

School plan 2018-2020

Peakhurst West Public School 4013



School background 2018–2020

School vision statement

Every student is known, valued and cared for at Peakhurst West Public School. The school works collaboratively to provide a safe and stimulating environment that will enable students to reach their full potential and to become confident, creative and informed citizens.

The school aims to instil the core values of honesty, tolerance, respect and responsibility in order for the students to be productive members of society.

The school is committed to the pursuit of excellence with all students, teachers and leaders growing and improving every year.

School context

Peakhurst West Public School aims to provide excellent educational opportunities for all students in a caring environment. The school offers a balanced and varied curriculum and takes pride in its achievements across all Key Learning Areas. There is a focus on equipping students with the skills needed to thrive in an ever changing world. Student wellbeing and the provision of a supportive learning environment remain the focus for staff and the parent community.

Peakhurst West Public School comprises of approximately 300 students from a diverse range of cultural and social backgrounds, 63% of students are from a non–English speaking background. The school provides strong foundations for all students with an emphasis on excellence in literacy and numeracy, effective learning and support strategies and quality extra curricular opportunities. The school is strongly supported by the Parents and Citizens association.

School planning process

Peakhurst West Public School conducts evaluations to monitor and support the effective implementation of the school plan. The strategies and processes to ensure a consultative process have included:

- Staff evaluation of the previous school plan and collating a set of priorities for the future.
- Staff collaboratively developing the school vision, strategic directions and their projects and personal goals.
- Information sessions for parents through the P&C, regarding the school plan and strategic directions.
- Students sharing their goals, ideas and expectations.
- School leadership team working with departmental leaders to refine strategic directions and ensure departmental goals have been considered

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Quality Teaching

Purpose:

To develop teacher expertise in future focused learning strategies and technology implementation;

To differentiate the curriculum using contemporary, evidence based practices and ensure that student learning is underpinned by quality teaching



STRATEGIC DIRECTION 2 Quality Learning

Purpose:

To provide a student centred learning environment that caters for and challenges all learners and ensures students are working towards their individual learning goals;

To develop and promote positive wellbeing strategies based around growth mindset research;

To provide engaging and valuable student leadership opportunities



STRATEGIC DIRECTION 3 Quality Leading

Purpose:

To model instructional leadership that supports a culture of high expectations, student engagement, learning, development and success;

To improve literacy and numeracy outcomes through effective differentiation and formative assessment, modelled by school and classroom leaders;

To implement Positive Behaviour for Learning

Strategic Direction 1: Quality Teaching

Purpose

To develop teacher expertise in future focused learning strategies and technology implementation;

To differentiate the curriculum using contemporary, evidence based practices and ensure that student learning is underpinned by quality teaching

Improvement Measures

Increased academic rigour and evidence based practice in classroom programs.

Significant proportion of teaching programs have future focused tools and pedagogy embedded across K–6.

Student work samples show increased use of technology, robotics and future focused learning strategies.

Professional learning evaluations show increased staff understanding and confidence in future focused learning strategies and technology implementation.

Increased staff capacity and confidence to effectively differentiate the curriculum incorporating formative assessment strategies

People

Students

Students engage in a future–focused curriculum and deepen their use and knowledge of technology and robotics. They see teachers as learners.

Staff

Teachers have the knowledge and understanding of future focused education and implement rich learning experiences and collaboratively developed digital learning programs. Teachers are motivated about their own learning and implement evidence based practice to differentiate learning in their classrooms.

Leaders

School Leaders sustain high quality, purposeful professional learning and support for staff, ensuring decision making is student–centred. Leaders will replenish and upgrade current school resources.

Parents/Carers

Parents have a common understanding of what teachers' learning looks like and how it aligns to the school vision. They will have a greater understanding of future focused pedagogy.

Community Partners

Collaboration with technology specialists from the wider community will be developed to ensure best practice in digital learning. Community of practice focuses on formative assessment.

