

School plan 2018-2020

Liverpool West Public School 4161



School background 2018–2020

School vision statement

LWPS as an outstanding educational provider actively contributing to an engaged, informed and connected community.

The school vision statement is underpinned by the following:

Learning

Students are actively involved learners who establish and articulate learning goals and their significance. Students strive to learn and monitor their achievements as they progress through each stage of their academic and social development.

Teaching

Teachers are focussed on developing professional knowledge, practice and engagement to effectively support students. Individuals set goals and measure their performance against the National Standards for Teachers.

Leading

The school works in partnership with students, parents and the wider community to lead quality education and welfare programs that support all students in reaching their potential.

School context

Liverpool West Public School is located in south western Sydney. The school has an enrolment of 715 students, including 43 Aboriginal students and a diverse population of 43 different nationalities. 24% of students are new arrivals and/or from refugee backgrounds.

The school comprises students from Preschool to Year 6, including four support classes. The school receives RAM equity funding to support students from low–socio economic backgrounds, Aboriginal backgrounds as well as students with English as an Additional Language or Dialect and students requiring low level adjustments to support learning.

All teachers are committed to developing and implementing quality teaching and learning programs, based on ongoing assessment and evaluation. All lessons are aligned to the NSW Quality Teaching Framework with a strong focus on high expectations. All teachers have met the professional requirements for teaching in NSW Public Schools and are fully supported by a strategic professional learning model.

School planning process

A shared vision for the future direction of the school was created to develop this school plan.

Key stakeholders were informed of new frameworks and procedures that would direct and influence our decision making. These include the school planning model, the School Excellence Framework (including policy and guidelines), NSW DoE Strategic Plan 2018–2022, NSW Literacy and Numeracy Strategy 2017–2020 and the NSW Premier's Priority of improving educational results.

The strategic directions and desired products and practices were developed following a rigorous process of evaluation and consultation between teachers, students, parents and the wider community.

The school SEF Self–Assessment Tool and feedback from External Validation was utilised to guide the direction of the school plan across the three domains of Learning, Teaching and Leading. Information was sourced through the analysis and validation of evidence sets collected.

The processes and milestones to achieve the desired products and embedded practices were collaboratively developed by planning committees, refined by key stakeholders and shared across the community.

School strategic directions 2018–2020



Purpose:

To provide a whole school approach to the delivery of quality learning thereby enabling all students to develop confidence and capacity in literacy and numeracy.



Purpose:

To ensure a student-centred collaborative learning environment that inspires, engages and challenges all students to become skilled, effective, motivated learners who are confident, empowered, creative problem solvers.



Purpose:

To increase community participation in school leadership, and establish connections within and across school networks that support wellbeing and family partnership projects so that our students are successful and grow into resilient global citizens.

Strategic Direction 1: Quality Teaching and Learning in Literacy and Numeracy

Purpose

To provide a whole school approach to the delivery of quality learning thereby enabling all students to develop confidence and capacity in literacy and numeracy.

Improvement Measures

- All teachers monitor student progress against the literacy and numeracy progressions.
- Teachers are reaching at least level 4 of the lesson component rubric.
- Students articulate what they are learning, why and how well they are doing.
- Student performance measures in NAPLAN indicate an overall 10% improvement in growth in Reading, Writing and Numeracy.

People

Students

Build capacity of all students to take responsibility for their learning by being engaged, informed, active participants who set individual learning goals, describe their progress and strive towards the next stage in their learning.

Staff

Build teachers' individual and collective capacity to improve student learning through sophisticated data analysis, planning and the delivery of evidenced based differentiated high quality lessons where students have a voice and greater control of their learning.

Leaders

Provide and lead a differentiated quality innovative professional learning model underpinned by high expectations and self-improving practices as evidenced in the key 'Instructional Collaboration Strategies' and 'What Works Best.'

Processes

1. Deepen teachers' evaluative mindset, knowledge and skill level in navigating, analysing and using internal & external data to drive teaching and learning programs.
2. Engage teachers in effective professional learning to develop content knowledge, skills and formative assessment practices in Literacy.
3. Engage teachers in effective professional learning to develop content knowledge, skills and formative assessment practices in Numeracy.

Evaluation Plan

- NAPLAN analysis
- PLAN2 data, quarterly
- Work Samples
- Survey feedback
- Student focus groups
- Lesson Observations

Practices and Products

Practices

Every teacher uses data as evidence to inform teaching and learning by tracking student progress against syllabus outcomes and learning progressions.

All teachers collaboratively plan and implement differentiated teaching and learning programs in Literacy and Numeracy.

