

# School plan 2018-2020

## Queanbeyan West Public School 4127



# School background 2018–2020

## School vision statement

Queanbeyan West Public School is committed to educating students to be capable and responsible members of society through effective classroom management, appropriate teaching programs and constructive parental and community involvement. We take pride in delivering an excellent education in a warm and nurturing environment. Our teachers are committed to helping all students reach their full potential. Our values; Responsibility, Safety and Respect underpin all aspects of school life.

## School context

The strategic directions show how Queanbeyan West Public School will move forward with a collaborative, considered and consistent approach to delivering the curriculum. They show the school's commitment to academic and social progress. The directions also maintain the commitment to an inclusive and equitable whole school learning environment that encourages and supports a range of learning styles, sparks curiosity and passion for knowledge and understanding.

Underlying the Queanbeyan West Public School plan is the professional development of teachers. In providing teachers with the expertise to competently implement teaching practices we are preparing children for a future defined by technology, creativity and open ended thinking.

Some significant programs at Queanbeyan West Public School include:

- enrichment programs for gifted and talented students (GATS);
- visual arts, including specialist instruction as part of regular lessons, talent and interest groups also enrich student learning;
- music, including a specialist Musicorp teacher providing regular lessons, The Music Bus catering for all students as well as enrichment groups, choir and school concert band;
- Environmental programs which have a strong focus at school. A dedicated team of students and staff work to support various environmental initiatives promoting awareness as well as reducing the school's consumption of electricity and water, and the level of waste generation;
- academic support and remediation programs in literacy and numeracy;
- sporting teams and opportunities for individual and team sports at school and representative level; and
- Personal Development and health programs such as, Fruit Break, Peer Support and Positive Behaviour for learning programs focus on student wellbeing, health and safety.

## School planning process

This school plan is the result of a rigorous process of whole school communication and collection of data. A focus group of parents was introduced to the Melbourne Declaration of Educational Goals for Young Australians written in 2008, which underpins the Australian Curriculums. These parents were then asked to answer big questions about where they would like our school to be in 3 years based on the goals and commitments to action in the Melbourne Declaration. The group also identified practices that they felt are successful in the school and then identified areas for improvement. Students were surveyed using 'Tell Them From Me' and parents were asked to grade statements about 21st Century learning and then were asked specific questions to gauge general satisfaction or dissatisfaction with current school practices. Teachers were surveyed about current school programs and practices, in particular the Australian curriculum in English and Mathematics and asked how the delivery of the curriculums could be improved over the next 3 years. All teachers in stage teams filled out a questionnaire based on aspects of the Melbourne Declaration. They were asked how their stage team was currently meeting the goals in the declaration and what changes could take place to ensure these goals are achieved in their stage in the future. Specific data from NAPLAN tests, school assessments and special programs was collected to analyse for this strategic plan 2018 –2020. Our Bump it Up plan focuses on identifying students who are doing well and who, the data suggests, have the greatest capacity to achieve in the top two NAPLAN bands. Extensive Consultation with the AECG has occurred.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Student Engagement

### Purpose:

To support all students to become confident and creative learners in a positive school environment. Leading to higher intrinsic motivation to achieve student personal bests and success.



## STRATEGIC DIRECTION 2

Quality Teaching and Learning

### Purpose:

To support all teachers to provide quality teaching and learning programs underpinned by the use of data and evidence. This will be achieved through the development and review of whole school programs.



## STRATEGIC DIRECTION 3

Community Partnerships and  
Engagement

### Purpose:

To connect with our school community and local community to develop stronger relationships. This will be enhanced by accessing services and institutes within our community to better support students through life and school transitions.

# Strategic Direction 1: Student Engagement

| Purpose   | People   | Processes  | Practices and Products   |
|---|--|--|--|
| To support all students to become confident and creative learners in a positive school environment. Leading to higher intrinsic motivation to achieve student personal bests and success. | <b>Students</b><br><br>Engage student leaders in the development of a student perspective on the current learning environments.  | Personalised Learning Plans (PLPs) outlining all Aboriginal students learning goals written and reviewed in consultation with classroom teachers, parents and students.<br><br>Stage and committee teams will collaboratively develop authentic programs and meaningful assessment tasks to engage students deliver the curriculum including Aboriginal Education programs.<br><br>All teachers provide quality teaching of reading, writing and numeracy. | <b>Practices</b><br><br>Innovative teaching pedagogy is used by teachers to engage students in their learning through an integrated curriculum<br><br>Students are effective users of technology to enhance learning and the production of learning products   |
| Improvement Measures  |  | Evaluation Plan  |  |
| Improved attendance measured against State Benchmarks   | <b>Staff</b><br><br>Participate in establishing alternative solutions for the outdoor learning environment. Investigating gardening and sustainable environments   | Regular reporting against the milestones by committees and stage groups; feedback from specific teams reference School Excellence Framework.<br><br>Positive Behaviour for Learning data collected and evaluated.<br><br>Aboriginal and Torres Strait Islander parents engaged in PLP process.<br><br>.  | <b>Products</b><br><br>100% teacher use PBL pedagogy and 21st Century Fluencies through an integrated curriculum, reflected in observations, programming and student learning.<br><br>Educational programs that foster creative, critical and reflective thinking are planned, programmed and implemented in all teaching and learning environments. |
| Increase the proportion of students achieving proficiency in line with the Premier's Priorities.  | <b>Parents/Carers</b><br><br>Parents will increasingly understand the clusters and benchmarks in Stages. Parents will use the ideas provided by the school in the PLAN reports to further assist their child at home.                  | Student wellbeing data collated from EBS Central   |  |
| Students will achieve their year appropriate expected growth in Literacy and Numeracy   | <b>Community Partners</b><br><br>Local community partners work within QWPS to provide expertise to assist meeting the needs of students, families and Staff. . Our Community Partners are The Got It Team and Family Referral Service. |  |  |
| Aboriginal students achieve performance in NAPLAN and PLAN reading and numeracy comparable to other Aboriginal students in the SEG and State  | <b>Staff</b><br><br>Investigate opportunities across the curriculum, especially in Literacy and Numeracy, to incorporate technology providing exciting and stimulating lessons.  |  |  |

