School plan 2018-2020

William Dean Public School 4576

School vision statement

At William Dean Public School we believe in 'Learning Together' within a caring, safe, supportive and cooperative environment. We are committed to supporting students to achieve academic excellence and we encourage acceptance and harmony through the development of a sense of belonging and community. We are inclusive of the whole school community in preparing our students to be creative and critical thinkers in order to become responsible, active citizen.

We want students to:

- Be the best that they can be
- Achieve their goals
- Have a love of learning
- Develop positive social, emotional and physical practices
- Be supported in their individual needs

School context

William Dean Public School is situated in Western Sydney and serves primarily students from the Dean Park and Colebee area. The school is currently experiencing a growth in enrolments due to nearby housing developments.

The school community has the responsibility to educate the citizens of tomorrow as lifelong learners in a spirit of co–operation with the community. Our school motto is 'Learning Together' which underpins all we do academically and socially. At William Dean Public School we are safe, respectful learners. The school has a commitment to the development of strong literacy and numeracy skills. We cater for the needs of all students providing both support and extension programs. The staff at William Dean understand the importance of preparing our students for the future and are committed to teaching practices that are innovative and meet the needs of all learners.

School planning process

In 2017, the existing School Plan team led sessions to evaluate the current plan and to determine future directions. Staff used the School's Excellence Framework to determine impact of practices over the last three years to achieve the school strategic directions and discuss future directions. The Student Representative Council members participated in evaluating current practices. Members of the P&C also participated in discussions relating to achievements in the past three years and future directions. Staff, students and parents completed surveys relating to the Strategic Directions for the 2015–2017 school plan and had the opportunity to provide feedback regarding future directions. The collation of the responses formed the basis of the three strategic directions for the School Plan 2018–2020.

A working party was formed to steer the school plans. The group was represented by staff with a range of teaching experiences and roles.

During the process, the working party continuously communicated the progress of the plans and provided opportunities for feedback at staff and stage meetings, at P&C meetings, during Parent/Teacher information sessions and at community forum.

As part of the implementation of the plan, staff, students and community members will participate in the monitoring and evaluation process.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Successful and Responsible Learners

Purpose:

To develop students who are able to work both independently and collaboratively to access and communicate information, generate ideas and solve problems.

STRATEGIC DIRECTION 2
Quality Teaching

Purpose:

To empower educators to develop learners who are innovative and adaptable with the confidence to use critical and creative thinking.

STRATEGIC DIRECTION 3
High expectations and community connections

Purpose:

To enhance a culture of shared leadership based on high expectations, strong connections and mutual respect.

Strategic Direction 1: Successful and Responsible Learners

Purpose

To develop students who are able to work both independently and collaboratively to access and communicate information, generate ideas and solve problems.

Improvement Measures

- 90% of students from Kindergarten to Year 2 will achieve state EAfS targets

- At least 80% of students demonstrate expected growth and above in all aspects of the value added components of NAPLAN

- An increased number of students perform in the top two bands of NAPLAN in reading, writing and numeracy from NAPLAN 2017

- 80% of students reach appropriate level on numeracy and literacy progressions

People

Students

- Students are provided with the skills required to be successful adults. These skills include the required literacy and numeracy skills to be successful and to be creative and critical thinkers.

- Students display a growth mindset by setting their own academic and personal goals.

Staff

- Staff will ensure programs support all students to become literate and numerate individuals, adjusting learning to ensure that appropriate student growth is achieved.

- Staff will develop learning experiences that challenge students to be creative and critical thinkers.

Parents/Carers

- Parents and carers will be kept informed of student progress and any issues that arise impacting on their child's learning and wellbeing.

- Parents engage with the school to support the maintenance of wellbeing and discipline practices that support students to develop a healthy lifestyle, and be active, respectful and successful community members.

- Parents will have the opportunity to develop an understanding of classroom practices and curriculum development through regular information sessions, class/school events, class blogs, class and school events.

Leaders

Processes

Literacy/Numeracy

- To continue the EAfS project in K–2 and solidify processes and procedures to track, monitor and adapt teaching practices to ensure appropriate growth for all students in literacy and numeracy.

Wellbeing

- Strengthen processes that support the wellbeing of all students to meet their physical, social and academic needs.

- Strengthen practices that ensure parents are well informed of student progress and are provided with regular updates and strategies that can assist student growth.

- Staff wellbeing strategies will be developed to ensure staff feel supported and valued.

Future focused learning

- Develop programs that foster innovative future focused practices where students have the opportunity to excel. Particular focus will be on the use of technology to enhance creative and critical thinking.

Evaluation Plan

Student growth is monitored at a stage and whole school level on a regular basis.

Learning and Support Team processes monitor students' additional needs and regularly review intervention programs.

Innovative programs that support student learning are shared with the staff and community on a regular basis.

Practices and Products

Practices

Teachers use tracking systems to regularly monitor student progress, particularly in literacy and numeracy and make adjustments to learning programs to ensure growth.

Teachers work collaboratively to develop and implement research based, innovative practices that support student learning. Particular focus will be the use of advanced technology skills by students.

Staff understand their students' needs and collaborate with others to ensure that the individual students' academic, emotional and social needs are met.

Products

Students from Kindergarten to Year 2 achieve minimum literacy/numeracy progression level for their relevant age.