Processes

Teacher Expertise & Innovation

Teachers are professionally engaged in educational research. A school culture embedded with contemporary research will ensure the curriculum is differentiated and teaching and learning environments are of a high quality, resulting in improvements in literacy and numeracy.

Future Focused Teaching

Future focused pedagogy embedded in K–6 classrooms, with sophisticated technology use in the classroom. Students will participate in coding, robotics and digital learning programs.

Evaluation Plan

Data gathered from focus groups, internal surveys and teacher reflections on research implementation in classrooms

Analysis of teacher use of formative assessment strategies through internal surveys and feedback and focus groups

Evaluation of teacher PDP goal achievement

Analysis of digital learning programs

Evaluation of professional learning reflections

Practices and Products

Practices

Staff professional learning is linked to Professional Reading Group. Teachers are engaged in evidence based dialogue when planning differentiated teaching programs, based on current research findings and there is a school wide approach to formative assessment.

School leaders plan and deliver differentiated PL on technology. Collaboration, mentoring and buddying of staff supports each others' learning around future focused learning pedagogy and technology implementation, including STEM practices.

Products

Teachers implement quality, differentiated teaching programs embedded with effective evidence based practice. A whole school formative assessment practice is evident in the school culture.

A strong, skilled staff with a deep knowledge of future focused learning techniques and technology expertise.

Technology that supports learning is used by staff and students.

Strategic Direction 2: Quality Learning

Purpose

To provide a student centred learning environment that caters for and challenges all learners and ensures students are working towards their individual learning goals;

To develop and promote positive wellbeing strategies based around growth mindset research;

To provide engaging and valuable student leadership opportunities

Improvement Measures

An increased number of students are able to articulate their learning goals and identify what is required for them to progress to the next level of the continuum.

Student learning goals show improvements in student learning, as measured against relevant frameworks and benchmarks

Increased number of students showing growth in literacy as shown in tracked individual learning goals.

Increased number of students showing growth in numeracy as shown in tracked individual learning goals.

A high proportion of teachers implement growth mindset strategies, with an increased number of students articulating and following these strategies.

An increased number of students involved in student leadership programs

People

Students

Students will be supported by teachers as they develop growth mindset strategies, pursue their learning goals and master new skills. Students will be empowered to participate in enrichment activities and leadership programs to develop school pride and higher engagement levels.

Staff

Teachers will complete professional learning on positive psychology and growth mindset strategies, embedding these practices to enhance social and emotional wellbeing. Teachers will support students in developing their goals, offering effective feedback and differentiating the curriculum to embed student centred practices.

Leaders

Leadership focused on teaching and learning will develop teams that collaborate across stages as students work towards their own learning goals. School leaders will support staff in implementing positive wellbeing strategies.

Parents/Carers

Parents and carers will be involved in their child's learning goals, goal achievement and progress throughout the year. Parents will develop a greater understanding of assessment approaches.

Community Partners

Collaboration with community partners to develop wellbeing strategies and student leadership opportunities will exist.

Processes

Visible Learning

Students identifying their own learning needs and developing individual learning goals. This will inform teacher planning and differentiation for a student centred learning environment.

School Wellbeing & Growth Mindset

A whole school growth mindset culture developed in conjunction with positive psychology and mindfulness techniques to produce learning environments where students connect, thrive and succeed.

Student Leadership

Implement meaningful student leadership opportunities based on a culture of 'legacies', where students are supported and empowered to succeed.

Evaluation Plan

School wide monitoring of student goal progress and achievement

Analysis of NAPLAN and PLAN, formative and summative assessment data

Analysis of parent surveys and feedback on student wellbeing and assessment practices

Analysis of internal wellbeing data and Tell Them From Me data

Evaluation of student leadership opportunities

Evaluation of wellbeing practices

Practices and Products

Practices

Student learning goals reflect language and processes used in assessment and feedback. Students have greater ownership of their learning, with formative assessment practices embedded in learning environments.

