

# School plan 2018-2020

**Gordon West Public School 3943**



# School background 2018–2020

## School vision statement

Gordon West Public School is a future-focused school committed to nurturing confident and motivated students who are actively engaged in their lifelong learning. Teachers, students and parents work together to build respectful relationships within our school community.

## School context

Gordon West Public School is a metropolitan school on Sydney's North Shore in the Department of Education region of Macquarie Park. GWPS has 580 students enrolled in 2017 from Kindergarten to Year 6 with 43% of students from a language background other than English. The school has strong community support and engagement which is integral to our success.

Fine school traditions and a strong feeling of school pride and high standards are promoted with students encouraged to achieve their personal best.

The school's robust community partnerships are reflected in many initiatives and learning opportunities. While the school is committed to maintaining high expectations for student engagement and strives to improve student academic outcomes, innovative projects in which the school is involved cross a broad spectrum of the curriculum. These include an extensive creative and performing arts program involving dance groups, bands and choirs, a strong sporting focus and a keen interest in promoting student wellbeing. Our student welfare endeavours include the Student Representative Council, You Can Do It Education and the Peer Support program.

The school staff are united in their commitment to improving levels of student achievement and wellbeing through providing quality of teaching and learning. The success of students, to be actively engaged, challenged and informed is our fundamental priority.

## School planning process

Our planning processes provided opportunities for all community members to contribute effectively with a focus on transforming the school over a 5–10 year time frame.

The planning processes commenced in 2017 and involved consultation with the community. School teams collected data to ensure our vision is future-focused, evidence based, informed and aligned to the social and educational landscape of the school.

Based on the feedback from staff meetings, P&C consultation, research evidence and our educational experiences three strategic directions were generated. These reflect the traditional and emerging needs and aspirations of the whole school community.

Ongoing feedback and consultation with all stakeholders will continue to guide and advance the implementation of the School Plan and impact our school's future educational priorities.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Consistent, high quality student learning in literacy and numeracy.

### Purpose:

To provide an engaging learning environment which promotes high expectations in all key learning areas resulting in improved learning outcomes for all students. To develop successful lifelong learners who are literate, numerate, creative, critical and resilient.

## STRATEGIC DIRECTION 2

Quality, innovative and reflective teaching.

### Purpose:

To support and inspire all teachers through quality professional development that will result in deep pedagogical knowledge and reflective, responsive practices in order to maximise learning outcomes.

## STRATEGIC DIRECTION 3

Organisational effectiveness and leadership capacity.

### Purpose:

To build stronger relationships as an educational community by leading and inspiring a culture of empowered leadership and inclusive organisational practices.

# Strategic Direction 1: Consistent, high quality student learning in literacy and numeracy.

## Purpose

To provide an engaging learning environment which promotes high expectations in all key learning areas resulting in improved learning outcomes for all students. To develop successful lifelong learners who are literate, numerate, creative, critical and resilient.

## Improvement Measures

100% of students using individual learning goals in literacy and numeracy on a regular basis.

80% of students at or above expected growth in NAPLAN reading from Year 3 to Year 5.

75% of students at or above expected growth in NAPLAN spelling from Year 3 to Year 5.

80% of students at or above expected growth in NAPLAN numeracy from Year 3 to Year 5.

## People

### Students

Students know and use individual learning goals to measure learning success.

### Staff

Staff have a willingness to change values and practices in assessment.

Staff embed a focus of student wellbeing into daily learning by using common YCDI language.

### Parents/Carers

Parents have a clearer understanding of what explicit literacy and numeracy tasks are, in particular they understand the importance of comprehension, reading texts and vocabulary in all key learning areas.

### Leaders

School leaders monitor and support student wellbeing in learning through leadership of cognitive, social, emotional, physical and spiritual initiatives.

## Processes

Embed literacy and numeracy across all key learning areas to ensure high expectations in student learning and engagement.

Implement wellbeing initiatives to support students' cognitive, social, emotional, physical and spiritual needs.

Implement whole school structures to engage students and parents in understanding success criteria in literacy and numeracy.

