

# School plan 2018-2020

## Westlawn Public School 5238



# School background 2018–2020

## School vision statement

Westlawn Public School will support and challenge our students to achieve their potential within a caring and inclusive social environment to become confident, active and informed citizens.

Westlawn Public School will support and challenge our students to achieve their potential within a caring and inclusive social environment to become confident, active and informed citizens.

## School context

Our vision keeps us focussed on providing quality teaching, learning and leadership by working in consultation with our whole school community to develop the creative and critical thinking skills of our students to become confident, active and informed citizens. We aim to raise the aspirations of all students to achieve to their full potential within an inclusive environment. .

Westlawn Public School is a dynamic, caring, inclusive learning community in the city of Grafton and is on Bundjalung country. The school is located in the outer urban area of Grafton with students from the established township, new estate developments and rural areas. Westlawn has an increasing enrolment, currently 504 students including 53 Aboriginal students. The FOEI (socio-economic index) is 111.

Parents play active roles in a variety of ways within the school. We have strong support from our school community and high levels of community engagement.

Westlawn PS is a member of the Grafton Community of Schools (GCoS) which provides opportunities for sharing and reflecting on ideas and best practice relating to teaching and learning, educational leadership and providing a culture of quality support for educational leaders and teachers in schools, and builds on expertise to create partnerships within and between schools to improve outcomes for our students.

## School planning process

In 2017, we continued our established practice of collecting and analysing evidence from staff, students and the community to evaluate our school's progress and reflect on school improvement. A wide range of information was summarised and collated in key learning areas.

Staff members have examined the NSW Department of Education and Communities Public School Strategic Directions 2018–2020', the School Excellence Framework and the Melbourne Declaration, to develop an understanding of how our school plan aligns with, and reflects, current educational expectations and reforms.

We sought input from staff, students and parent and community by collecting information through surveys and measuring levels of participation in school activities.

Staff and parents regularly collaborate and communicate on the positive aspects of our school, and discuss the improvements we can work towards to improve the learning environment and outcomes for our students.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 LEARNING

### **Purpose:**

Teaching and learning programs are dynamic and show evidence of differentiation to meet individual student needs, ensuring that all adjustments lead to improved learning.

Our purpose is to engage students through the implementation of a whole school approach in the teaching of writing and mental computation.

Students reflect on their learning and regularly assess their personalised learning goals in writing and number.



## STRATEGIC DIRECTION 2 TEACHING

### **Purpose:**

Exceptional teaching of mental computation and in writing can lead to enhanced student achievement and engagement.

Our purpose is to implement a whole school approach to ensure effective evidence-based teaching methods in writing and in the teaching of mental computational strategies.

Teachers reflect on practice and systematically implement effective teaching strategies in writing and number.



## STRATEGIC DIRECTION 3 LEADERSHIP

### **Purpose:**

Through a collaborative process, the leadership team maintains a focus on instructional leadership to sustain a culture of evidence-based teaching and ongoing improvement so that every student makes measurable learning progress in writing and number.

# Strategic Direction 1: LEARNING

## Purpose

Teaching and learning programs are dynamic and show evidence of differentiation to meet individual student needs, ensuring that all adjustments lead to improved learning.

Our purpose is to engage students through the implementation of a whole school approach in the teaching of writing and mental computation.

Students reflect on their learning and regularly assess their personalised learning goals in writing and number.

## Improvement Measures

- On parity with SSG average in writing and number in Year 3 and 5.

All students use personalised learning goals in writing and number to improve their level of achievement and engagement.

Learning activities reflect individual student needs.

## People

### Students

- develop learning goals
- develop stamina
- improve quality of their work
- become more engaged in the learning process

### Staff

- assist students in the development of learning goals
- track student progress using PLAN data K–6 twice per term.
- understand how to effectively assess and analyse student learning in order to direct their teaching and to differentiate tasks to challenge all students.

