School plan 2015 – 2017

Quality Learning

Quality Leadership & Professional Learning Practices.

A Positive School Community
Parramatta West Public School is a highly multicultural school with a total enrolment in 2015 of 673 students in 26 mainstream classes and 3 support classes. The students come from approximately 50 different cultural backgrounds including a growing number of refugees. With such a mix, the students all socialise well and support each other. There is a high turnover of students every year, as well as approximately 14% of students applying for exemptions to take overseas holidays each year. These movements have a negative impact on student learning. The school has support teachers for English as a Second language learners, Reading Recovery and learning. These teachers work with the mainstream teachers to ensure that all students receive the best possible education.

The school is growing at a steady pace, which is impacting on the play space available, school organisational structures and the need to employ new teachers each year.

The majority of students starting school in Kindergarten each year have limited experience with the English language, and there are new arrivals throughout the school with no English. These children take time to adjust and to become comfortable learning in their new language. Reading comprehension and problem solving in mathematics are severely impacted by limited skills in the English language. These areas continue to be a focus for all students.

At the end of Term 2, 2014, the school executive staff spent a day examining the Melbourne Declaration of Goals for Young People, as well as DEC documentation and school information and data to identify focus areas for the new school plan.

This process was replicated at well attended meetings with a fair representation of parent groups in education week, at whole staff meetings and with student group meetings. Information was also placed in the school newsletter inviting responses from parents.

From all these meetings the strategic directions were formed.

The strategic directions were then presented at further parent meetings and teachers worked on the people, products, processes and practices to form the school directions for 2015-2017.

School teams were then formed to develop plans for implementation of the first year of this triennium and monitor the budgets and outcomes.

As part of the strategic directions, there are teams representing parents, students and teachers who will have ongoing input into the school plans.
School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Quality Leadership and Professional Learning Practices.

To provide research based quality professional learning for teachers and leaders that enables curriculum implementation and ensures effective teaching pedagogy across the whole school.

STRATEGIC DIRECTION 2
Quality Learning

To empower students to succeed through visible, meaningful and purposeful learning.

STRATEGIC DIRECTION 3
A Positive School Community

To create a connected school environment where the social and emotional well-being of the community is a priority.

**PURPOSE**

Why do we need this particular strategic direction and why is it important?

To provide research based quality professional learning for teachers and leaders that enables curriculum implementation and ensures effective teaching pedagogy across the whole school.

**PEOPLE**

How do we develop capabilities of our people to bring about transformation?

Staff
Through the provision of an effective professional learning model.
Build an organisational culture that is creative and innovative to promote achievement for every student.
Provide opportunities to develop skills to use technology effectively to enhance teaching.
Teachers develop teaching and assessment strategies that employ current Mind Brain research and assessment for learning principles.

Parents
The community will be provided with opportunities to engage with and understand school initiatives.

Leaders
School leaders will be identified and supported through professional learning, networks and team processes to lead school professional learning.

**PROCESSES**

How do we do it and how will we know?

The school implements professional learning to meet the identified needs of staff aligned with the teaching standards.
Developing school wide pedagogy based on current mind brain research and student learning.
Assessment for learning principles underlie teaching pedagogy which is consistent, relevant and differentiated for student needs.

**PRODUCT AND PRACTICES**

Products
Teaching programs and lesson observations reflect school wide pedagogy.
100% teachers have an effective Professional Development Plan.
School professional learning model implemented.

Practices
Teacher professional learning aligned with teaching standards catering for whole school, individual and group needs.
Innovation teams explore and implement new pedagogy.

100% of teachers using learning intentions, success criteria and providing feedback to students in multiple ways.
100% of teachers demonstrate initiative through participation in personal professional development with the option of leading/participating in innovation teams.
100% of teachers committed to the development of Growth Mindset in themselves and students.
100% of teachers implementing the new curricula through explicit, modelled, differentiated and open-task learning opportunities.
Teachers using technology effectively to enhance learning.

IMPROVEMENT MEASURE/S

Teaching programs and lesson observations reflect school wide pedagogy.
100% teachers have an effective Professional Development Plan.
Strategic direction 2: Quality Learning

**PURPOSE**

Why do we need this particular strategic direction and why is it important?

To empower students to succeed through visible, meaningful and purposeful learning.

**IMPROVEMENT MEASURE/S**

100% of students from years 3&5 exhibit positive growth in all aspects of the value added component of NAPLAN.

