

# School plan 2018-2020

## Cabramatta West Public School 3980



# School background 2018–2020

## 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 and creative individuals with the personal resources for future success and wellbeing
- active participants who use their initiative to inspire, strengthen and nurture authentic learning partnerships in a dynamic world
- a safe and respectful learning culture where individual potential is recognised and developed
- a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

## School context

Cabramatta West Public School is situated in South West Sydney. Currently there are 550 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. The school is committed to strengthening inclusivity and actively engaging families and the community.

Cabramatta West Public School is participating in the Early Action for Success strategy. The school has multiple instructional leaders as part of this initiative to support our commitment to research based literacy and numeracy programs.

Features of the school include a support unit, extensive learning and support programs, playgroup/transition to school program, a focus on student wellbeing and community language programs in Vietnamese, Chinese and Serbian.

## School planning process


Throughout 2017 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 2018–2020



## STRATEGIC DIRECTION 1 LEARNING

### **Purpose:**

To engage and enrich students to succeed within an enabling environment, through supporting wellbeing, strengthening relationships with learning alliances and focussing on learning that empowers every student to achieve their personal best.



## STRATEGIC DIRECTION 2 TEACHING

### **Purpose:**

To provide high quality teaching that is engaging, focussed on student growth and collaboratively plans for the ongoing, differentiated learning for each child in our care.



## STRATEGIC DIRECTION 3 LEADING

### **Purpose:**

To develop a school wide culture of high expectations and shared responsibility for student engagement, learning, development and success.

# Strategic Direction 1: LEARNING

Purpose	People	Processes	Practices and Products
To engage and enrich students to succeed within an enabling environment, through supporting wellbeing, strengthening relationships with learning alliances and focussing on learning that empowers every student to achieve their personal best.	<b>Staff</b> Staff build knowledge, understandings and skills of effective wellbeing practices.	<b>Wellbeing</b> Implementation of a flexible whole school approach to student's mental health, behaviour and wellbeing where all students connect, succeed and thrive. Systematic Positive Behaviours for Learning are embedded.	<b>Practices</b> Evidenced based social and emotional learning competencies are embedded into programs and practices.
<b>Improvement Measures</b> Comprehensive and consistent wellbeing practices and programs evident across the school.	<b>Staff</b> Staff demonstrate responsibility for their role in the successful implementation of PBL.	<b>Teaching and Learning Programs</b> Teaching and learning programs evidence relevant adjustments to ensure all students are challenged and improve learning. Curriculum scope and sequences are developed, informing explicit student learning progression.	Professional learning is inclusive of effective anti-bullying interventions, programs and practices.
Increase in programs and practices that evidence personalised learning inclusive of holistic information about the student's wellbeing and academic needs.	<b>Staff</b> Teachers build competencies in recognising and planning for personalised learning needs.	<b>Assessment and Reporting</b> Assessment practices are used expertly, flexibly and responsively to monitor, plan and report on student learning.	School scope and sequences are used by every teacher in their daily routines to guide what is to be taught and the sequence in which it will be taught to ensure high expectations, challenge and maximum learning.
Consistent assessment practices are embedded in all classrooms and student learning progress and expectations are reported to parents regularly in accessible formats.	<b>Staff</b> Staff value and practice consistent professional relationships with learning alliances.	<b>Transition</b> The school strengthens transition programs and practices and engages in strong collaborations with all learning alliances within and beyond the school.	Teachers directly and regularly engage with parents and students to improve understandings of expected learning outcomes, assessment approaches and wellbeing.
Increase in the enrolments of students in early transition programs.	<b>Leaders</b> The school executive model exemplary classroom practice and collaborative leadership.	<b>Evaluation Plan</b> <ul style="list-style-type: none"> <li>• PBL data</li> <li>• TTFM survey data</li> <li>• Focus group/s</li> <li>• Wellbeing</li> <li>• Attendance registers</li> <li>• IEP/PLPs</li> <li>• Supervision + Teaching programs</li> <li>• Scope and sequences</li> </ul>	Transition practices are embedded and supported by all staff ensuring continuity of learning.
	<b>Parents/Carers</b> Our community recognise and understand the importance of positive mental health and the role it plays in all learning areas.		<b>Products</b> The needs of the whole child are explicitly addressed and evidenced in learning programs and practice.
			Professional learning alliances are evidenced by each team to support student needs.
			School wide routines and procedures support focus areas (eg; programming, assessing, reporting, transition).

