

School plan 2018-2020

Thornleigh West Public School 4276



School background 2018–2020

School vision statement

Thornleigh West Public School (TWPS) inspires learners to be confident communicators and leaders who strive for personal and academic excellence.

TWPS builds a community of lifelong learners who think critically, are knowledgeable and problem solve. Learners are creative, innovative and resourceful.

TWPS empowers students to be confident and compassionate world citizens who embrace diversity and social justice.

The collaborative school community values positive and productive partnerships that promote a sense of belonging.

School context

Thornleigh West Public School is located in a magnificent position overlooking bush land in Sydney's northern suburbs. It is an area renowned for its natural beauty. Founded in 1961, it is situated on traditional Aboriginal Garingal land. Our school is fortunate enough to have a wonderful community of students, with 28% of our students coming from Language Backgrounds Other than English. We have over 25 nationalities represented at our school.

Thornleigh West Public School has a strong sense of community which is actively promoted and valued. Our school encourages students, staff and the wider community to work together as a team to enhance the learning experiences of all students. We do this through quality teaching and learning, a positive environment and community participation. Developing resilience, building relationships and a love of learning are the cornerstones upon which everything we do is built. Our learning environment reflects current educational research and theory. TWPS ensures student engagement, motivation and nurtures curiosity. The band, music, dance, drama and sports programs are acknowledged as exceptional.

School planning process

Thornleigh West Public School commenced the planning process with a driving task force consisting of the whole school executives, teachers, students and community representatives.

Ongoing information about the school's directions has been regularly communicated to parents via newsletter and social media.

Throughout 2017, focus group meetings were held with parents, teachers and students to examine:

- School based data
- Research
- School Excellence Framework
- Australian Curriculum General Capabilities
- School based values
- Instructional Rounds data
- Tell Them from Me data
- Analysis of progress and achievements in relation to the school plan for 2015 – 2017
- Analysis of student assessment data, NAPLAN, PLAN and student reports
- SCOUT data

21st Century learning skills became the focus. Staff have visited local and national schools physically and in the virtual world as part of the information gathering process.

Our community will continue to collaborate in the achievement of our School Plan through the establishment of a change committee that will monitor the achievement of process milestones every five weeks.

Transparency in the strategic leadership, financial management and progression of the strategic directions and annual milestones will be the focus of collaborations with our students, staff and community.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Culture of Thinking

Purpose:

To create a learning environment where thinking is highly valued and learners are challenged to question, problem solve, create and connect in and beyond the classroom



STRATEGIC DIRECTION 2

Effective Communication of
Learning

Purpose:

To develop and maintain a shared language about learning among all members of our school community.



STRATEGIC DIRECTION 3

Quality teaching and learning

Purpose:

To ensure teaching and learning is based upon ongoing data collection and analysis of student progress. Teaching and learning is differentiated to support student need and visibly moves learning forward.

Strategic Direction 1: Culture of Thinking

Purpose

To create a learning environment where thinking is highly valued and learners are challenged to question, problem solve, create and connect in and beyond the classroom

Improvement Measures

Students actively engaged in inquiry and problem based learning

Evidence of quality questioning, teacher to student and student to student, in all classrooms

Thinking is visible in all classrooms, through the use of thinking routines and other strategies

100% of teaching programs have Digital Technologies embedded

Range of data sources indicate positive value – added growth for all students.

People

Staff

Develop strong understanding of the inquiry focus in new K–6 Syllabus documents

Develop knowledge of Cultures of Thinking and the inquiry process

Students

Develop effective questioning and discussion skills.

Collaborate with peers, teachers and community to solve problems and answer inquiry questions

use the design process effectively

Parents/Carers

Value the inquiry mindset and inquiry process

support students in their personal inquiries

Processes

Action Research project with Simon Brooks around Cultures of Thinking, linked with JPPS and embedded in ongoing Teacher Professional Learning

Teaching and learning programs embed STEM, inquiry and problem–based learning to ensure high expectations and engagement for all students.

Evaluation Plan

Instructional rounds data

Student focus groups

Observation of teaching programs

Action Research findings

Teacher survey results

Peer observation data

Practices and Products

Practices

Thinking routines and other visible thinking structures used in parent communication

Homework activities are project and/or inquiry based

Professional Learning Pods focus on the Culture of Thinking, with "Making Thinking Visible" as professional reading.

Selected staff participate in Action Research around cultures of thinking and facilitate professional learning for colleagues

New K–6 Science and Technology syllabus is introduced with a STEM focus.

Inquiry based units of study are implemented in all classrooms, with a move towards a more student centred approach.

Digital Technologies are further embedded in teaching programs and used to encourage and share student thinking

Products

Inquiry–focused History, Geography and Science syllabus documents are implemented

Teaching and learning programs include inquiry based methods of teaching and thinking routines.

Evidence of student voice in all classrooms including quality conversations between students