### Parents/Carers

- understand their child's learning goals and actively support their child.

### Leaders

- focus on instructional leadership to sustain a culture of effective evidence-based teaching and ongoing improvement.
- provide systems within the school for teachers to track student progress
- collaboratively analyse NAPLAN and PLAN data to support student progress and inform teaching practice
- focus on instructional leadership to ensure that there is a demonstrated commitment that all students make learning progress.

## Processes

- Teachers talk to their class about purposeful goals.
- Goals negotiated to reflect learning needs in writing and number.
- Students given regular opportunities to write across all KLAs.
- Students provide feedback to teachers on learning in their classroom.
- Students shown exemplars to understand what good writing looks like.
- Students given regular opportunities to participate in a range of differentiated daily number activities.

## Evaluation Plan

- baseline data
- internal data
- student articulation of goals
- NAPLAN data growth in top two bands
- completed student work samples
- CTJ– Structured protocol
- evidence of differentiation in teaching and learning programs.

## Practices and Products

### Practices

#### Project 1 Learning Goals

##### Practices:

Students establish appropriate learning goals in writing and number.

Students reflect on their personalised learning goals in writing and number.

#### Project 2 Big Write

##### Practices:

All students develop a consistent understanding of the writing process through Big Write and VCOP.

Students develop a range of strategies to actively engage in the writing process and improve the quality of their work.

#### Project 3 Differentiated Number Opportunities

##### Practices:

All students participate in a range of differentiated number activities

### Products

##### Products:

All students have personalised learning goals.

##### Products:

# Strategic Direction 1: LEARNING

## Practices and Products

- Students develop stamina and improve the quality of their writing.
- Higher engagement levels during writing tasks.

## Products:

All students work at their ability level.

# Strategic Direction 2: TEACHING

## Purpose

Exceptional teaching of mental computation and in writing can lead to enhanced student achievement and engagement.

Our purpose is to implement a whole school approach to ensure effective evidence-based teaching methods in writing and in the teaching of mental computational strategies.

Teachers reflect on practice and systematically implement effective teaching strategies in writing and number.

## Improvement Measures

- On parity with SSG average in writing and number in Year 3 and 5
- All staff have specific goals within their PDP that relate to writing or number.
- All staff enter data on PLAN every 5 weeks.

## People

### Students

- develop learning goals
- develop stamina
- Improve quality of their work
- become more engaged in the learning process

### Staff

- assist students in the development of learning goals
- track student progress using PLAN data K-6
- understand how to effectively assess and analyse student learning, based on evidence, research and PL in order to direct their teaching.

### Parents/Carers

- understand their child's learning goals and actively support their child.

### Leaders

- will focus on instructional leadership to sustain a culture of effective evidence-based teaching and ongoing improvement.
  - provide systems within the school for teachers to track student progress
  - collaboratively analyse NAPLAN and PLAN data to support student progress and inform teaching practice
- will focus on instructional leadership to ensure that there is a demonstrated commitment that all students make learning progress.

## Processes

### Consistency and Excellence in teaching practice

- Through mentoring and professional learning, strengthening the implementation of differentiated programs to meet the needs of all students.

### Consistency and Excellence in teaching practice

- Use research and data to develop and implement high quality PL across the school.

### Consistency and Excellence in teaching practice

- Implement a systematic and regular approach to reflecting on and evaluating writing and number outcomes.

### Consistency and Excellence in teaching practice

- Consistency in developing student goals.

## Evaluation Plan

- Baseline data
- Internal data
- Student articulation of goals
- NAPLAN data growth in top two bands
- Completed student work samples
- CTJ- Structured protocol
- Staff involvement through stage minutes, observations, PDPs
- PLAN data

## Practices and Products

### Practices

#### Project 1 Learning Goals

##### Practices:

Teachers develop strategies to support students to establish appropriate learning goals in writing and number.