Teachers will embed evidence based practices to support wellbeing, engagement and learning. Learning environments will be flexible and well managed, allowing students to connect, succeed and thrive as they develop a repertoire of wellbeing strategies.

Students will engage in meaningful projects that promote high expectations and school values. The school community supports the aspirations of student leaders.

Products

There is school-wide, collective responsibility for student learning and success. Students take responsibility for their learning by regularly setting learning goals which reflect formative assessment practices. A feedback culture exists and the learning of all students is systematically monitored.

Teachers have an extensive repertoire of wellbeing strategies to enhance social and emotional wellbeing. The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Students are empowered to have a positive impact on the school through student leadership opportunities.

Strategic Direction 3: Quality Leading

Purpose

To model instructional leadership that supports a culture of high expectations, student engagement, learning, development and success;

To improve literacy and numeracy outcomes through effective differentiation and formative assessment, modelled by school and classroom leaders;

To implement Positive Behaviour for Learning

Improvement Measures

Teachers show growth and enhancement of their classroom practice, using assessments to inform agile planning and programming,

Increased number of teachers implementing short term class goals based on agile planning and programming.

Improved teacher efficacy with teaching and learning programs that show evidence of differentiation, formative assessment and revisions based on feedback.

Increased proportion of students in the top two NAPLAN bands for reading, including increased proportion of Aboriginal students in the top two NAPLAN bands.

Increased proportion of students in the top two NAPLAN bands for numeracy, including increased proportion of Aboriginal students in the top two NAPLAN bands.

An increase in teachers and students using consistent language and following school wide practices when teaching and modelling Positive Behaviour for Learning expectations.

People

Students

Students will engage in high quality learning environments to improve their learning. They will develop a strong understanding of school values and expectations through Positive Behaviour for Learning implementation.

Staff

Teachers will use feedback to enhance classroom practice and ensure that teaching and learning is differentiated and challenging. Teachers will develop reflective practices and agile programming techniques. Positive Behaviour for Learning expectations will be explicitly taught.

Leaders

School leaders will build teacher capacity through research based practices. Processes will be developed to collaboratively review teaching practices to affirm quality. Aspiring leaders will be coached and mentored to undertake leadership roles within the school.

Parents/Carers

Parents will become active in their child's learning and education by having opportunities to engage in a range of school-related activities, building the school as a cohesive educational community.

Community Partners

Engagement in a Community of Practice that aims to strengthen school leadership and school wide educational practices.

Processes

Instructional Leadership

Focus on high quality teaching practices and the development of high performing staff. Improving learning outcomes in literacy and numeracy for students by mentoring teachers in the areas of differentiation, agile planning and programming and formative assessment.

Positive Behaviour for Learning

Develop leadership capabilities in aspiring leaders through school-wide *Positive Behaviour for Learning* program implementation.

Evaluation Plan

Analysis of internal formative and summative assessment data and NAPLAN data

Evaluation of teacher reflections and school based surveys on impact of instructional leadership

Analysis of feedback following lesson observations

Analysis of internal wellbeing data

Analysis of student, teach and parent evaluations and community surveys on implementation of Positive Behaviour for Learning

Practices and Products

Practices

Instructional leadership based on regular mentoring and coaching is used. This culture ensures that classroom practice, teaching programs and assessment aligns with the relevant frameworks and benchmarks.

The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance in literacy and numeracy.

Aspiring leaders are supported to undertake leadership opportunities within the school which build their capacity and capability as leaders.

Project leaders collect, analyse and use data to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Products

Team teaching and teacher efficacy, high quality teaching programs and practice are embedded in school culture.

Staff have clear and purposeful leadership roles and leadership quality is enhanced through high quality, relevant and evidence-based professional learning experiences.

Positive Behaviour for Learning exists as an evidence-based whole school process to improve learning outcomes. Positive, respectful relationships are evident amongst the community and the promotion of student wellbeing to ensure optimum conditions for student learning is evident.