

School plan 2018-2020

Seven Hills West Public School 4162



School background 2018–2020

School vision statement

The Seven Hills West community strives to build positive relationships with students, staff and the greater community. We encourage students to achieve their personal best in all aspects of their education and personal development. Staff at Seven Hills West make positive outcomes for students the centre of our decision making. Future focused learning pedagogies and evidence based teaching and learning programs are provided through educational opportunities to our students and staff. We aspire to develop strategies for students and staff to strive for continuous improvement.

School context

Seven Hills West Public School officially opened in 1958. The current enrolment consists of approximately 390 students, including mainstream classes, support classes for students with special learning needs and a preschool. It is located in a well established residential area in Sydney's west and is part of the wider Blacktown community. The school is well supported by a diverse and multicultural community. The school has an increasing enrolment of students with a Language Background Other Than English (LBOTE), which currently stands at 63%. Seven Hills West Public School has a culture of high expectations, embracing the whole child and their development through a comprehensive range of extra curricular opportunities including those in creative arts and sport. Students enjoy a nurturing, stimulating and supportive school environment, where they learn and thrive in their interactions with staff and peers. An energetic and dedicated staff works collaboratively to enhance each student's well being, helping them to achieve their full potential.

The school's traditional values of **Service, Honour** and **Wisdom** are reflected in every facet of school life.

School planning process

The school planning process has been lengthy in order for it to be in-depth and meaningful.

In 2017 the school executive was briefed and supported by regional personnel in the 5P Planning Process. The school's leadership team met and discussed the 5P Planning process and the implications for changes to practice for our school context.

As a result of this leadership:

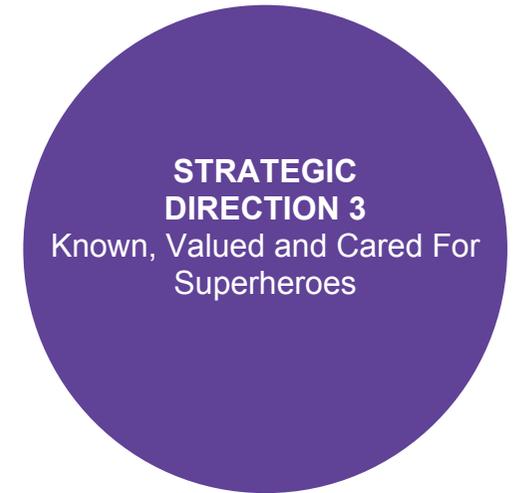
- the school executive consulted with staff, students and community to discuss and survey whole school priorities;
- whole school priorities were synthesised and focus areas and key strategic targets were established. This aligned staff, student and community input.

The consultation process included:

- open and transparent communication with executive and whole school staff;
- open and transparent communication with the Parent's and Citizens' Association;
- verbal and written feedback from staff and community members;
- parent/community focus groups (both during and after school times);
- collaboration for the planning process with other network principals and network schools at collegial meetings.
- executive planning at the end of 2014 and early in 2015 to formulate a draft school plan for 2015–2017.

Evidence has been identified to drive the planning process and articulate strategic directions. This evidence includes student, staff and parent/carer evaluations of SHWPS programs, which were used to inform school planning.

School strategic directions 2018–2020



Purpose:

Seven Hills West Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. We prepare young people for rewarding lives in an increasingly complex world. Our vision is that every student is known, valued and cared for.

Our school community demonstrate aspirational expectations of learning programs and achievement for all students and are committed to the pursuit of excellence.

Purpose:

Seven Hills West Public School strives to provide educational delivery to our students through a vision and culture that is innovative and reflective of current practices and research. We are committed to an understanding that all students are taught by high performing teachers and the leadership team supports the recognition of this being achieved through a professional learning community which is focused on continuous improvement of teaching and learning.

Purpose:

Seven Hills West Public School ensures every child is known, valued and cared for. Our school community is committed to providing the very best for our children holistically. Our teachers and school networks collaborate with a commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world.

Strategic Direction 1: Future Focused Learning Culture

Purpose

Seven Hills West Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. We prepare young people for rewarding lives in an increasingly complex world. Our vision is that every student is known, valued and cared for.

Our school community demonstrate aspirational expectations of learning programs and achievement for all students and are committed to the pursuit of excellence.

Improvement Measures

In accordance with the Premier's priority, our school is working towards an increased proportion of students in the top two NAPLAN bands for reading and numeracy.

