

# School plan 2018-2020

## Homebush West Public School 5251



# School background 2018–2020

## School vision statement

Homebush West is an inclusive, innovative school that delivers holistic, engaging learning. The school sets high expectations and standards for all students and placing a strong emphasis on the creative and performing arts, contemporary curriculum, healthy active life skills, and sustainable futures.

Homebush West Public School is committed to educational excellence through the provision of high quality educational opportunities for each child, high quality teaching and teacher development, and strong partnerships with the broader community, ensuring the consistent improvement of student outcomes and narrowing of achievement gaps between students from diverse backgrounds within a safe, cohesive learning community.

Our vision is success for every student, every teacher and every member of the school community. This is recognised in our school mission: *'Empowering every student to be active, informed, creative and successful in a dynamic world'*.

## School context

Homebush West Public School caters for students from K–6, in a medium density urban setting within the Strathfield Public Schools Network, acknowledging Aboriginal connections to the Wangul Clan, Darug Tribe. The school was established in 1912 and now comprises over 560 students, 95% from culturally diverse backgrounds.

Homebush West Public School fosters strong partnerships with our parents and has established effective transition practices from preschool to primary school and from Year 6 to high school. The school has a highly professional, collaborative staff and enjoys a reputation for excellence. The school provides a safe, welcoming environment that promotes a strong sense of belonging and well-being.

The school is a Bring Your Own Device (BYOD) school from K–6. Teaching is 'stage based' from Year 1 to Year 6. Stage 3 (Year 5 and 6) implement a very successful Middle School program. A Chinese Community Language Program is available.

The school offers enriching learning opportunities beyond the classroom, including; *Orchestra, Music Tuition, Dance Clubs, French classes, Martial Arts, Tennis, Chess, and Coding*. The school offers an on-site before and after school care (YMCA).

Homebush West has established partnerships with multiple community users. A school chaplain plays a significant role in connecting the community with the school. We are part of the Wingara Community of Schools. We value the contribution of all our partners and stakeholders.

## School planning process

The school planning team was strongly informed by the work of the 2017 validation team who consulted the community broadly, giving voice to the aspirations of our parents, and the insights and experience of students and staff, particularly engaging staff in analysing school data and evidence. Consultation was informed by:

- NSW DoE Strategic Plan 2018–2020
- Six Effective Practices in High Growth Schools, CESE 2016.
- Literacy and Numeracy Strategy 2017–2020
- Future Frontiers; Education for an AI World, 2017
- Empowered Educators in Australia, 2017
- Facilitating 21st Century Learners

Methods for gathering feedback included surveys, student and community forums, staff and executive professional development /working party meetings and consultation with School Council. Data analysis included achievements and trends 2015–2017.

- NAPLAN, SEF Value add data
- Learning and Support Team data
- Best Start, EALD Progressions, Literacy/Numeracy Continua data
- Student Report Outcome, English/Maths
- Instructional Rounds Findings/Recommendations
- Strengths and Needs Analysis by Stage

The contents of the plan are aspirational and transformative and endorsed by the Director of Public Schools NSW, Strathfield Network.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Flourishing Students

### Purpose:

To ensure every student is known, valued and cared for, has a voice and develops strong character qualities through an inclusive, high performing learning culture that empowers individuals to become resilient and self-motivated learners, who are confident, critical and creative who strive for excellence, having the personal resources for future success and well-being and active global citizen.

- Inclusive learning culture
- Outstanding literacy and numeracy programs
- Transformed curriculum

## STRATEGIC DIRECTION 2 Thriving Staff

### Purpose:

To support highly professional staff to demonstrate continual improvement every year. To skill teachers in high quality teaching, curriculum innovation and leadership capabilities to inspire and transform teaching and learning practices within a future school context. To upskill and resource effective co-teaching and increase collective efficacy in a contemporary learning environment through world class professional learning practices, incorporating data driven, evidence-based teaching methods to optimise learning outcomes for all students.

