

School plan 2018-2020

Westdale Public School 3428



School background 2018–2020

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 based on the principles of respect, equity and inclusiveness.

Effective communication and processes will underpin our strategic directions. We will work collaboratively in partnership to achieve our goals and challenge our students to be successful learners.

We aim to provide a well rounded curriculum to support the development of all students. We ensure equity and access is provided to quality teaching and learning environments so that our students are happy, confident and well balanced.

School context

Our **enrolment** is currently 523 students in 22 classes including a Behaviour support class. The school's enrolment has grown considerably and further growth is expected with significant new subdivisions opening. Aboriginal enrolments remain at close to 30%. The mobility rate is significant with about 30 new students enrolling in Years K–6 and about the same leaving each year.

Students at our school have an active, healthy lifestyle and enjoy school life through a range of extra-curricular activities, including Music, Sport, Art Enrichment and Gifted and Talented Enrichment.

Westdale is in it's third year of implementation of the PBL program. Students, staff and the school community have unified expectations of behaviour and learning.

Our school community is supportive of learning with high expectations.

As an Early Action for Success School, 1.6 Instructional Leaders have 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 K–2.

An additional Instructional Leader (1.0) Literacy and Numeracy Aboriginal students Years 4–6 was appointed in Dec 2017 and will work for 12 months targeting aboriginal students in years 4–6 in the middle 2 NAPLAN bands.

School planning process

A **review** of the 2015–2017 school plan was conducted in 2017 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*.

The school staff evaluated the school against the School Excellence Framework. The evaluations and recommendations were referred to the School Evaluation Team.

A School Evaluation Team, a combined group of teachers, executive and interested parents, worked collaboratively and productively to establish our school vision, school directions and guide and develop our school plan.

Interested staff and parents were then invited to review the School Plan, including milestones and key initiatives. The School Plan was presented to all staff and the P&C.

Internal and external data including NAPLAN, PLAN 2 data and behaviour have been reviewed and analysed to inform decision making.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Successful, confident and engaged student learners

Purpose:

To ensure learning is continuous based on quality educational delivery, consistent high standards and shared professional practices. This will take place within a school culture that respects and responds to every student's aspirations, culture, gender and learning potential.

STRATEGIC DIRECTION 2

Building capacity, leadership and educational practice

Purpose:

At Westdale, we will build and strengthen the capacity of staff through;

professional development (targeted towards identified school needs),

current researched pedagogical practices,

and professional learning opportunities to meet personal goals and career development.

STRATEGIC DIRECTION 3

Building stronger, positive relationships

Purpose:

Building stronger, positive relationships as an educational community, inspiring a culture of collaboration, participation, engaged communication, empowered leadership and organisational practices to ensure student learning outcomes continue to improve.

Strategic Direction 1: Successful, confident and engaged student learners

Purpose

To ensure learning is continuous based on quality educational delivery, consistent high standards and shared professional practices. This will take place within a school culture that respects and responds to every student's aspirations, culture, gender and learning potential.

Improvement Measures

Improvement Measures

Increase the proportion of students in the top 2 NAPLAN bands by 8% by 2019.

Increase the proportion of ATSI students in the top 2 NAPLAN bands for reading and numeracy by 30%.

At least 70% of students K–6 meeting or exceeding the expected benchmarks in PLAN 2 in literacy and numeracy.

95% of students (K–6) demonstrating consistent expected behaviour in classrooms and playground as recorded in Sentral.

People

Staff

Enhance the capacity of teachers enabling them to expertly use SMART Data (NAPLAN), PLAN Data, Data Walls and analyse student achievement and plan for continual improvement in literacy and numeracy.

Develop their ability to integrate new technologies into classrooms and support students in understanding the impact of social media.

Students

Engaging in challenging and future focussed learning experiences to build the necessary skills to interact, collaborate and share in an increasingly digital world.

Encouraging students to play an active role in their own learning by goal setting and reflecting on feedback to improve and achieve specific outcomes.

Leaders

Leaders engage in appropriate professional learning to build their own capacity and ability to support students and staff.

Parents/Carers

Parents will work collaboratively with the school to understand and support their child in becoming proficient and responsible users of technology.

Processes

Future Focused Learning

In 2019:

A school Scope and Sequence to increase staff capacity to implement ICT through professional learning, acquisition of hardware and innovative resources to support the program is developed.

In 2020:

Students use higher order thinking skills and integration of communication, critical thinking, collaboration and creativity to enhance literacy and numeracy skills.

Assessment/Data

Teachers use a variety of assessment strategies to assess student learning, plan future lessons, ensure there is a differentiated curriculum and report accurately using the Literacy and Numeracy Progressions.

PBL/Wellbeing

Implementation of a whole school integrated approach to student well-being through PBL.

Evaluation Plan

A wide variety of technology based resources will be used by staff and students to produce collaborative work.

Evidence of the school ICT Scope and Sequence will be in class programs and observed being taught and being used by student's in assessment tasks.

Evidence produced by informal

Practices and Products

Practices

Future Focused Learning

Class teachers engage in Professional Learning to plan for and demonstrate the teaching of high order thinking skills.

Students demonstrate high order thinking skills through articulating efficient problem solving strategies.

ICT

Students use a variety of technology based resources effectively to enhance their learning with confidence and success.

Assessment/Data

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the Literacy and Numeracy progressions.

PBL/Wellbeing

Students engaged in sequenced lessons involving expectations of behaviour in classrooms and the playground.