In accordance with the Premier's priority, our school is working towards an increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy.

Staff will demonstrate a sound understanding of educational delivery and operational policies and practices, reflective of Departmental systems and processes for student learning and wellbeing to ensure every student is known, valued and cared for.

Classroom teachers will identify professional growth in their ability to purposefully integrate ICT into innovative teaching and learning programs to enable future focused learners through their performance and development plans.

People

Students

Students will understand the purpose of success criteria and will be able take ownership of the teacher's learning intention which can be developed into "I can" statements.

Staff

Through collaborative professional learning and collegial support, staff will have a clear understanding of future focused pedagogies and then will openly reflect on their teaching and learning practices to improve student learning outcomes.

Every teacher will engage with SCOUT data to inform and hypothesize reasonable theories for differentiation in teaching and learning programs.

Leaders

Leaders will become fluid in their leadership capacities to drive school programs through the implementation of performance and development plans aligned to the Art of Leadership and School Excellence Framework.

Parents/Carers

Parents and Carers will begin to build relationships of trust through learning conversations and engaging in school programs to enable them to be an active part of the decision making for their child.

Processes

The learning and support structures in the school build a P-6 inclusive model of reflective and evaluative thinking that tracks the progress of equitable outcome delivery.

Visible learning structures are scaffolds for data analysis leading to evidence based practice in reading numeracy through "I Can" statements.

Implementation of ICT plans into performance and development to enable staff to be engaged in the learning process.

Evaluation Plan

The Pursuit of the Premier's Priorities in Reading and Numeracy: To use our SCOUT data and internal systems to pre and post-assess the whole school improvement of students in reading and numeracy.

Every student is Known, Valued and Cared For: The school staff have demonstrated evidence in their teaching and learning programs a knowledge and understanding of the educational delivery and school operations systems that the school has implemented. Observations and professional learning applications will support this evaluative thinking process.

Make it Matter: Using the action research based around SAMR (substitution, augmentation, modification, redefinition), the plan to implement evaluative thinking and impact for staff will help to evidence performance development plans and goals.

Practices and Products

Practices

Teachers implementing Hattie's research on visible learning and success criteria.

Every teacher will use data to inform and differentiate their teaching practice by tracking student performance P-6 and within support classes.

Maintain a focus of instructional leadership in distributed instructional leadership in ICT to sustain a culture of effective evidence based teaching and ongoing improvement.

Products

Students understanding the purpose of the learning intentions from their teachers and taking ownership of their own learning.

Teachers clearly understand, develop and apply a full range of assessment strategies: assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

The school community has the capability to engage in integrated technologies for communication, production, discovery, processing and safety of teaching and learning.

Strategic Direction 2: Visionary Educational Leaders

Purpose

Seven Hills West Public School strives to provide educational delivery to our students through a vision and culture that is innovative and reflective of current practices and research. We are committed to an understanding that all students are taught by high performing teachers and the leadership team supports the recognition of this being achieved through a professional learning community which is focused on continuous improvement of teaching and learning.

Improvement Measures

Staff have clearly defined professional goals that enables the school to provide learning opportunities and enable the development of future focused educational leaders.

Staff are able to articulate their own learning journey and the support structures required to navigate new initiatives in the school and in their professional development authentically and with improved student learning as the motivation.

Future-focused pedagogies are evident and referenced in program innovations and structural classroom functionality.

The school staff understand the progression of a P-6 philosophy in the transition from Early Years Framework Learning to statewide curriculum delivery.

People

Students

Students are able to engage in learning that is reflective of their learning style and level of achievement. They will be able to engage in age appropriate tasks and develop skills appropriate to their level.

Students will be reflective of their own performance and have conference with their teachers to see areas to develop and progress.

Staff

Staff will have the opportunity to explore, engage and experiment in contemporary innovations to develop themselves as leaders in their own performance development.

Staff will be able to support and mentor each other to build collegial networks that focus on curriculum and prescribed outcomes from within the school and wider educational domains.

Leaders

Leaders will ensure that all systems and processes in the school are reflective of data analysis, evaluative processes and performance management.

Leaders will seek opportunities for their own development and the development of colleagues within the school using and accessing effective programs and professional learning to do so.

Processes

Performance and Development Plans are created with each staff member to reflect professional wellbeing, school improvement measures, differentiated educational delivery for students and the staff members area of development through a collegial share space.

Collegial networks for future-focused programs exist to enable the school community equity of access to innovations within the school and wider networks reflecting current research and educational delivery.