- World class professional development practices
- Evaluative, data driven practice
- Co-teaching excellence

## STRATEGIC DIRECTION 3 Successful Community

### Purpose:

Community engagement and strong partnerships fosters community confidence and pride in the school's ability to meet the needs of all students and enhance learning outcomes. When schools connect with and draw on the expertise, contribution and support of their communities they engender a strong sense of connectedness for all and builds strategic community partnerships which facilitate a shared approach to continual improvement, innovation and change.

- Cutting-edge partnerships and resources
- Innovative agile practices
- High performance culture

# Strategic Direction 1: Flourishing Students

## Purpose

To ensure every student is known, valued and cared for, has a voice and develops strong character qualities through an inclusive, high performing learning culture that empowers individuals to become resilient and self-motivated learners, who are confident, critical and creative who strive for excellence, having the personal resources for future success and well-being and active global citizen.

- Inclusive learning culture
- Outstanding literacy and numeracy programs
- Transformed curriculum

## Improvement Measures

All students achieve expected growth or higher, on internal and external data sets (NAPLAN/Progressions) increasing students in top two bands, achieving at or above state averages and *like school groups* in all measures; national minimum standards, % top two bands, value added, attendance.

Reduced equity measure gap between high and low SES students.

All students report high levels of well-being, connectedness and

## People

### Students

Build skills to become expert learners who are resilient, mindful, self-regulated, resourceful, reciprocal and reflective. Students will demonstrate their ability to collaborate, work in teams and communicate ideas confidently. Students will demonstrate expert learner traits and characteristics and the skills to set learning goals, self-assess, reflect and take responsibility for their learning.

### Staff

Develop deep understanding of the learning progressions, in order to effectively track and monitor student learning growth and achievement. Teachers will build their understanding through professional learning of evidence-based teaching pedagogies and practices that are conducive to future focused teaching and learning.

### Parents/Carers

Support learning effectively, with increased understanding, knowledge and skills of; future focused learning, characteristics and traits of successful 21st century learners and the expectations for learning at each stage. Strong commitment to partnership with the school in their child's holistic learning and well-being.

### Community Partners

Strengthen learning alliances across the community to share expertise in evidence based practice to maximise the opportunities that our contemporary learning spaces afford.

## Processes

### *Outstanding literacy and numeracy programs*

Student success is underpinned by comprehensive, highly effective programs that ensure every student makes maximum progress on the literacy and numeracy progressions, and is supported to achieving expected growth every year and at each stage of learning.

### *Inclusive learning culture*

A learning environment where every teacher (staff member) confidently understands, supports and empowers, every student to achieve a strong sense of self, belonging and success.

### *Transformed curriculum*

All students access engaging, challenging, authentic, curricula that embeds 21st century learner traits/characteristics, skills and capabilities, maximizing the opportunities that our contemporary learning spaces afford.

## Evaluation Plan

Academic and well-being data monitoring and analysis, individual learning goal monitoring and analysis. Lesson study, classroom walkthroughs, and rounds observation analysis. Feedback through forums and surveys. Stage, executive and Learning and Support meeting minutes. Review/audit curriculum scope and sequence, programs. Teacher and student self-reflection.

## Practices and Products

### Practices

Staff are regularly upskilled cater for students with specific learning needs with confidence and skill.

Literacy and Numeracy progressions, and best practice literacy/numeracy approaches are utilised consistently and effectively to inform teaching and learning programs to maximise student outcomes.

Students use self-assessment, reflection, personalised learning goals and feedback to regularly evaluate their own learning against rubrics, bump it up walls and learning intentions and success criteria.

Students engage in regular mindfulness practices to enhance well-being and productivity.

Every space is a multi-use learning space, effectively utilised to facilitate learning that is student centred, contemporary, and connected.