## Evaluation Plan

Use surveys for students, staff and parents for wellbeing to regularly monitor support structures in the school.

## Practices and Products

### Practices

Individual learning goals used in regular learning routines and structures.

Professional learning initiatives of **New Focus on Reading** and **L3** ensure quality learning in literacy.

Whole school scope and sequencing in maths to include working mathematically on a regular basis.

### Products

Individual learning goals are used consistently to ensure innovative teaching is directed for every student.

Improved literacy outcomes from Kindergarten to Year 3 will support the continued growth in NAPLAN from Year 3 to Year 5.

Improved numeracy outcomes from Kindergarten to Year 3 will support the continued growth in NAPLAN from Year 3 to Year 5.

# Strategic Direction 2: Quality, innovative and reflective teaching.

## Purpose

To support and inspire all teachers through quality professional development that will result in deep pedagogical knowledge and reflective, responsive practices in order to maximise learning outcomes.

## Improvement Measures

80% of staff will be engaged in regular mentoring sessions throughout the year.

All grades have established consistent, rigorous assessment schema.

## People

### Students

Students know and use individual learning goals to measure learning success.

### Staff

Staff will understand the rationale behind literacy and numeracy pedagogy with a willingness to change practice.

### Parents/Carers

Parents will be better informed of syllabus content and assessment practices.

### Community Partners

Community of school partnerships will assist teachers to share teaching methods to optimise student learning.

### Leaders

School leaders will engage with professional learning opportunities to maximise mentoring structures.

## Processes

Engage in quality professional learning for all teachers to ensure effective, evidence-based teaching methods optimise student learning.

Initiate mentoring and coaching for all teachers to incorporate collaborative practices and staff expertise in refining teacher strengths for effective classroom practice.

Refine whole school data collection and analysis of assessment for reporting to ensure consistent judgement and future learning directions are paramount.

## Evaluation Plan

Using the PDP process of classroom observation and shared planning from professional learning sessions, data is collected to ensure best practice pedagogy is evident.

Engage with staff to review the quality and effectiveness of assessments.

## Practices and Products

### Practices

Through a mentoring system all staff will regularly engage in developing deep pedagogical knowledge and reflective practices.

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the literacy and numeracy continuums.

Teachers evaluate and share targeted professional learning to improve whole school practices in teaching.

### Products

Best practice pedagogy is evident in every classroom.

Individual learning goals are used consistently to ensure innovative teaching is directed for every student.

Whole school assessment structures are robust and transparent.

# Strategic Direction 3: Organisational effectiveness and leadership capacity.

## Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of empowered leadership and inclusive organisational practices.

## Improvement Measures

Increased opportunities as identified in staff PDPs for leadership opportunities.

Increased opportunities for connections with "Community of Schools".

## People

### Students

Students are given more opportunities to lead within the school community including Student Representative Council (SRC), Student Leadership Team, Band leaders, CoS project leaders.

### Staff

Staff are given opportunities to develop leadership skills through a range of initiatives across the school and Community of Schools.

### Community Partners

Maintain communication through existing 'Community of Schools' as well as building professional relationships with a larger network of schools.

### Leaders

School executive team monitor staff PDPs to identify staff with leadership aspirations.

## Processes

Design organisational structures and management practices to have a significant impact on change for continuous improvement.

Strengthen 'Community of Schools' (CoS) partnerships and establish a professional learning community where a culture of high expectations in quality service delivery occurs.

## Evaluation Plan

Use staff PDP reflections to drive evaluation plan.

Use the 'Tell Them From Me' teacher survey results to evaluate leadership opportunities.

Feedback from 'Community of Schools' functions and initiatives.

## Practices and Products

### Practices

Engage the 'Community of Schools' for regular professional learning and sharing of leadership opportunities.

Staff members to shadow leaders in various roles throughout the school to upskill staff in leadership capacity.

Increase student leadership opportunities across the school.

### Products

An increase in shared knowledge, ideas, skills and leadership opportunities.

Effective leadership capacity, reflected in greater collaboration, self-reflection, higher expectations and cohesive school teams.