All teachers evaluate their teaching practice and have established systematic methods for collecting and interpreting evidence to identify excellent teaching and learning.

Products

All teachers know their impact as they have expertise in analysing and interpreting data from a variety of sources.

Improved student learning and outcomes for all in Literacy and Numeracy as individual learning needs are identified, targeted and met.

Strategic Direction 2: Future Focused Pedagogy

Purpose

To ensure a student-centred collaborative learning environment that inspires, engages and challenges all students to become skilled, effective, motivated learners who are confident, empowered, creative problem solvers.

Improvement Measures

- All programs embed General Capabilities and the innovative use of ICT/digital literacy across KLAs.
- All students demonstrating growth in cross curriculum priorities and general capabilities against a school-based rubric.
- All staff and students implementing the design thinking process using the appropriate metalanguage.
- Increased positive responses by staff against the mindset survey.

People

Students

Students develop a growth mindset that enables them to self-regulate and engage in problem solving using critical, collaborative and creative thinking strategies.

Staff

Build teacher capacity and knowledge of best practice in future focused learning environments.

Leaders

Support and lead change in supporting future focused learners through explicit modelling, quality professional learning and strategic planning of resources.

Processes

1. Engage teachers in professional development to build knowledge of cross curriculum priorities and general capabilities with a focus on critical and creative thinking, communication and personal and social capability.
2. Establish collaborative classroom environments to support and respond to the needs of future focused learners.
3. Engage teachers in effective professional learning to support positive change and promote the development of self-regulated, motivated learners.

Evaluation Plan

- Focused survey groups
- Evaluation of professional learning
- Observations
- Classroom walkthroughs
- Program supervision
- Student videos/work samples

Practices and Products

Practices

All teachers preparing students with systematic key skills and capabilities to thrive in a rapidly changing and interconnected world.

All teachers are engaging the curiosity of students and providing an environment where students are leaders of their learning.

Products

All teachers know and understand the different capabilities and competencies of their students and respond with effective teaching strategies that supporting future focused learners.

All students are provided with flexible learning environments that support collaborative, creative, critical thinking communicators.

All teachers will implement future focused learning environments where students are involved in the decision making to become self-regulated learners.

Strategic Direction 3: Community and Connections

Purpose

To increase community participation in school leadership, and establish connections within and across school networks that support wellbeing and family partnership projects so that our students are successful and grow into resilient global citizens.

Improvement Measures

- All teachers embedding Aboriginal perspectives in programs and lesson delivery.
- Increased participation of Aboriginal and Torres Strait Islander parents and community members within the school.
- Increased number of parents successfully completing PaTCH training and supporting in classrooms.
- Increased number of parents attending Parent café and school events.
- increased participation in community of schools partnerships.

People

Students

Build the capacity of all students to develop an active role in their learning and contribute to a positive, supportive and connected school environment.

Staff

Build the capacity of all staff to create strong connections within and across school networks that support community empowerment through increased understanding of the needs of the community, purposeful communication and collaborative practices.

Leaders

Provide and lead a connected approach by providing staff with sustained and valuable professional learning to develop the knowledge, skills and exchange of expertise within and across school community networks.

Processes

1. Engage staff in professional learning to increase their knowledge and understanding of histories, cultures and experiences of Aboriginal and Torres Strait Islander to support student and families wellbeing.
2. Engage parents and community members from AECG and diverse cultural groups in opportunities to provide feedback and planning at a whole-school and student level.
3. Provide school community stakeholders with contextual and high-quality professional learning to support community engagement and a shared responsibility for student outcomes.
4. Strengthen transitions and the collaborative culture within and across school communities.

Evaluation Plan

- Monitor attendance at Parent Community Café and school events
- Monitoring of volunteers in classroom and numbers completing successfully PaTCH training.
- Gain parent/school community feedback from workshops, focus groups, orientations, meetings, and surveys.

Practices and Products

Practices

All staff collaborate with parents, students and the community to embed Aboriginal and Torres Strait Islander educational perspectives and culture across all aspects of the school.

All teachers involve parents in planning to support personalised learning to increase inclusivity and shared decision making.

All staff contribute to the growth of effective partnerships that increase student learning and wellbeing.

Products

Positive, respectful and informed relationships are evident, promoted and widespread among students, staff and the diverse community to ensure optimum conditions for all students, in particular, Aboriginal and Torres Strait Islander students and their families.

Increased parent engagement across all cultures in student learning, school planning and feedback to inform school directions.

All staff are utilising a variety of clear and effective forms of communication within and across schools.