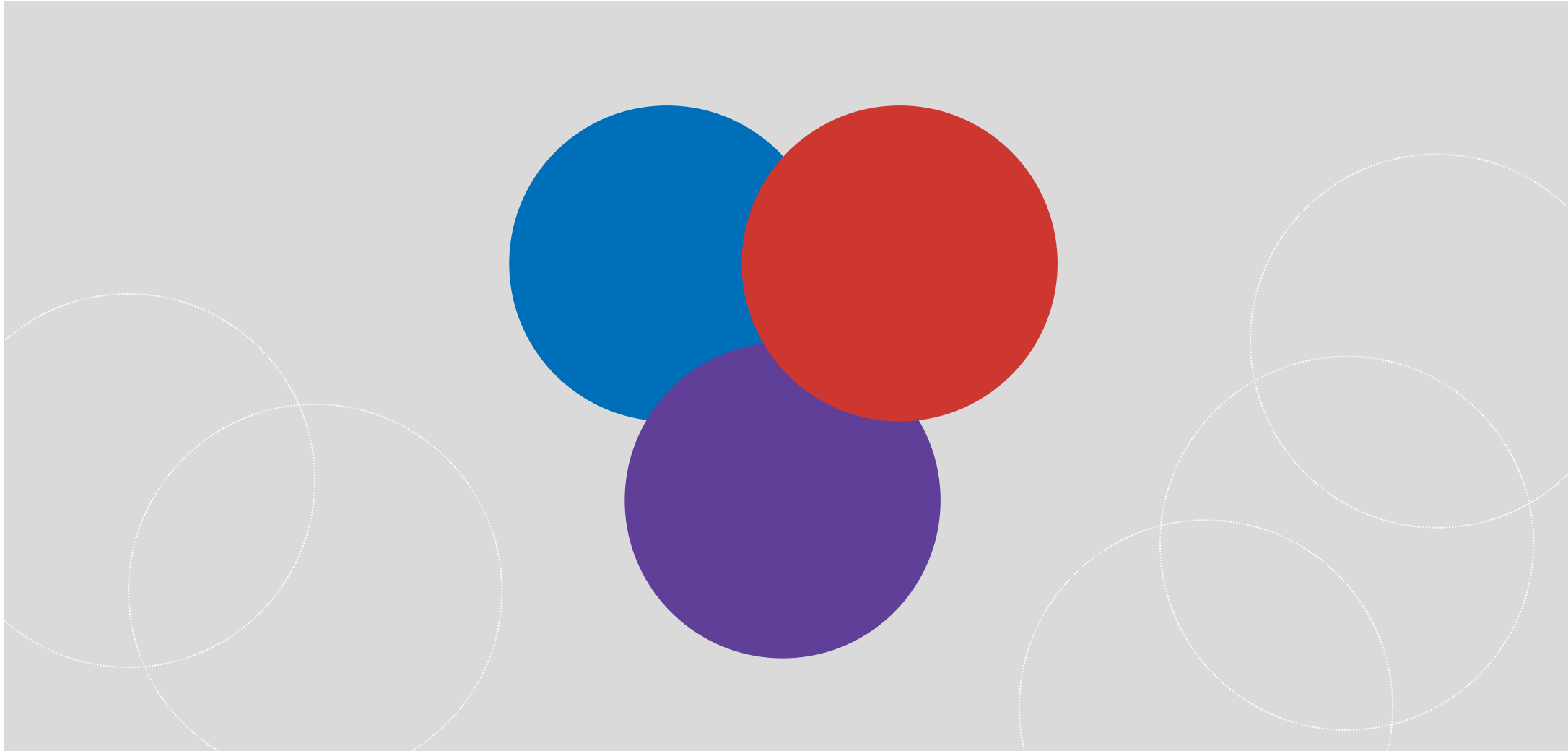


School plan 2015 – 2017

Auburn West Public School 1075





School vision statement

To foster successful, resilient citizens with a commitment to lifelong learning through next practice, innovative teaching and learning and challenging intellectual inquiry.

School context

Auburn West Public School is a dynamic school located next to the Auburn Botanic Gardens. Approximately 98% of the 740 students come from families where a language other than English is spoken. Significant equity funding supports children and families from low socio-economic backgrounds.

The staff at Auburn West Public School is an enthusiastic, committed, cohesive and diverse group. Many teachers are early career teachers requiring the provision of targeted mentoring and professional learning services. The school has a strong focus on open learning classrooms with innovative teaching/learning practices emphasising 21st Century learning.

The school is classified as a P1 school, and currently has 30 classes from Kindergarten to Year 6. The school executive comprises of the principal, two deputy principals and five assistant principals (one funded through school funds). The school expanded its leadership team model in order to better support all teachers in their professional learning through the engagement of an Instructional Leader as part of the Early Action for Success (EA4S) strategy and off-class Assistant Principal Mentors.

School planning process

The school planning team consisted of nine executive staff and four classroom teacher representatives. The school planning team sought the information it required in a variety of ways, ensuring that the views of a wide cross-section of the staff and students were obtained.