Students in Year 5 demonstrate expected growth and above in all aspects of the value added components of NAPLAN

Teachers can demonstrate evidence of classroom practices that promote student ability to access information, generate ideas and solve real world problems.

Students achieve appropriate growth for each year of learning.

Strategic Direction 1: Successful and Responsible Learners

People

- School leaders support teams to develop literacy and numeracy programs and assessment that meet the needs of the students and monitor student progress.

- School leaders support teacher professional learning in the areas of literacy, numeracy and future focused learning.

- School leaders will monitor well being matters of students on their teams and collaborate with staff and parents to address concerns and monitor implementation of improvement strategies.

William Dean Public School 4576 (2018-2020)

Strategic Direction 2: Quality Teaching

Purpose

To empower educators to develop learners who are innovative and adaptable with the confidence to use critical and creative thinking.

Improvement Measures

- 100% of staff set professional goals and complete PDPs
- 90% of staff seek professional learning beyond the school through face to face professional learning, online courses and professional readings
- 80% of staff contribute to whole school professional learning

People

Staff

- Staff participate in professional learning that develops innovative and adaptable learners and reflect the ACARA capabilities framework.
- Staff will use their areas of strength and expertise to support the professional learning of others.
- Staff contribute to professional dialogue that is reflective of current research in best practices and demonstrate a deep understanding of current curriculum and departmental priorities.

Students

- Students are engaged in learning experiences that supports their knowledge and skills required to be successful, innovative, adaptable, critical and creative thinkers.

Parents/Carers

- Parents are informed of professional learning that is currently undertaken to meet school priorities through P&C meetings, newsletters and information sessions.

Leaders

- Leaders discuss, support and review PDPs with team members on a regular basis
- Leaders collaborate with team. members to develop and implement future focused initiatives.

Processes

Professional learning to support accreditation

- PDP timeline is in place to support staff to develop and monitor their own professional learning, reflecting school priorities and the Australian. Professional Standards for teachers
- Beginning teachers work with mentor to support induction and professional development.

Professional learning for effective classroom practice

- Stage teams work collaboratively to develop innovative, future focussed programs that foster engagement and promote critical and creative thinking

Evaluation Plan

Team leaders monitor staff progress on staff PDPs according to the PDP timeline.

Leadership Team generates professional dialogue with teams and individuals to ensure that the professional learning needs of all staff are met.

School Plan Team regularly reviews the effectiveness of current professional learning and make adjustments as required.

Practices and Products

Practices

Staff continuously seek professional learning opportunities to further develop the knowledge and skills required to ensure students reach their maximum potential. They are aware of current research and practices that best meet the community needs.

Staff see themselves as contributors to the professional development of others and seek opportunities to share knowledge and skills with staff, students and the community.

Staff seek to improve knowledge and skills in school priority areas and identified goals in PDPs.

Products

Staff confidently develop PDPs that provide them with new knowledge and skills to support their students' needs and ensures they meet the required professional standard.

Focus professional learning groups are formed based on student/staff needs (eg a small group meets on a regular basis to develop and review a STEM unit).

Strategic Direction 3: High expectations and community connections

Purpose

To enhance a culture of shared leadership based on high expectations, strong connections and mutual respect.

Improvement Measures

- Leadership opportunities provided for staff, students and community members
- Number of events that provide an opportunity for community members to showcase student learning and achievements
- School data indicates student growth, through initiatives and school programs

People

Students

- Students engage in leadership opportunities provided in a range of context. These opportunities will be on a class/stage/whole school basis

Staff

- Staff demonstrate leadership skills through their work with other members of staff, students and community members in positive and productive ways to ensure students achieve their full potential

Parents/Carers

- Parents and carers are provided with the opportunity to be actively involved in a wide range of school activities

Leaders

- Leaders encourage and provide leadership opportunities for staff, students and community members in a wide range of school activities
- Leaders provide opportunities for staff to participate in professional dialogue relating to leadership matters

Processes

Whole school educational leadership

- Representatives from across the school community explore leadership opportunities for staff, students and community members. Leadership to be seen as being more than an executive role

Community connection

- Staff will collaborate with community to develop opportunities to inform current practices, school focus and programs that support students to become successful learners
- Opportunities will be provided for the community to participate in whole school/stage/class events so that student achievements can be showcased and celebrated regularly

School management practices

- Monitor management practices and processes to ensure effective use of funds and resources evidenced by school improvement

Evaluation Plan

- School Plan team will monitor number of leadership opportunities for staff, parents and students
- Team leaders guide teams to create opportunities for parents to engage with their children's learning in the classroom and whole school events
- Ongoing review of school practices that impact on student improvement and budget to ensure school needs are met

Practices and Products

Practices

- School programs encourage leadership opportunities for all staff, students and community members
- Community engagement is valued and opportunities are created for increased involvement by parents and carers.
- School's evaluative processes and management practices are transparent and seek feedback from whole school community

Products

All members of the school community see themselves as leaders and have the confidence to initiate/participate in school activities that raise the profile of the school and benefit student outcomes and community relationships.

Well established management practices are put in place to ensure the monitoring of school plans to drive school improvements and the appropriate and effective expenditure of funds.

Staff lead parent workshops to encourage creative and critical thinking strategies at home