## Strategic Direction 2: Quality Teaching and Learning

### Purpose

To support all teachers to provide quality teaching and learning programs underpinned by the use of data and evidence. This will be achieved through the development and review of whole school programs.

### Improvement Measures

All teachers will collaboratively and expertly analyse system and school based data to plan and implement a differentiated curriculum in Literacy and Numeracy

Systematic processes will be evident allowing teachers to collaborate and receive feedback on professional practice.

All programs contain evidence of rich learning activities that facilitate the development of literate and numerate students produce quality work.

### People

#### Leaders

Need to provide opportunities, structures and processes to support to achieve school goals.

#### Staff

Engage and contribute to whole school programs of professional learning. Staff are actively involved in professional learning to develop the capability to effectively deliver the new curriculum in a manner that engages students in their work.

#### Students

Students provide feedback in forums through opportunities provided by the school

#### Parents/Carers

engage and participate in opportunities to provide feedback to school.

### Processes

Implementing, monitoring and evaluating teaching and learning programs ensuring high quality assessment, planning, programming and teaching models across K–6.

How2Learn and Quality Teaching Rounds

Evidence based practise. Teaching and Learning programs are informed by data a to meet the needs of students and differentiate learning for all learners including Gifted and Talented.

### Evaluation Plan

Tell Them From Me Surveys, Minutes of Team Meetings are conducted and evaluated.. The surveys reflect a changed culture and attitude towards physical education.

Ensure we meet all requirements through audits, registration process and validation of whole school plans and projects.

### Practices and Products

#### Practices

Teachers engaged in Quality Professional Development and Learning.

Staff maintain skill levels to ensure that effective PD/H/PE lessons are delivered within the education program

Staff members will utilise their knowledge of school and DoE system to plan, inform and enhance their teaching

#### Products

A K–6 Scope and Sequence for NSW Syllabuses for the Australian Curriculum is developed which will incorporate quality assessment for data collection, reporting and to guide future planning and teaching.

A school community culture that values physical education

Effective school and DoE systems which support student learning.

# Strategic Direction 3: Community Partnerships and Engagement

| Purpose   | People  | Processes  | Practices and Products  |
|---|---|--|---|
| To connect with our school community and local community to develop stronger relationships. This will be enhanced by accessing services and institutes within our community to better support students through life and school transitions. | <b>Students</b><br><br>Students value education and to feel that it is important and life-long. Students will benefit through greater parental understanding of school based teaching and learning practices  | <b>Community Engagement</b><br><br>The School to continue its operation of important open days (including: Harmony day, Book week, sporting events and assemblies) to engage the school community with student learning and demonstrate the school's successes and practices                         | <b>Practices</b><br><br>Relevant school information is communicated to the school community promptly and in a form that is readily accessible to members of our community including social media. |
| Improvement Measures  | <b>Staff</b><br><br>Provide a nurturing and supportive learning environment where quality teaching takes place. Develop capacity within their classrooms and within the school to build stronger community relations. Staff commit to and work collaboratively to develop and present parent workshops in identified key learning areas in support of our strategic directions. | Strengthening and participating in Community of Schools network opportunities.   | Actively seek and establish links with cultural groups and organisations and then continue to build on those links.   |
| Increased participation of Parents in workshops   | <b>Parents/Carers</b><br><br>Respect teachers professional expertise, and participate in workshops to develop their knowledge of teaching and learning practices and where appropriate, assist their child/ren in these skills in the home environment.   | <b>Evaluation Plan</b><br><br>Regular reporting against milestones by the leaders of the focus committee group; feedback from committee; school self-assessment; list of policies and support information distributed to parents; parent/carers attendance at parent information sessions increased. | Regularly seek parent input to ensure the quality, format and scope of information communicated to parents is relevant.   |
| Increased engagement with web based platforms. School Website, Face Book and School Steam Application   | <b>Leaders</b><br><br>Support sustainable and effective partnerships between all members of the school community, including teachers, families and students., to build on our culture of welcome.   | Data collected form school based communications. School Stream, Facebook and Website.  | <b>Products</b><br><br>Parents and community members have access to relevant school information, in a timely manner, enabling parents to be involved in a quality partnership with the school.    |
|   | <b>Community Partners</b><br><br>Effectively continue strong working relationships with Queanbeyan West Public School.  | Data collected and analysed for The Tell them From Me Survey.  | Strengthen links are between Queanbeyan West Public School and local organisations, cultural and High School groups in our community.   |
|   |   | PLAN reports are communicated to parents as a tool to support their child.   | Parents are provided with current and quality information about their children.   |