The team met regularly throughout Term 4 2014 to determine the directions of the evaluation process and analyse the feedback gained through the following processes:

- Staff data walk /brainstorming
- Tell Them From Me (TTFM) Online Survey – completed by a target group of 3-6 students, all staff, and a sample group of parents
- Parent discussion group – a sample group of parents
- Student discussions group – a sample group of 3-6 students
- Teacher and Executive surveys – Survey Monkey was utilised to create questions to supplement information gained through the staff data walk, discussion groups and the TTFM surveys.

All data was utilised to draft the strategic directions for the school plan. The school planning team provided feedback to the staff and community at several sessions throughout Term 4 2014. The 5P planning page for each strategic direction was finalised in Term 1 2015 by the school executive team. The school executive utilised the School Excellence Framework, collated data and feedback from the school community to complete the planning process.



STRATEGIC DIRECTION 1

Successful,
innovative,
collaborative
engaged learners

Purpose:

- To ensure innovation is a creative and collaborative process with an objective to increase the responsiveness of teaching and learning to the needs of individuals, impact positively on specified learning outcomes and build community engagement.
- To ensure students develop strong identities as learners, through positive and respectful relationships across the school community and within a productive learning environment.

STRATEGIC DIRECTION 2

Continuous
improvement
through collective
efficacy

Purpose:

- To strengthen partnerships with the school community, inspiring a culture of collaboration, effective open communication in conjunction with efficient and transparent school systems.
- To ensure a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

STRATEGIC DIRECTION 3

Leaders of learning
achieving excellence

Purpose:

- To develop high quality leaders, teacher leaders and teachers who know their students and how they learn through instructional leadership and evidence based practice.
- To ensure students actively contribute to the school, the community and the society in which they live.

Strategic Direction 1: Successful, innovative, collaborative engaged learners

Purpose

- To ensure innovation is a creative and collaborative process with an objective to increase the responsiveness of teaching and learning to the needs of individuals, impact positively on specified learning outcomes and build community engagement.
- To ensure students develop strong identities as learners, through positive and respectful relationships across the school community and within a productive learning environment.

Improvement Measures

- ❖ 100% teachers demonstrate innovative teaching and learning as evidenced through GROW meetings, programs and learning environments.
- ❖ 100% of staff demonstrate evidence of visible learning, feedback and assessment in classrooms.

People

Students: Develop skills to analyse and improve overall learning progress and performance, making judgements about personal success and confidence as learners.

Staff: Engage in personalised professional learning through a range of strategies that focus on feedback, self-evaluation, innovation and the development of professional learning communities.

Parents/Carers: Actively participate in school professional learning to build community understanding of educational practice. This will include providing community learning sessions on 21st Century learning, literacy, numeracy and NSW BOSTES syllabus documents.

Community Partners: Continue proactive learning alliances with other school networks and community members.

Leaders: Foster a self-improving school community and collaboratively develop personalised professional learning goals for all staff.

Processes

- Innovative teaching practice fostered through:
 - 4Cs
 - flexible learning spaces
 - S.O.L.E
 - Genius hour
 - developing learning networks to support innovation
 - Growth mindset
 - Science mentor
- Engaging teachers to know their impact and maximise learning progress of all students through:
 - visible learning
 - data walls
 - learning intentions, success criteria (LISC)
 - feedback/feedforward
 - formative assessment
 - self-regulation
- Responsive professional learning and embed quality teaching practice through:
 - TEN
 - TOWN
 - L3
 - L2
 - FOR
 - RR
 - EA4S
 - Community of schools/networks

Evaluation Plan

- Staff and students complete school surveys (Tell Them from Me and Survey Monkey)
- Teacher professional learning data monitored for participation and implementation.

Products and Practices

Product:

- 100% teachers demonstrate innovative teaching and learning as evidenced through GROW meetings, programs and learning environments.

Product:

- 100% of staff demonstrate evidence of visible learning, feedback and assessment in classrooms.

Product:

- Professional learning networks established within, and beyond, the school community to support innovative teaching and learning.

Product:

- 100% teachers participate in, and implement, professional learning which develops a deeper understanding of feedback, self-evaluation, innovative teaching and learning.

Practice:

- Teachers use flexible and fluid grouping, flexible learning environments and 21st Century learning skills to foster positivity, autonomy and self-regulation to engage students as successful learners.

Practice:

- Teachers regularly review and know their impact to maximise student learning as evidenced through visible learning and assessment practices.

Practice:

- Teachers undertake professional learning and professional dialogue through professional learning networks.

