

School plan 2018-2020

Vardys Road Public School 4248



School background 2018–2020

School vision statement

Vardy's Road Public School is an outstanding school that has student-centred staff, a supportive community and engaged students.

We strive to deliver innovative, purposeful, challenging and meaningful evidence-informed programs that enrich and inspire the students and inform and involve the community.

We pride ourselves on meeting the needs of all students in a caring and positive environment, where every child is known, respected, supported and challenged, so as to develop creative and critically thinking, life-long learners.

School context

Vardy's Road Public School is located in the Kings Langley area. The school comprises 20 classes, K–6 with an enrolment of 506 students.

A committed and dedicated teaching staff offer a range of extracurricular activities, including dance groups, choir, string ensemble, recorder, ukulele and drumming groups. Enrichment classes for mathematics, technology and writing, public speaking and debating teams as well as a variety of sporting opportunities provide further extension opportunities.

Vardys Road Public School is a Positive Behaviour for Learning school with a committed school community promoting quality education and high academic outcomes. Strong parent participation supports a staff with a mix of experienced and early career teachers.

School planning process

The school planning process for the 2018–2020 school plan has been collaborative, responsive to changing student and school based needs, and consultative with all stakeholders including parents, carers, teachers and student representatives actively participating in the comprehensive planning process. The school conducted a series of meetings and pilot programs over Terms 3 and 4 in 2017 and Term 1 in 2018 as well as several review processes. Three strategic direction teams ascertained the needs of the school, areas needing developing and initiatives that would best address these needs, as well as formulating action plans to achieve these goals. This has allowed the following plan to be one truly owned by all stakeholders.

Specifically, the consultation process involved the analysis of the school's NAPLAN results and a school based self-assessment using the School Excellence Framework and a community survey. Strategic direction groups were formed and leadership roles were aligned with the identified focus areas. Data ascertained from reviews, evaluations and surveys, guided the strategic direction groups to write draft action plans which were evaluated and refined in consultation with the P and C, the Blacktown Learning Community and the school's Principal School Leader, Michael Miller. Projects and programs were trialled, reviewed and refined and aligned with the school's financial planning. The staff then finalised the plan by reviewing the vision and purpose statements to ensure all programs and strategic directions were congruent with agreed upon philosophies.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Student-centred Quality Teaching and Learning

Purpose:

To improve student outcomes through the delivery of evidence informed practices, explicit teaching and authentic differentiation. The school will strive to provide comprehensive student tracking, ongoing assessment and quality feedback. This will foster academic rigour in a deep inquiry based curriculum and ensure that every child has purposeful and challenging goals.

STRATEGIC DIRECTION 2

Wellbeing For All

Purpose:

To establish student wellbeing systems underpinned by a growth mindset approach, where every child is known, cared for, supported and challenged. This will ensure that every teacher has the capacity to deliver a multi-levelled, system of support where the community is informed, supported and involved.

STRATEGIC DIRECTION 3

Student Engagement

Purpose:

To foster a culture of high expectations for every student and encourage the development of the whole child through engagement in authentic learning experiences, by providing extra-curricular activities, meaningful open-ended student inquiries and ready access to purposeful technologies. These experiences will build both capacity and character, preparing our students to be life-long learners and citizens of the future.

Strategic Direction 1: Student-centred Quality Teaching and Learning

Purpose

To improve student outcomes through the delivery of evidence informed practices, explicit teaching and authentic differentiation. The school will strive to provide comprehensive student tracking, ongoing assessment and quality feedback. This will foster academic rigour in a deep inquiry based curriculum and ensure that every child has purposeful and challenging goals.

Improvement Measures

100% of teachers engaging in collaborative, coaching and mentoring based PL programs

100% of teachers and students collaboratively engaged in the explicit teaching of and feedback on, aspirational and purposeful success criteria and learning goals

TTFM results show increased use of data analysis and evidence informed practice.

Reduction in the number of children identified for Tier 2 interventions

100% of teachers developing teaching programs that reflect research backed pedagogies and are congruent with the findings of the school based professional inquiries and pilot programs

Peer observation data stating that 100% of teachers are teaching literacy and numeracy blocks with a combination of explicit teaching and the integration of processes, skills and content from other KLAS

100% of students tracked on bump it up

People

Students

Develop a culture within the student body, of high expectations, an acceptance of learning challenges and fluency with success criteria so every child self-reflects on their learning, seeks and acts upon quality feedback, strives towards deep, connected and meaningful learning goals and sees learning as a challenging and ongoing pursuit.