Students engage with authentic, significant engaging, integrated, inquiry based learning sequences that maximise each student's outcomes, within a co-teaching context.

### Products

Students, staff and parents collaboratively co-construct personalised learning goals which are regularly revised to ensure tailored learning and individualised success.

Students demonstrate and articulate effective learning characteristics and traits and learning practices that foster

# Strategic Direction 1: Flourishing Students

## People

### Leaders

Will demonstrate effective instructional leadership, mentor and facilitate teaching and learning programs through engagement with educational research, sharing best practice within and beyond the school, eliciting excellent outcomes for every student.

## Practices and Products

self-regulation and metacognition within a future school environment.

Students evidence progression across curricular general capabilities.

# Strategic Direction 2: Thriving Staff

## Purpose

To support highly professional staff to demonstrate continual improvement every year. To skill teachers in high quality teaching, curriculum innovation and leadership capabilities to inspire and transform teaching and learning practices within a future school context. To upskill and resource effective co-teaching and increase collective efficacy in a contemporary learning environment through world class professional learning practices, incorporating data driven, evidence-based teaching methods to optimise learning outcomes for all students.

- World class professional development practices
- Evaluative, data driven practice
- Co-teaching excellence

## Improvement Measures

All staff demonstrate the impact of annual professional growth on student and school improvement.

Collaborative co-teaching success is evident across the school.

Increased number of teachers accredited all levels.

## People

### Students

Will develop the skills and capacity to be dynamic, collaborative learners in a fluid and flexible, contemporary learning environment with differentiated groupings, for varied purposes. Students need to understand and utilise the growth mindset approach to engage in a positive teaching and learning environment that nurtures; resilience, self-regulation, motivation and productivity.

### Staff

Will develop the skills of observation, reflection, collaborative inquiry and feedback to improve personal and collective practice. Staff actively seek and participate in high quality professional learning that is evidence based and reflects school direction and vision.

They will need to develop the capacity to activate or facilitate student centred learning and have significant understandings of data driven practice.

### Parents/Carers

Are responsive to the school's strategic direction and educational priorities. Parents understand and value a learning culture that prioritises professional development, collaboration and systems leadership.

### Community Partners

Systematic use of the Community of Schools to provide mentoring and coaching support to share and improve teaching and leadership practices.

## Processes

### World class professional development practices

Current practices are refined to ensure all staff access the most effective professional development practices and strategies, tailored to maximise continual improvement and career development and facilitate school excellence, within a future school context.

### Evaluative, data driven practice

Staff confidently utilize highly effective *evaluative practices*, including data analytics, formative and summative assessment, use of feedback and collaboration to drive student and school improvement.

### Co-teaching excellence

Teachers are adeptly skilled and resourced to co-teach, collaborate effectively in a contemporary learning environment, expertly incorporating evidence based strategies into pedagogy.

## Evaluation Plan

Review of achievement of performance and development plans and accreditation submissions, analysis of programs, student work samples, innovations and outcomes. Evidence resulting from rounds, walkthroughs and lesson study feedback. Surveys and interviews.

## Practices and Products

### Practices

Professional learning best practice is evidenced based and is clearly articulated and evident in school PL activity.

Practice is;

- mapped for the school, for groups (beginning teachers, aspiring learners, inductees, stage teams etc) and for individuals
- demonstrates clear career pathways
- utilises online resources (eg collaborative blogs, wikis, social media, teach meets) to expand professional learning opportunities beyond the school
- underpinned by the Australian Professional Teaching Standards

Staff access effective coaching, mentoring, communities of practice and instructional leadership to support continual professional growth.

Every teacher utilises a range of assessment practices and data to identify student learning progress, strengths and next steps, and inform and differentiate/tailor teaching learning programs.

Evaluative practices are evident in all school endeavours. The impact of programs and practices is prioritised as a school improvement driver.