Student survey data and school assessments show improved skills and outcomes mapped against PLAN data.

**PEOPLE**

How do we develop capabilities of our people to bring about transformation?

**Students:**

Students develop an understanding of the learning process, a growth mindset and the impact of goal setting on their learning.

Students develop the skills to use technology in their learning.

**Staff:**

Staff will develop the capability to create programs and assessment tasks that reflect changes to pedagogy and curriculum and result in improved student learning across the curricula.

Provide effective research based Professional Learning and guided implementation.

Staff will develop skills in teaching reading through intensive professional learning and in class support.

**Parents**

Parents and carers understand what, why and how students are learning, what is required for learning improvement and how they can assist their child at home.

**Leaders**

Provide opportunities for leaders to develop their knowledge of innovative research based pedagogies and change management strategies.

**PROCESS PRACTICES**

How do we do it and how will we know?

Learning is guided by learning intentions, success criteria and feedback.

The development of a consistent reading pedagogy implemented K-6 to meet the needs of all equity groups.

Student learning is informed by Mind Brain research.

**EVALUATION PLAN**

The impact of innovative pedagogy is monitored for teacher and student outcomes each term and aligned to the teaching standards.

**PRODUCT AND PRACTICES**

What is achieved and how do we know?

**Product**

100% of students from years 3&5 exhibit positive growth in all aspects of the value added component of NAPLAN.

Student survey data and school assessments show improved skills and outcomes mapped against PLAN data.

Students will be self-directed learners.

Students will develop a growth mindset in relation to learning.

Improved student learning outcomes and attitudes in reading.

Parent participation in home/learning partnerships to support engagement in student learning.

**Practices**

Students engaged in learning to learn strategies.

100% of students setting their own goals and participating in self-assessment.
### Strategic direction 3: A Positive School Community

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>PEOPLE</th>
<th>PROCESSES</th>
<th>PRODUCT AND PRACTICES</th>
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<tbody>
<tr>
<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we know?</td>
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<tr>
<td>To create a connected school environment where the social and emotional well-being of the community is a priority.</td>
<td>Students: Through specific education programs students will develop skills in monitoring and managing their own social and emotional wellbeing.</td>
<td>Student wellbeing is supported through high expectations for attendance and behaviour, implementation of research based SEL programs and tiered intervention providing tailored learning support for students from all equity groups.</td>
<td>Product</td>
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<td>Staff Engage in relevant professional learning and collaboration to develop their knowledge, skills and understanding to support the social and emotional wellbeing of themselves, their peers, the students and the community</td>
<td>Staff wellbeing is supported through a comprehensive and inclusive framework.</td>
<td>Students in all equity groups making expected growth in learning outcomes.</td>
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<td>Parents As partners in the learning process parents will have the opportunity to develop their knowledge, skills and understanding to support the social and emotional well-being of themselves and their children</td>
<td>Establish a family/school reference group (staff, students, parents) to develop key educational priorities for improving community relationships and a positive learning culture at the school.</td>
<td>Increased parent knowledge of school priorities and involvement in school life.</td>
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<td>Leaders Leaders engage in professional learning to develop and refine their understanding and skills to support staff through the change process and in response to needs.</td>
<td>Evaluation plan The impact of whole school well-being initiatives is monitored weekly through welfare and learning support meetings.</td>
<td>Happy, resilient students with problem solving skills.</td>
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<td>Tell them from me surveys will be used annually with students, parents and teachers.</td>
<td>Increased student engagement and involvement in school life.</td>
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<td>Attendance, behaviour and welfare data is reviewed and analysed each term.</td>
<td>Increased parent participation in home learning partnerships to support well-being.</td>
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<td>100% of staff feel supported.</td>
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<td>Practices</td>
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<td>Teachers, parents and students involved in social and emotional well-being education.</td>
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<td>Improved targeted support programs for EAL/D and LD students.</td>
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<td>New extra-curricula activities providing for varying student interests.</td>
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<td>Sharing and celebrating of cultural diversity across the whole school community.</td>
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<td>Teachers participate in staff peer support programs.</td>
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<td>Improved communication strategies to cater for the needs of the wider school community using new technologies.</td>
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**IMPROVEMENT MEASURE/S**

Students in all equity groups making expected growth in learning outcomes.

Increased parental knowledge of priorities, involvement and engagement in school and student learning.

Tell Them From Me surveys, Friendly Schools Plus surveys and School Wellbeing data indicate improved student wellbeing.