Staff

Engage with collaborative and reflective practices, constantly evaluating the impact of teaching programs and embedding research informed pedagogies into the delivery of a structured, meaningful and explicitly taught inquiry-based curriculum.

Integrate ongoing student assessment to ensure authentic differentiation, maintain comprehensive tracking of student progress and provide targeted and meaningful feedback to the students, parents and carers.

Leaders

Establish systems of instructional and distributed leadership, building the capacity of staff to mentor, coach and lead teachers to build all teachers' capacity to provide quality feedback and explicitly teach identified skills and measure the impact of new and innovative practices.

Integrate systems of data collection to systematically measure, track and evaluate student growth and change in teacher practice.

Processes

Explicit Teaching

Draw on solid research to develop agreed upon frameworks of curriculum delivery to facilitate the explicit teaching of essential processes, skills and content.

Quality Feedback

Collaboratively develop hierarchies of success criteria and learning intentions to scaffold explicit student feedback and consistent assessment and reporting procedures.

Assessment of and for Learning

Establish systems of ongoing, formative and summative assessment to strengthen student tracking, accurately measure student growth and impact, inform teaching practice and improve consistency of teacher judgement

Collaborative and Evaluative Professional Learning

Strengthen collaborative professional learning practices to maximise peer observation, collective teacher efficacy and the trialling and refinement of innovative teaching practices

Evaluation Plan

Evidence of student impact of these teaching and learning initiatives will be sought through coaching feedback data and the Performance and Development process. Collaborative moderation, Tell Them From Me surveys, Learning and Support referral data and ongoing instructional leader and pilot program data will support assessment schedule results to

Practices and Products

Practices

Explicit teaching

The explicit teaching of differentiated processes and skills in agreed upon teaching frameworks.

Quality Feedback

Formalising the use of success criteria and linking this criteria to reports and student tracking.

Collaborative and Evaluative Professional Learning

Expansion of reflective and peer observation professional learning models.

Assessment of and for Learning

Delivery of explicit, research and evidence-informed teaching practices

Continuous formative and summative student assessment to ascertain effect size and impact of academic initiatives and to continually inform teacher practice to ensure every child is both supported and challenged.

Products

Explicit Teaching

The universal use of agreed upon structures for literacy and numeracy block teaching, ensuring a combination of explicit teaching and integrated processes, skills and content.

Quality Feedback

Strategic Direction 1: Student-centred Quality Teaching and Learning

Improvement Measures

and data walls

Student surveys showing that student perspective on quality feedback has had a significant change

Pilot and professional inquiry evaluations show a significant improvement in the Quality Teacher Framework scorings and improved student collaboration, creativity, design thinking and problem solving

People

Cultivate a culture of relational trust and evaluative thinking where teachers work collaboratively to determine the best ways to improve student outcomes.

Parents/Carers

Engage and participate in modes of communication, collaboration and reporting of curriculum content and student progress in relation to clear success criteria.

Support students in setting of challenging and purposeful learning goals that focus on positive and personalised growth.

Community Partners

Foster and strengthen links with the Community of Schools to facilitate cross-school collaboration and inform school innovation.

Processes

provide a clear picture of gains made through the embedding of these programs.

Practices and Products

Data walls underpinned by collaboratively produced success criteria that are linked to student reports.

Assessment of and for Learning

Teaching sessions underpinned by a framework of research backed and universally agreed upon practices with the impact of these systems being constantly evaluated through ongoing team and whole school data analysis.

Whole school benchmarking schedule established, comprised of comprehensive screeners, standardised testing, class and whole school data walls

Collaborative and Evaluative Professional Learning

Professional learning systems such as instructional rounds, walk throughs, lesson study, team teaching, professional inquiries and Instructional Leader focussed programs, linked with professional goals, PDPs, teaching standards and strategic directions.

Strategic Direction 2: Wellbeing For All

Purpose

To establish student wellbeing systems underpinned by a growth mindset approach, where every child is known, cared for, supported and challenged. This will ensure that every teacher has the capacity to deliver a multi-levelled, system of support where the community is informed, supported and involved.