#### Project 2 Big Write

##### Practices:

1. All teachers develop an understanding of the pedagogy of Big Write and VCOP.
2. All teachers use knowledge of Big Write and VCOP pedagogy to implement effective teaching strategies in writing.

#### Project 3 Systematic & Explicit Teaching in Number

##### Practices:

All teachers develop a variety of differentiated evidenced based teaching strategies in number.

#### Project 4 Plan Data

##### Practices:

Teachers develop systems to track and monitor student learning across K-6 in writing and number.

### Products

##### Products:

# Strategic Direction 2: TEACHING

## Practices and Products

Teachers understand and effectively use learning goals to support their students in writing and number.

### Products:

All teachers competently use knowledge of Big Write and VCOP pedagogy to implement effective teaching strategies in writing.

### Products:

All teachers demonstrate effective teaching methods to enhance individual learning and achievement in number.

### Products:

Teachers understand and effectively use a range of data to direct their teaching in writing and number.

# Strategic Direction 3: LEADERSHIP

## Purpose

Through a collaborative process, the leadership team maintains a focus on instructional leadership to sustain a culture of evidence-based teaching and ongoing improvement so that every student makes measurable learning progress in writing and number.

## Improvement Measures

- On parity with SSG average in writing and number in Year 3 and
- All staff have specific goals within their PDP that relate to writing or mental computation.
- All staff enter data on PLAN every 5 weeks

## People

### Students

- develop learning goals
- develop stamina
- Improve quality of their work
- become more engaged in the learning process

### Staff

- assist students in the development of learning goals
- track student progress using PLAN data K-6
- understand how to effectively assess and analyse student learning, based on evidence, research and PL in order to direct their teaching.

### Parents/Carers

- understand their child's learning goals and actively support their child.

### Leaders

- will focus on instructional leadership to sustain a culture of effective evidence-based teaching and ongoing improvement.
- provide systems within the school for teachers to track student progress
- collaboratively analyse NAPLAN and PLAN data to support student progress and inform teaching practice
- will focus on instructional leadership to ensure that there is a demonstrated commitment that all students make learning progress.

## Processes

- Specific professional learning and mentoring around number, writing, PLAN, goal setting, data analysis, differentiation and TENs in Stage 2.
- Develop systems to enable the effective use of data analysis to inform teaching practice.
- Culture change
- Implement a systematic and regular approach when reflecting on effective teaching practice in writing and number.

## Evaluation Plan

- Baseline data
- Internal data
- Student articulation of goals
- Naplan data growth in top two bands
- Completed student work samples
- CTJ- Structured protocol
- Staff involvement eg Stage minutes, observations, PDP's, PLAN data

## Practices and Products

### Practices

#### Project 1 Professional Learning

##### Practice:

Leaders support their teams in professional learning and in the implementation of targeted writing and number programs.

#### Project 2 Data Analysis

##### Practice:

Leaders support their teams to understand and use the systems selected to ensure the effective use of data in writing and number.

#### Project 3 Reflective Practice

##### Practice:

Leaders support their teams in the development of a shared systematic and regular approach when reflecting on their teaching practice in writing and number.

#### Project 3 Reflective Practice

##### Practice:

Regular leadership discussions with support from our area Director.

#### Project 4 Culture

##### Practices:

A culture of effective evidence-based teaching and ongoing improvement in writing and number is driven by leaders through:

1. Professional learning.

# Strategic Direction 3: LEADERSHIP

## Practices and Products

2. effective data analysis and tracking systems
3. Ongoing reflection of practice to enhance student achievement.

## Products

### Products:

The schools staffing is organised and managed to ensure an effective learning environment that supports the achievement of the schools strategic priorities.

### Products:

All teachers effectively use data analysis to inform and direct teaching practice in writing and number.

### Products:

All teachers implement a systematic and regular approach when reflecting on effective teaching practice in writing and number.

### Products:

A sustained culture of high expectations, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress in writing and number.