

School plan 2018-2020

Busby West Public School 4396



School background 2018–2020

School vision statement

Busby West Public School is a school committed to creating engaging, purposeful and challenging learning programs and environments that develop the skills needed for the students to become independent life-long learners.

School context

Busby West Public School has an enrolment of 463 students Preschool to Year 6, including 53 Aboriginal and Torres Strait Islander students. 70% of students are from a non-English speaking background with Arabic, Samoan, Hindi and Lao being the predominant language backgrounds. The school has fifteen mainstream classes and seven support classes for students with mild, moderate and severe intellectual disabilities, as well as Autism and physical disabilities. Teamwork and staff participation are highly valued with staff involved in a collaborative approach to school-wide planning and assessment. Quality education is provided in a caring and supportive environment. The school is part of the Early Action for Success (EAfS) initiative and has been appointed Instructional Leaders to deliver individualised intervention, drive professional learning and data analysis in literacy and numeracy for Years K–3. The school receives significant low socio-economic resource allocation model (RAM) funding. A major priority for the school is a strong focus on literacy and numeracy.

School planning process

The consultation process undertaken by Busby West Public School community to develop the school vision, strategic directions and improvement measures included:

- Community consultation with key stakeholders including school staff, Liverpool Local Aboriginal Education Consultative Group, school P&C, and the school community.
- An evaluation of the school's practices and student learning outcomes. The review process was directed by the Evidence Guide for School Excellence to determine areas of improvement in alignment with the School Excellence Framework V2.
- The school planning committee has determined targets for the school's future development based on the needs of our students, staff and community.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Assessment

Purpose:

To embed consistent school-wide practices for assessment in order to monitor, plan and report on student learning across the curriculum. To ensure that formative assessment is integrated into teaching practice in every classroom.

STRATEGIC DIRECTION 2 Effective Classroom Practice and Data Skills

Purpose:

To equip teachers with the skills to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. To ensure that student assessment data is used school-wide to identify student achievements and progress aligned with curriculum expectations.

STRATEGIC DIRECTION 3 School Practices and Processes

Purpose:

To develop clear and documented systems and processes that underpin ongoing school improvement and the professional effectiveness of all school members.

Strategic Direction 1: Assessment

Purpose

To embed consistent school-wide practices for assessment in order to monitor, plan and report on student learning across the curriculum. To ensure that formative assessment is integrated into teaching practice in every classroom.

Improvement Measures

Assessment strategies are explicit in teaching and learning programs and are an integral part of daily classroom instruction.

The school analyses student progress and achievement data. School leadership and teachers respond to trends in student achievement at individual, group and whole school level.

People

Leaders

Leaders adopt a coordinated approach to provide instructional leadership around quality assessment.

Staff

Staff build knowledge and skills in quality assessment and value its importance in teaching and learning.

Students

Students acquire the ability to provide feedback on their learning and understand the value of assessment.

Parents/Carers

Parents/Carers gain an understanding of school assessment practices and increase their ability to engage in learning conversations.

Processes

Implement a range of reflective practices.

Provide high quality, researched based, professional learning to enhance assessment practices.

Evaluation Plan

Impact will be assessed by regular gathering of data for analysis, reflection and reporting on the impact of planned activities identified in milestones. Sources will include:

- Teaching and Learning class programs
- Classroom observations of practice
- Student assessment data
- Feedback on implementation of Literacy and Numeracy Learning Progressions
- Staff professional learning plan
- Differentiation of student learning based on assessment data.

Practices and Products

Practices

Teachers routinely use a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

Teachers use reliable assessments to capture information about student learning.

Teachers share criteria for student assessment with students. Formative and summative assessments are used to provide feedback to students on their learning.

Products

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

The school analyses student progress and achievement data. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Students are able to provide feedback on their learning which informs further teaching.

Strategic Direction 2: Effective Classroom Practice and Data Skills

Purpose

To equip teachers with the skills to identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. To ensure that student assessment data is used school-wide to identify student achievements and progress aligned with curriculum expectations.

Improvement Measures

All teachers implementing differentiated classroom programs that have been collaboratively planned and aligned with literacy and numeracy curriculum requirements and the school's scope and sequences.

All teachers use student achievement data to inform planning, identify interventions and modify teaching practice within literacy and numeracy.

Timely and effective feedback is provided so that all students have a clear understanding of where to improve and how they can demonstrate this improvement in their learning.

Increase the percentage of students in the top two bands for reading and numeracy in NAPLAN.

People

Leaders

Leaders acquire knowledge of evidence-based teaching strategies in literacy and numeracy in order to support teachers in effective classroom practice.

Staff

Staff adopt evidenced-based practices that support explicit teaching in raising student learning outcomes. They acquire the skill to teach literacy and numeracy clearly and explicitly and to assess meaningfully. Students articulate the intention of learning in literacy and numeracy and value their own learning journey and goals.

Students

Students articulate the intention of learning in literacy and numeracy and value their own learning journey and goals.

Processes

Implement cycles of professional learning that encompass new learning, implementation and evaluation led by stage team leaders.

Staff engage in a variety of professional learning activities such as school development days, staff meetings, stage team meetings as well as external professional learning opportunities.

Evaluation Plan

Achievement of student outcomes in literacy and numeracy against individualised learning goals, syllabus outcomes, internal sourced data and external data. Engaging with staff to review the achievement of effective classroom practice.

Practices and Products

Practices

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement.

Teachers provide explicit, specific and timely feedback to students related to defined success criteria.

The stage team comprehensively analyses student progress and achievement data for insights into student learning led by each team leader. All teachers routinely gather and analyse data.

Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

Products

All lessons are systematically planned as part of a coherent program that has been collaboratively designed and clearly documented.

Effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.

The analysis of internal and external student progress and achievement data informs student learning goals.

Teachers provide evidence that demonstrates they clearly understand, develop and apply a full range of

Strategic Direction 2: Effective Classroom Practice and Data Skills

Practices and Products

assessment strategies – assessment for learning, assessment as learning and assessment of learning.

Strategic Direction 3: School Practices and Processes

Purpose	People	Processes	Practices and Products
To develop clear and documented systems and processes that underpin ongoing school improvement and the professional effectiveness of all school members.	Leaders Develop effective systems, practices and procedures that are accessible to all stakeholders and communicated consistently.	To develop, document and distribute school practices and procedures and support staff in the implementation. Engage and consult, and gain feedback, from the school community on school practices and processes.	Practices The school makes informed choices about practices and systems, based on cost effectiveness, departmental policies and compliance requirements, and in response to local context and need.
Improvement Measures	Staff Staff have a clear understanding of school practices and procedures enabling implementation to meet all school and departmental requirements.	Evaluation Plan Analysis of a variety of surveys and data collections that target the effectiveness of practices and procedures used to enhance leadership, communication and organisation.	The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.
Embed a whole school consistent approach to implementation of school and departmental policies.	Parents/Carers Parents/Carers understand and follow school procedures and provide feedback to improve service delivery.		Products School practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.
Staff understand and apply all relevant school practices and procedures to meet departmental policies.			Streamlined processes exist to deliver services and information to all stakeholders.
Preschool Quality Improvement Plan (QIP) provides a focus for continual improvement and is reviewed and implemented annually.			
Establish a levelled student award system to complement Positive Behaviour for Learning (PBL) across the school.			