Improvement Measures

Benchmark of quality PBL assessment tool results exceeding a score of 90%

100% of teachers using data walls to track student growth

An increase of behavioural, GAT nominations and learning support referrals being addressed by universal interventions such as stage based collaborative problem solving

Reduction in repeat behaviour referral data

Increase in Tell Them From Me Survey results related to inclusivity, parents being informed and community members feeling welcome.

People

Students

Learn to self-regulate their emotions, develop resilience and understand the need to look after themselves. Manage their personal wellbeing and attitudes towards learning.

Identify the difference between a growth and fixed mindset and strive to develop the skills to apply a positive approach.

Show an awareness of others and demonstrate empathy.

View community involvement in a positive way.

Staff

Embrace the fixed/growth mindset concept, and encourage and develop the skills in students' to allow them to think positively in a growth mindset way.

Prepare, review and build their capacity to deliver personalised learning plans, linked with universal learning support systems and a suite of wellbeing practices, to accommodate the individual needs of their students and integrate support strategies into their everyday teaching.

Encourage and embrace community involvement in our school, utilising the expanding role of the Community Liaison Officer and the growing number of community engagement programs.

Leaders

Lead the introduction, expansion and embedding of wellbeing resources and

Processes

Learning Support

Strengthen and expand the school's learning support systems by expanding the school's universal systems of coaching, mentoring and curriculum differentiation, implementing more intensive learning and behavioural support interventions and better linking data analysis with the implementation of targeted interventions. By developing a universal approach to assessment, tracking, screening and identification and improving communication with all stakeholders, our learners will all be supported by a comprehensive learning support program.

Community Engagement

Better involve, inform, engage and utilise the community through the expansion of the Community Liaison position, the development of community based programs and the positioning of the school as the hub of a vibrant community.

Positive Behaviour for Learning

Review and strengthen the student wellbeing systems, data analysis procedures and behavioural management practices to ensure a consistent, student centred approach to the school's universal, targeted and classroom behaviour systems and expectations.

Evaluation Plan

Evidence reflecting the strengthening of our student welfare, student tracking and community engagement systems will be collected through the use of PBL assessment tools, stage moderation data,

Practices and Products

Practices

Learning Support

Integrate a Response to Intervention based approach to all teaching and learning programs, where ongoing assessment, authentic feedback and appropriate accommodations are embedded in everyday practice.

Community Engagement

Embedding parent communication, the dissemination of program related information and the expansion of parent inclusion into the planning, implementation and review of all school based activities.

Positive Behaviour for Learning

Strengthening and embedding the universal and targeted student wellbeing interventions, to foster a collaborative, consistent and data informed problem solving approach to student welfare.

Products

Learning Support

The universal use of student data walls where every child is tracked, challenged, supported and provided meaningful feedback. A whole school, multi layered approach to learning and behavioural interventions that identify, target, support and challenge all students.

Community Engagement

A school which is the hub of the community, where community members are informed, are actively engaged and

Strategic Direction 2: Wellbeing For All

People

upskilling the teachers in their implementation.

Guide the review of existing frameworks in PBL, refreshing and adapting universal systems to meet classroom and whole school needs.

Research and develop effective ways of including the community in day-to-day school initiatives.

Parents/Carers

Engage with parent information sessions and publications to increase their understanding of the school's research informed and evidence based approaches.

Actively seek opportunities and develop skills to increase involvement in community based programs and parent run academic and learning support programs.

Community Partners

Liaise with school regularly to provide support and guidance e.g. OT/ speech, Hearing itinerant teacher.

Foster and strengthen links between local community groups, businesses, medical practitioners and the school to encourage involvement in school initiatives and to provide guidance and inform teaching and learning programs and learning support initiatives.

Processes

stage collaborative problem solving data, behavioural referral information, Tell Them From Me Survey results, P and C consultations and community forum input.

Practices and Products

belong in a supportive school with strong and productive partnerships with parents and the wider community.

Positive Behaviour for Learning

An agreed upon framework of student wellbeing systems and practices that are data informed, consistently delivered and foster a collaborative approach to reducing behavioural and learning support referrals.

