.

Students have ownership of their learning and develop a voice which reaches beyond the classroom as evidenced by the Tell Them From Me survey results and analysis of classroom programs.

People

Students

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to our community.

Staff

All staff will demonstrate a consistent practice and inclusive approach when communicating to students, staff and the wider community, reinforcing the core values of our school, which enriches the partnership between school and home.

Parents/Carers

Parents will be actively engaged and connected to foster positive relationships within the school community.

Community Partners

Community partners that are working to support educational outcomes and well-being for students and families.

Leaders

Leaders will develop strategic relationships that strengthen student outcomes and build positive relationships with wider community.

Processes

COMMUNITY PARTNERSHIPS

Utilise the expertise in the school and broader community to enhance teaching and learning and to strengthen parent engagement.

COMMUNICATION

Clear, relevant and consistent communication procedures within our community, and to broaden our students' connection to the wider, global learning community in authentic ways.

Evaluation Plan

Continue existing transition programs.

Implement additional programs with educational services.

Monitoring parent engagement and attendance at school functions/events.

Create and collate parent surveys

Growth in P&C of cultural group numbers.

Monitor engagement of communication methods

Tell them from me survey

Practices and Products

Practices

Inclusive school communication with various language groups

Pro-active with how we communicate with our school to maximise community engagement.

Students, parents and teachers actively contribute to the development of meaningful and sustained connections between home, school and community.

Products

Increased involvement of a wider group of stakeholders in school activities.

School leaders value and recognise the strengths and attributes of all members within our school community.

Students will be well balanced, reflective, confident and committed life-long learners.

Strong links between preschool and high school ensuring positive transition to and from primary school.

Partnerships are established at the local, national and global level that connect relevant and meaningful student and staff learning