### Products

Analysis of whole school performance data

## Strategic Direction 2: Thriving Staff

### People

#### Leaders

Build leaders expertise to demonstrate instructional leadership by promoting and modelling collaborative practice and Growth Mindset. Facilitate distributed leadership model that empowers staff to have purposeful leadership roles to build personal, professional and school capacity.

### Practices and Products

K–6 is transparent to all stakeholders.

High levels of engagement with transformative collaborative, and reflective PL practices; eg Lesson Study, Walkthroughs, Rounds, to change pedagogy.

Teachers are equipped with the necessary support and resources to facilitate effective collaborative co-teaching practices.



# Strategic Direction 3: Successful Community

Purpose	People	Processes	Practices and Products
<p>Community engagement and strong partnerships fosters community confidence and pride in the school's ability to meet the needs of all students and enhance learning outcomes. When schools connect with and draw on the expertise, contribution and support of their communities they engender a strong sense of connectedness for all and builds strategic community partnerships which facilitate a shared approach to continual improvement, innovation and change.</p> <ul style="list-style-type: none"> <li>• Cutting-edge partnerships and resources</li> <li>• Innovative agile practices</li> <li>• High performance culture</li> </ul>	<p><b>Students</b></p> <p>Flourish as a result of stronger active links between the broader community in the school. Students use effective ICT capabilities to enhance connectedness with local, national and international communities.</p> <p><b>Staff</b></p> <p>Staff develop strategies to connect with all members of the school community to enhance open, two-way partnerships with parents to improve student learning and wellbeing. They network with agencies and businesses to establish partnerships, which achieve school priorities.</p> <p><b>Parents/Carers</b></p> <p>Understand and value the importance of collaborative partnerships and open communications in promoting student learning, engaging actively with the school.</p> <p><b>Parents/Carers</b></p> <p>Support and enhance the school community through the provision of services and resources which enrich and improve the school.</p> <p><b>Leaders</b></p> <p>Leaders understand the needs of community. They interact competently and with a high level of emotional intelligence. They actively engage beyond the school. They are visible, instructional and create a shared understanding of personal and collective efficacy ensuring all school community members have an alignment to</p>	<p><b>Innovative agile practices</b></p> <p>School practices are innovative, agile and responsive, marked by continually improving policies, procedures, programs and practices to achieve high levels of success and satisfaction for all school community members.</p> <p><b>High performance culture</b></p> <p>A culture of transparency, high expectations and school wide approaches to well-being is evident and underpinned by optimal deployment of staff expertise. Leadership is visible, instructional and shared.</p> <p><b>Cutting edge partnerships and resources</b></p> <p>Significant community connections and partnerships resource all members of the school community to maximize student outcomes. The school community is informed and empowered. The school community utilizes contemporary resources to maximise excellence and equity.</p> <p><b>Evaluation Plan</b></p> <p>Analysis of school website, app, and communication strategies, staff, parent and student forums, anecdotal community and community user, academic partners and community of schools feedback, media, reflection on School Improvement Tools (Community Engagement).</p>	<p><b>Practices</b></p> <p>Use of technology Improves participation in parent enrichment and support programs.</p> <p>Use of regular, multi-modal feedback mechanisms is utilised to enhance policies and practices.</p> <p>The school collaborates with local schools, pre-schools and high schools to ensure innovative, effective transition programs.</p> <p><b>Products</b></p> <p>Expanded use of social media platforms effectively engages the wider school and community.</p> <p>Improved parent understanding and support of contemporary learning models and modes, with increased capacity to support this learning effectively.</p> <p>The school has significant community partnerships that enhance learning programs, opportunities, outcomes, facilities, resources and reputation.</p> <p>Student leadership opportunities within and beyond the school are expanded.</p>
Improvement Measures			
<p>High levels of parents, student, staff and community engagement with the school, feedback, collaboration, satisfaction and school pride.</p>			



# Strategic Direction 3: Successful Community

**People**

school directions and vision.