Strategic Direction 3: Student Engagement

Purpose

To foster a culture of high expectations for every student and encourage the development of the whole child through engagement in authentic learning experiences, by providing extra-curricular activities, meaningful open-ended student inquiries and ready access to purposeful technologies. These experiences will build both capacity and character, preparing our students to be life-long learners and citizens of the future.

Improvement Measures

An increase in student engagement scores in the Tell Them From Me Surveys and lesson observation data.

An increase in the authentic integration of technology into everyday classroom teaching using the SAMR evaluation of lesson planning and composition.

An increase in the levels of creativity, problem solving and open ended inquiry through STEM and lesson observation evaluations.

An increased prevalence of flexible furniture design and differentiated content delivery in teaching and learning programs.

Improved levels of engagement in and commitment to extra curricula activities as evidenced in extra curricula Expression of Interests and attendance records.

An improved understanding of the teaching of Fundamental movement skills as reflected in teacher professional learning evaluations.

People

Students

Participate actively and make authentic connections with their learning. Invest in their commitment to groups and projects within the school and demonstrate critical thinking, collaborative communication, and creativity. Support others and be accountable for their contributions.

Staff

Develop a student-centred approach and ensure that every child is known, valued and actively participates in and has a connection with school activities.

Work collaboratively to foster an engaging environment that will prepare students for a complex world.

Leaders

Instill high expectations of students and staff. Ensure that the role of extra-curricular activities is valued and respected. Coordinate and manage the capacity, equity and management of opportunities, technology and learning spaces within the school.

Parents/Carers

Actively involve themselves in sport, extra-curricular activities and form an integral part of the three way learning partnership, between the student, teacher

Community Partners

Strengthen links between the school and community to strengthen the school's collaborative professional learning

Processes

Structured Inquiry Based Learning

Build the capacity of the teachers to consistently deliver a structured approach to inquiry based learning and integrating an investigative and explicit pedagogy into all Key Learning Areas.

Flexible Furniture and Authentic Integration of Technology

Embed professional inquiries and collaborative professional learning to authentically integrate technology and trial various learning modes, spaces and zones to engage and support student learning.

PD/H/PE and Creative and Performing Arts

Increase student engagement and participation through increasing student opportunities, implementing an investigative and critical approach to the teaching of the new PD/H/PE syllabus and strengthening the universal teaching of music.

Evaluation Plan

Evidence indicating improved student engagement, authentic technology integration, a structured approach to open-ended inquiry based learning and improved commitment to extra curricula and sporting activities will be demonstrated through the use of Tell Them From Me Surveys, technology evaluations, lesson observation data, Quality teacher Framework assessments, student report data and the evaluation of teaching and learning programs.

Practices and Products

Practices

Structured Inquiry Based Learning

Teachers trial, evaluate and amend a model of inquiry based lesson and STEM(Science, Technology, Engineering and Mathematics) unit delivery.

Flexible Furniture and Authentic Integration of Technology

Teachers will collaboratively participate in coaching, mentoring, staff professional learning sessions, team teaching and lesson study. These programs will test, trial, evaluate and embed the authentic integration of technology and the flexible use of learning spaces, to increase student engagement, collaboration and critical and creative thinking.

PD/H/PE and Creative and Performing Arts

Teachers will maximise opportunities for student engagement, participation and commitment to sporting and Creative and Performing Arts and will explore and embed universal programs in music, creative and performing arts and the teaching of PD/H/PE into every day classroom practice.

Products

Structured Inquiry Based Learning

The school adopts an agreed upon lesson structure for integrated units, inquiry based lessons and the delivery of future focused, collaborative and creativity focused lessons.

Strategic Direction 3: Student Engagement

People

programs and allow the school to build on community expertise, utilise community programs to showcase our extra curricula programs and better inform and involve all school community members.

Practices and Products

Flexible Furniture and Authentic Integration of Technology

Teaching programs that include lessons that are significantly enhanced, modified and redefined through the innovative use of technology and creative use of learning modes and learning spaces.

PD/H/PE and Creative and Performing Arts

Teaching and learning programs and extra curricula policies that embed the authentic universal integration of sport, music, and creative and performing arts, embed the philosophy of participation as well as allowing students to adopt a healthy lifestyle where movement is valued and physical wellbeing strategies are critically evaluated.