Strategic Direction 2: Continuous improvement through collective efficacy

Purpose

- To strengthen partnerships with the school community, inspiring a culture of collaboration, effective open communication in conjunction with efficient and transparent school systems.
- To ensure a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Improvement Measures

- ❖ 100% staff consistently utilise the school wide system to collaboratively monitor learning and wellbeing data effectively and efficiently.
- ❖ Reading texts, writing and comprehension – By 2017 90% of:
 - K students will meet cluster 4
 - Yr 1 students achieve cluster 6
 - Yr 2 students achieve cluster 8
 - Yr 3 students achieve cluster 9
 - Yr 4 students achieve cluster 10
 - Yr 5 students achieve cluster 11
 - Yr 6 students achieve cluster 12
- ❖ Early arithmetical strategies - By 2017 98% of:
 - K students achieve perceptual
 - Yr 1 students achieve figurative
 - Yr 2 students achieve counting on and back
- ❖ Place Value - By 2017 98% of:
 - Yr 3 students achieve Tens and Ones
 - Yr 4 students achieve Hundreds, tens and ones
 - Yr 5 students achieve Decimal place value
 - Yr 6 students achieve System place value

People

Students: Develop the knowledge, skills and understandings of academic and behaviour expectations to reflect on their progress and guide their personal learning.

Staff: Demonstrate a sophisticated understanding of evidence-based improvement, consistent teacher judgement and implementation of student welfare policy through data driven practice.

Parents/Carers: Involved in the referral process for personalised learning; practices are embedded to provide feedback to parents about students' academic/welfare progress.

Community Partners: Utilise the support and expertise from community partners, both within DEC and beyond, to ensure best practice for teachers and personalised learning for students.

Leaders: Engage and inspire staff to commit to evidence-based improvement, change and innovation that has an impact on student learning.

Processes

- Students' individual learning is monitored and supported by the effective use of school systems and resources to measurably improve individual and collective wellbeing.
- Leaders foster a process for explicit and systematic teaching to facilitate the continuous cycle of collecting, analysing, reflecting and reporting on student progress data to drive evidence based teaching practice.
- Professional learning communities established to develop personal and collective efficacy through critical reflection, inquiry into practice and professional development.

Evaluation Plan

- Staff and students complete school surveys (Tell Them from Me and Survey Monkey)
- Feedback gathered from school committees, data analysis and school/community partnerships.

Products and Practices

Product:

- 100% staff consistently utilise the school wide system to collaboratively monitor learning and wellbeing data effectively and efficiently.

Product:

- 90% of K-6 students will meet expected clusters for reading texts, writing and comprehension and 98% of K-2 students will meet expected early arithmetic strategies and 98% of 3-6 students will meet expected place value strategies.

Product:

- LST recommendations are implemented and monitored through collaboration with teachers, parents and specialists and through caseload documentation.

Practice:

- The school community engages in professional dialogue of data to reflect on the effectiveness of pedagogy and interprets and critically analyses this data to inform teaching.

Practice:

- Quality teaching practice is evident through teachers and students using a shared language and a cycle of review of student progress to ensure consistency of teacher judgements.

Practice:

- Teacher professional learning is focused on student achievement data, goal setting, strategic intervention, monitoring and evaluation

Strategic Direction 3: Leaders of learning achieving excellence

Purpose

- To develop high quality leaders, teacher leaders and teachers who know their students and how they learn through instructional leadership and evidence based practice.
- To ensure students actively contribute to the school, the community and the society in which they live.

Improvement Measures

- ❖ All executive leaders, as reflective practitioners, will participate in 360 reflection surveys, Growth coaching and leadership professional learning.
- ❖ Greater than or equal to 85% and above of all teaching staff achieve their professional goals as identified in Growth Coaching, linked to the Performance and Development Framework for Principals, Executives and Teachers In NSW Public Schools.

People

Students: Engage in leadership experiences within the classroom, playground and community to positively contribute to school life.

Staff: Engage in professional learning opportunities, develop community partnerships and strengthen teacher leader capacity.

Parents/Carers: Develop a stronger understanding of innovation, excellence and engagement through programs and practices implemented by students and staff.

Community Partners: Strengthen professional relationships with community organisations who support students, staff and the school community to facilitate leadership, learning and excellence.

Leaders: Engage in leadership development in order to build capacity, instructional leadership and develop a coaching culture that encourages honest feedback to and from students and teachers based on evidence.

Processes

- School leaders develop and implement effective instructional leadership skills to lead improvement, innovation and change.
- School leaders facilitate the development of teacher leaders through expertise, innovations and professional standards and frameworks that develop self and others.
- Students undertake leadership experiences and seek opportunities to actively contribute to the school and community.

Evaluation Plan

- Staff and students complete school surveys (Tell Them from Me and Survey Monkey)
- Evidence gathered through the Performance and Development Framework, GROWTH coaching and ongoing dialogue with the school/parent community.

Products and Practices

Product:

- All executive leaders, as reflective practitioners, will participate in 360 reflection surveys, Growth coaching and leadership professional learning.

Product:

- Greater than or equal to 85% and above of all teaching staff achieve their professional goals as identified in Growth Coaching, linked to the Performance and Development Framework for Principals, Executives and Teachers In NSW Public Schools.

Product:

- Active student leadership is evident through a range of school based programs and opportunities.

Practice:

- School leaders engage and inspire staff to commit to evidence-based improvement, change and innovation that has an impact on student learning.

Practice:

- School leaders ensure that reflective practices, structured feedback, peer review and use of the Australian Professional Standards for Teachers lead to personal improvement of both students and staff.

Practice:

- School leaders set high standards of behaviour and attendance, encouraging active engagement and a strong student voice.