# Strategic Direction 2: TEACHING

Purpose	People	Processes	Practices and Products
To provide high quality teaching that is engaging, focussed on student growth and collaboratively plans for the ongoing, differentiated learning for each child in our care.	<b>Staff</b>  Teachers develop and apply skills to differentiate lessons across the key learning areas.	<b>Effective Classroom Practice – Literacy and Numeracy</b> Whole school engagement and commitment to the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies that meet student needs.	<b>Practices</b>  All teachers identify, understand, implement and explicitly teach the most effective literacy and numeracy methods to support students of all levels of achievement.
Improvement Measures	<b>Staff</b>  Teachers understand, demonstrate and expect a year's worth of progress /growth for each student and this is supported by data/evidence.	<b>Data Skills</b> Systems and structures are in place to collect, collate and analyse data to judge a years worth of progress in literacy and numeracy.	Every teacher understands, develops and applies a full range of formative assessment strategies to determine teaching directions, monitor achievement and reflect on teaching.
Increase in the % of students achieving stage expectations in literacy.	<b>Leaders</b>  Leaders recognise that a crucial part of their role is to lead and manage innovation and change to ensure the vision and strategic plan is put into action across the school and that its goals and intentions are realised.	<b>Learning and Development/Instructional Collaboration</b> Key practices of instructional collaboration are embedded across the school inclusive of explicit systems for collaboration and feedback to sustain quality teaching practice.	Every teacher uses data to inform and differentiate their teaching and learning by tracking student learning against the progressions.
Increase in the % of students achieving stage expectations in numeracy.	<b>Leaders</b>  Leaders recognise the need to create trusting professional environments that are centred around an ethos of respect and are inclusive of utilising and developing the expertise of staff within our school.	<b>Professional Standards</b> The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching and growth.	The school embeds systems to facilitate dialogue, collaboration, classroom observation, modelling and effective practice and the provision of specific and timely feedback.
Increase the % of students in the top two bands in NAPLAN.	<b>Students</b>  Develop a growth mindset and feel supported to take risks in their learning.	<b>Evaluation Plan</b> <ul style="list-style-type: none"> <li>• School based data</li> <li>• EAFS data</li> <li>• NAPLAN</li> <li>• Supervision</li> <li>• PDPs</li> </ul>	Teachers collaborate across and beyond the school using identified teaching expertise to support professional development through collaboration and the provision of expert feedback.
100% of teaching and learning programs are data based, differentiated and demonstrate evidence-based pedagogies.			<b>Products</b>  Balanced professional learning model that incorporates whole school, small group and individual opportunities to acquire skills and knowledge to optimise learning.
			School wide assessment practices and evaluation tools measure student progress.
			Daily balanced literacy and numeracy sessions.

# Strategic Direction 3: LEADING

## Purpose

To develop a school wide culture of high expectations and shared responsibility for student engagement, learning, development and success.

## Improvement Measures

% of staff engaging in the aspiring leaders program/initiative.

Increase in planned and proactive activities that engage staff, parents, students and the broader community.

Increase in the % of staff integrating technology into lessons to support learning and increase student engagement.

All staff contributing evidence of sustained and measurable whole school improvement.

## People

### Staff

Staff recognise and aspire to the variety of leadership roles in the school that support directions and targets.

### Staff

School staff adopt a coordinated approach to embedding opportunities for community engagement into routines.

### Staff

Staff consider the consequences of our actions and the extent to which program or project goals have been achieved.

### People

**Students, Staff, Parents/Carers**  
Whole school community build skills, capabilities and competencies with technology.

## Processes

### Aspiring Leaders

CoS establish and implement an aspiring leaders project with a focus on the development of the skills and capabilities needed as high performing school leaders.

### Community Engagement

Community members have opportunities to engage in a range of activities at school, stage/grade, class level.

### Evidence of Impact

Effective leadership skills developed across the school to measure impact (what did we do? how well did we do it?) with consideration given to changes in teacher practice, wellbeing, engagement and learning outcomes.

### Technology

Implementation of whole school approach to the integration of technology into daily

## Evaluation Plan

- PDPs
- Staff evidencing leadership responsibilities
- Accreditation at the higher standards
- Staff completing principal credentials
- Community engagement action plan
- Team term/year planner
- Attendance log/register
- Lesson observation data (eg; tech
- School satisfaction survey (eg; tech)

## Practices and Products

### Practices

#### Educational Leadership

Professional learning is inclusive of leadership development.

#### Community Engagement

Community involvement across all sectors of the school evidenced in regular routines.

#### Evidence of Impact

All staff engage in rich conversations, collaborative assessment of student work and case management meetings to demonstrate evidence of impact.

#### Technology

Every teacher uses technology to enhance teaching and learning.

### Products

Enhanced leadership capacity reflected in greater collaboration and cohesive school teams.

Core features of effective community engagement positively impact on school satisfaction.

Evidence of impact (eg; impact wall) demonstrates shared reflection of progress towards targets.

All staff set a continuous professional learning plan/PDP goal to improve their use of technology.

# Strategic Direction 3: LEADING

Processes