Collaborative processes coordinated and embedded to support innovations in classroom dynamics and flexible teaching and learning processes, engaging data and evidence to drive the decision making processes P-6.

Evaluation Plan

Collaborative Performance and Development: Using an online collaborative performance and development process, staff will be surveyed on their engagement and support of goal achievement.

Innovative Learning Journeys: Action research using the 5P process to assess the impact on student achievement and school improvement measures.

Exceeding in Assessment and Rating: Engaging in our Quality Improvement Plan to gain a rating of exceeding based on our preschool pedagogy to gauge of the impact our staff, P-6, in the collaboration of teachers and Student Learning Support Officers.

Practices and Products

Practices

Teachers will use GOOGLE sites as their Performance and Development Plan platform to enable a collaborative approach to their monitoring, mentoring and achievement of their PDP.

Staff members will be a part of teams that have explicit projects and systems to work on to build the vision and learning culture in the school.

Professional learning is created with a colleague to colleague model where staff are sharing and building the capacity of each other and understanding of learning from P-6.

Products

Teachers will have evidence and recognition for their professional learning pursuits in collaboration with shared learners.

Staff members in the school will have a strong understanding of their role in the school, role within our learning communities and role within our state system to enable them opportunities for growth, participation and development in their careers.

Our school community has a strong connection between the Early Learning Years Framework and our educational outcomes K-10.

Strategic Direction 3: Known, Valued and Cared For Superheroes

Purpose

Seven Hills West Public School ensures every child is known, valued and cared for. Our school community is committed to providing the very best for our children holistically. Our teachers and school networks collaborate with a commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world.

Improvement Measures

School initiatives support a tiered approach to wellbeing for all stakeholders and are reflected in the programs available to members of the school community.

The school community has a committed action plan towards building infrastructure and a positive school environment.

The school community has developed a strategic approach to authentic communication systems and access to them for all members equitably.

Increased parental participation and engagement in the school that focuses on positive and meaningful conversations and attendance in the school community and education programs.

Improved staff engagement results in People Matter Survey and an increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

The maximum number of preschool students at Seven Hills West Public School attend Seven Hills West Public School in Kindergarten the following year.

People

Students

Students will be able to engage personal achievement within a school that is inclusive and focuses on holistic teaching and learning to enable them the connect, succeed and thrive as future citizens.

Staff

Staff will continue to build their knowledge and understanding of our school community of families and the best ways to engage with them. They will seek opportunities to connect with students, succeed as learners themselves and thrive as professional educators.

Leaders

Leaders at Seven Hills West Public School will focus on building a school environment that is exciting and inviting to future focused learners whilst ensuring that all stakeholders are able to reach their potential as learners in their own right.

Parents/Carers

Parents and carers will be able to engage more productively in regards to participating and understanding the rigor of school expectations. Regular consultation will occur to monitor and gauge customer satisfaction and student progress.

Processes

A strategic and planned approach to develop the whole school wellbeing processes that support the wellbeing of all students and staff so they can connect, succeed, thrive and learn.

Collaborative action planning for the innovative refurbishment of the school infrastructure that is both internal and external which enables positive relationships and connections with the school community.

Quality teaching and learning is communicated and shared across the school community to promote and highlight the achievements and improvements of the school P-6.

Evaluation Plan

SHW Superheroes: Positive Behaviour for Learning: Evaluative thinking processes employed to monitor, evaluate and refine the school-wide systems of wellbeing for all stakeholders. People Matters and TTFM surveys and PBL data collection.

Building Tomorrow Today: Engage an action plan for the strategic approach to building, ICT and communication infrastructure that enables our school to have capacities for future-focused learning innovations.

Practices and Products

Practices

A three tiered approach to Positive Behaviour for Learning (PBL) will support school systems to enable evidence-based change to whole school practices.

The school will engage an action plan that addresses school infrastructure with asset management, ICT technologies and communication systems to enable a future focused learning environment.

The parents and community members will focus on positive, robust conversations with the staff and share a common understanding that the students are our core focus enabling an engaged collaboration within school programs and events..

Products

All stakeholders will define and acknowledge the elements in the school to enhance and work within maintaining wellbeing.

The school will reflect current and future research and have a flexible and fluid learning environment where all students, teachers and community members can flourish.

The school community will value the meaningful conversations about their children and staff will be able to embrace the wealth knowledge and understanding our community can provide.