Products

Future Focused Learning

Increased engagement of all students and a repertoire of differentiated learning strategies to support and extend student learning.

ICT

Strategic Direction 1: Successful, confident and engaged student learners

Processes

teacher observation, discussion and quick exit surveys regarding ICT competencies.

Stage meetings for teachers will include discussion and planning time for reflection on ICT Scope and Sequence. (SLSO will offer support in class for teachers who require it.)

Learning and support team identify students at risk of not achieving benchmarks and support through the intervention program.

Regular reporting against milestones.

Practices and Products

Teachers implement K–6 Technology Scope and Sequence, ensuring students are supported to meet curriculum based outcomes.

Assessment/Data

Teachers continually use evidence based teaching strategies to move students forward in their learning.

PBL/Wellbeing

A Positive Behaviour for Learning (PBL) framework is in place to support consistent implementation of the student welfare policy. Evidence of success is recorded, reported and celebrated.

Strategic Direction 2: Building capacity, leadership and educational practice

Purpose

At Westdale, we will build and strengthen the capacity of staff through;

professional development (targeted towards identified school needs),

current researched pedagogical practices,

and professional learning opportunities to meet personal goals and career development.

Improvement Measures

100% of teachers displaying and using learning goals and success criteria (observed in learning walks and programs).

100% of staff achieve their PDP goals.

People

Staff

Engage in the various professional learning activities that are school focussed, relevant and future focussed to increase their knowledge, skills and understanding thus enabling them to deliver quality differentiated programs.

Students

Using visible learning strategies students can articulate what they are learning, what they are expected to know, where they are in their learning (learning progressions) and reflect on what they need to do to move forward after feedback from the teacher and peers.

Leaders

The leadership team places a high priority on professional learning for all staff. They endeavour to build a culture of mutual trust where teachers feel supported to share and observe each other's practice, provide feedback and continue to improve by reflecting on their own practice.

Instructional leaders assist teachers in the classroom by modelling, observing, team teaching or through demonstration, providing feedback, and supporting with best practice strategies.

Parents/Carers

Parents as educational partners will have the opportunity to find out how to support their child's learning through participation in parent information sessions, school events, workshops and through the reporting.

Processes

Professional Learning

A professional learning plan for teachers is developed and delivered on identified aspects of literacy and numeracy, ensuring a deeper shared understanding of quality teaching and the Learning Progressions.

Evaluation Plan

Evaluation of Best Start and NAPLAN data.

Instructional leaders will review student data from PLAN 2 every 5 weeks K–3 and each term 4–6. Data will be collated onto data walls and shared at stage meetings.

Collaborative planning days will be led by Instructional Leaders and Executive to provide quality instruction and ensure consistency of delivery across the grades. Teacher feedback and regular observation of lessons provides evidence of effective practice..

Collection and dialogue around teaching programs in literacy and numeracy.

Regular reporting against milestones

Practices and Products

Practices

Professional Learning and Leadership

Teachers regularly participate in professional learning through a continuous focus on building skills, knowledge and understanding of the Learning Progressions, the tracking of students and monitoring of student progress.

Products

Professional Learning

Through evidence based practice teachers will increase understanding and capacity to differentiate learning, plan future teaching and monitor student progress.

Leadership

A professional learning community exists K–6 whereby all staff are focussed or driven to ensure continuous learning

Strategic Direction 2: Building capacity, leadership and educational practice

People

processes.

Strategic Direction 3: Building stronger, positive relationships

Purpose

Building stronger, positive relationships as an educational community, inspiring a culture of collaboration, participation, engaged communication, empowered leadership and organisational practices to ensure student learning outcomes continue to improve.

Improvement Measures

Baseline data collected in 2017 will indicate an increase of 15 % over three years of results from parent/teacher and student surveys "Tell Them From Me" (satisfaction).

Increased involvement of parents and community members measured by participation in development of PLPs, P&C meetings, parent/teacher meetings, assemblies, NAIDOC Week, Education Week celebrations and sporting events.

People

Staff

Staff will display confidence in interacting with parents regarding educational issues, student behaviour and academic progress. Understanding of the Westdale community and the commitment to communicate key messages and positive aspects of Westdale Public School to parents.

Students

Students will build positive relationships and actively contribute to the school and the community in which they live.

Leaders

Leaders will demonstrate an understanding of authentic partnerships and capacity to include all stakeholders in decision making within the school.

Parents/Carers

Open communication will exist between home and school to ensure all parents have a clear understanding of the school's strategic directions and priorities. How the priorities will support their children's learning needs and how parents can assist by having input into decision making and the ongoing

Community Partners

The school community will develop positive and respectful relationships that will underpin productive learning environments for students and develop in them strong identities as learners.

Processes

Community participation and feedback

Regularly seek feedback from parents and community members to allow the school to effectively implement school strategic directions and other priority areas.

Utilise a variety of methods including parent forums and technology to engage the community.

Evaluation Plan

Progress toward improvement measures will be evaluated through: parent and community satisfaction surveys, student surveys (Tell Them From Me), evaluation of community participation in school events.

Practices and Products

Practices

The school community is connected through the implementation of effective communication strategies. Practices are embedded to increase parent engagement and understand their learning progress and how to effectively support their child's education.

Products

Community participation and feedback

Community members are actively engaged across the school through collaboration and consultation in developing a community of learners. This will be evidenced through increased participation in activities and involvement in community events in the development of positive respectful relationships.