Students engage in deep conversation around learning

Strategic Direction 2: Effective Communication of Learning

Purpose	People	Processes	Practices and Products
To develop and maintain a shared language about learning among all members of our school community.	Students <ul style="list-style-type: none"> Develop skills in self and peer assessment in literacy and numeracy with a focus on deep understanding. Articulate the purpose of all learning. Are creative and productive users of technology. 	Formative Assessment <ul style="list-style-type: none"> Up skill all new staff in the philosophy of formative assessment. Sustain and maintain momentum of embedded formative assessment in daily teaching and learning. 	Practices <p>Formative assessment data will be a focus at all team meeting. How does this data inform teaching and learning? Follow this up at executive meeting using a solutions focus scaffold.</p> <p>Use a range of student assessment data to identify where students are now, where to next and how they are progressing in their learning. Design teaching and learning that engages students in high order and authentic learning</p> <p>Maintain and sustain formative assessment through "Sprints" framework. Principal will be an instructional leader at QTSS team session.</p> <p>Learning pods will be mixed groups. Professional learning will have a relentless focus on building a culture of thinking. Professional learning go beyond TWPS and sustain community of schools – Instructional Rounds</p> <p>A team will trial three way interview. Students will be trained in this and parents informed of this change.</p> <p>Technology will be used as a platform to share student learning – SeeSaw. Trial BYOD consult the community and devise a plan of action.</p>
Improvement Measures	Parents/Carers <ul style="list-style-type: none"> Active in the learning process via technology and three way interviews. Support their child's learning to be successful learners at school and in life. 	<p>Building a culture of data and sharing learning with students and parents.</p> <ul style="list-style-type: none"> Teachers are supported to use data to inform planning and programming. Assess 21 century skills and capabilities. <p>Teachers are involved in:</p> <ul style="list-style-type: none"> Planned opportunities for teacher to observe the practice of others and to work collaboratively to develop shared understandings of curriculum requirements and develop consistent evidence based judgements. Engage in professional learning to deepen understanding in analysing, interpreting and extrapolating data so they can collaboratively plan, identify interventions and modify teaching practices. 	
<p>Student focus groups will demonstrate a language of learning and reflect deep learning is occurring daily.</p> <p>Formative assessment drives teaching and learning decision in Literacy and Numeracy.</p> <p>Students share their learning progression via technology and three way interviews. 100% of technology supports learning, is available and integrated into day lessons.</p> <p>25% increase of teachers using SeeSaw to share learning with parents on a daily basis.</p> <p>Sharing learning with parents reflects formative assessment.</p> <p>Instructional rounds problem of practice will focus on communicating learning and data use for future planning.</p> <p>15% of the staff will aspire to complete Leadership accreditation.</p>	Staff <ul style="list-style-type: none"> Use formative assessment to differentiate for all student learning needs. Design quality assessment tasks that incorporates personal learning and inquiry based pedagogies. Use technology to be creative and support making thinking visible. Develop sound data literacy skills to make informed decisions on teaching and learning. 	Evaluation Plan <p>Student focus groups every six months.</p> <p>Instructional Rounds Data</p> <p>Learning Walks data</p>	Products <p>All staff confident in formative assessment to move learning forward.</p> <p>Build a culture of data driven decisions.</p>
	Leaders <ul style="list-style-type: none"> Build capacity in staff to understand student assessment and data concepts. Model high expectations and standards that reflect whole school expectations of excellence. Developed instructional leadership, promoting and modelling effective evidence based practice. 		

Strategic Direction 2: Effective Communication of Learning

People

- Deepen capacity to drive change in measuring impact of teaching on student learning.

Processes

"Sprints" evidence

TTFM survey

Info graphic summarising the journey

Parent survey – three way interviews

Video footage of students sharing learning

Practices and Products

Parents develop an understanding of and value a culture of thinking. Students will be risk takers and have the language of learning.

Students are thinking deeply about the learning process. Develop a language of learning.

Leaders and aspiring leaders focus on evidence based teaching through Instructional Rounds, Learning Walks, Lesson study and Action research.

Strategic Direction 3: Quality teaching and learning

Purpose	People	Processes	Practices and Products
To ensure teaching and learning is based upon ongoing data collection and analysis of student progress. Teaching and learning is differentiated to support student need and visibly moves learning forward.	Students Students make growth every year. Students use self and peer assessment to reflect on own learning progress and identify their learning path.	Identify authentic data to track student progress and develop differentiated learning programs. Build Teacher knowledge and capacity to use Literacy and Numeracy Learning Progressions to identify student need and move learning forward. Create a school wide tracking system and expectations for monitoring the collection and use of data.	Practices All teachers contribute to the gathering and analysing of data. Share and use data to program Regular, planned professional dialogue around data. Executive staff to monitor, track and share data collection and analysis. Create a central tracking system and shared expectations of data collection and use. Assessments are used consistently across grades and stages to promote consistency and comparable judgement of students learning progress and growth. Focus areas for future teaching are identified and impact measured.
Improvement Measures	Staff Teachers have an expectation that all students experience growth. Teachers develop knowledge and build skills about data collection and use. All Teachers have a sound understanding of student assessment and data including literacy and numeracy learning progressions.	Evaluation Plan Team meeting agendas and minutes Evidence of analysis of school based data. Regular gathering of data for analysis, reflection, planning and reporting. Data stored in central school system. Updated regularly by staff and monitored by executive staff. Program supervision to include differentiation and adjustments to learning. Teacher knowledge of Literacy and Numeracy learning progressions K – 6 evaluated through professional learning, contributions to stage teams and own personal reflections.	Products Data is used to reflect on teaching and inform future experiences and direction and focus. Teachers ensure consistency across years through handover of student needs and evidence of progress. K – 6 data wall.
School based assessment expectations established. External assessments used to compliment school based data. Increase the % of students with growth in literacy and numeracy. Teacher programs include differentiation and adjustments to learning . Teachers use learning progressions in literacy and numeracy to track and monitor progress and to report to parents. Leadership capacity is built in beginning teachers and aspiring leaders. 25% of staff will lead whole school teaching and learning programs.	Leaders The leadership team develops processes to collaboratively review teaching practices The leadership team continues to develop a professional learning community whose focus is on continuous improvement of teaching and learning. Leaders have high expectations for students learning and are focussed on student growth and achievement.		
	Parents/Carers The community develop and understanding of the school's approach to learning progress. The community are engaged as partners in learning.		