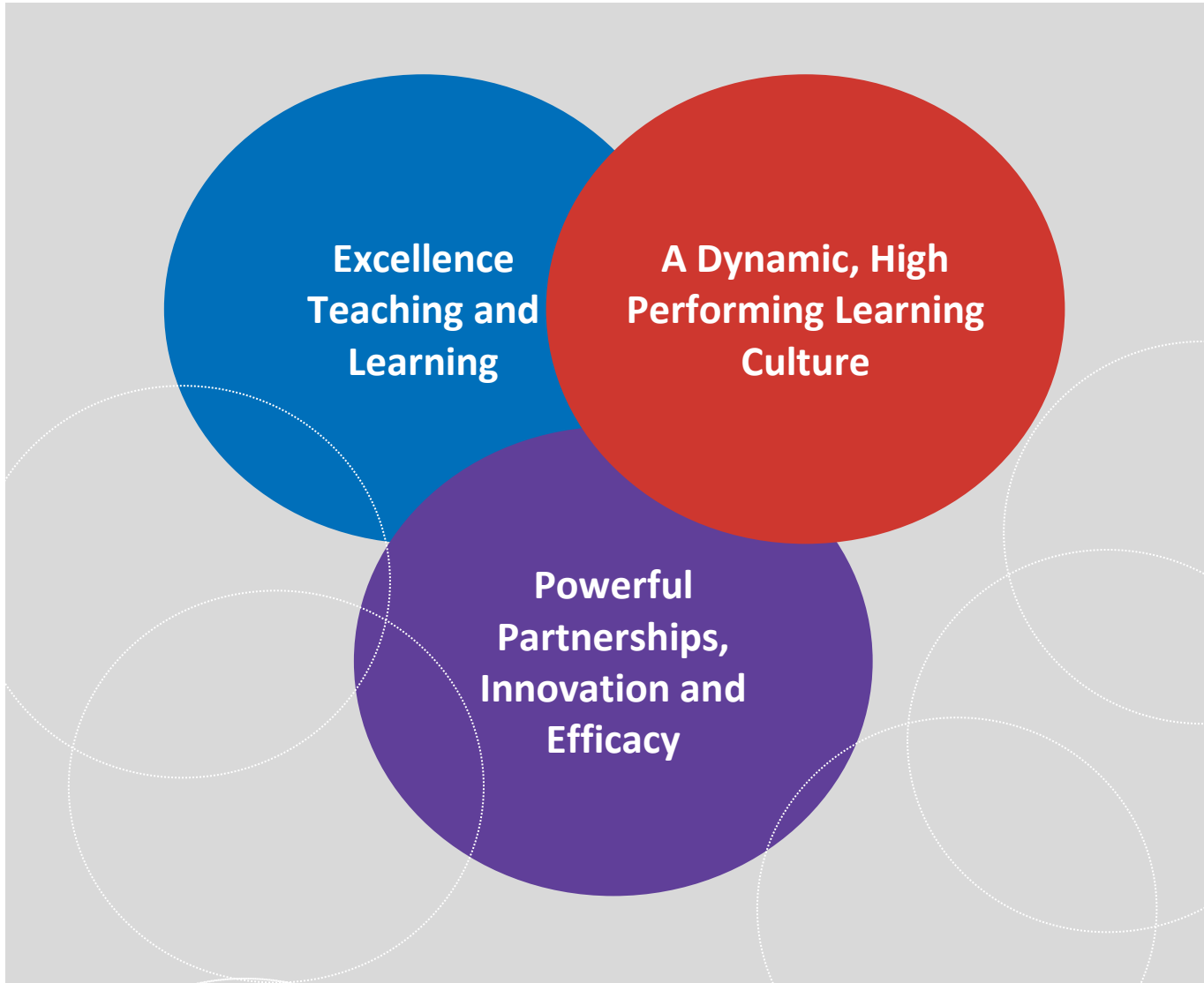


# School plan 2015 – 2017

## Homebush West Public School 5251





## School vision statement

The school is a dynamic, inclusive, innovative school that delivers holistic, engaging learning. The school sets high expectations and standards for all students and values a rich curriculum, placing strong emphasis on the creative and performing arts, healthy active life skills, and sustainable futures.

Homebush West Public School is committed to educational excellence through the provision of high quality educational opportunities for each child, high quality teaching and teacher development, and strong partnerships with the broader community, ensuring the consistent improvement of student outcomes and narrowing of achievement gaps between students from diverse backgrounds within a safe, cohesive learning community.

Our vision is to empower every student to thrive and become successful learners, creative and confident individuals and active informed citizens. This is recognised in our school mission:

*'Empowering every student to be active, informed, creative and successful in a dynamic world'*

## School context

Homebush West Public School caters for students from K- 6, in a medium density urban setting within the Strathfield Public Schools Network, acknowledging Aboriginal connections to the Wangul Clan, Darug Tribe. The school was established in 1912 and now comprises over 500 students, 95% from culturally diverse backgrounds, FOIE (Family Occupation Employment Index) 58.

Homebush West Public School fosters strong partnerships with our parents and has established effective transition practices from Preschool to Primary School and from Year 6 to High School. The school has a highly professional, collaborative, committed staff and enjoys a reputation for excellence. The school provides a safe, welcoming environment that promotes a strong sense of belonging and self-worth.

The school is a Bring Your Own Device (BYOD) school from K- 6. Teaching is 'stage based' across the 21 classes. Stage 3 (Year 5 and 6) implement a successful Middle School program. A Chinese Community Language Program is available.

The school offers enriching learning opportunities beyond the classroom, including; *Orchestra, Music Tuition, Dance Clubs, French classes, Martial Arts, Tennis, Chess*. The school offers an on-site before and after school care (YMCA). Homebush West has established partnerships with multiple community users. A school chaplain plays a significant role in connecting the community with the school. Homebush West is part of the Wingara Community of Schools. We value the contribution of all our partners and stakeholders.

## School planning process

The school planning team was executive led, consulting the community broadly, giving voice to the aspirations of our parents, and the insights and experience of students and staff. The team correlated this with analysis of school data and evidence. Consultation was informed by key educational research including:

- Melbourne Declaration Educational Goals, 2008
- National School Improvement Tool, 2012
- Great Teaching, Inspired Learning; A Blueprint for Action, NSW DEC 2000
- What does the evidence tell us about effective teaching?, NSW DEC CESE, 2013
- NSW DEC Strategic Directions, 2014
- NSW DEC School Excellence Framework, 2014

Methods for gathering feedback included surveys, student and community forums, staff and executive professional development /working party meetings and consultation with the School Council. Data analysis included achievements and trends 2011-14;

- PLAN, Sena and NAPLAN Data Y3 –Y7
- Learning and Support Team/Reading Recovery
- EALD Progression
- Student Report Outcome, English/Maths
- Instructional Rounds Findings/Recommendations
- Strengths and Needs Analysis by Stage

The contents of the plan are aspirational and transformative, refined through consultation with Principal School Leadership, and endorsed by the Director of Public Schools NSW, Strathfield Network.



## STRATEGIC DIRECTION 1

Excellence in Teaching and Learning

### Purpose:

To ensure a student centred learning environment that nurtures, guides, challenges and inspires *every student* to become skilled, effective, motivated learners and confident, creative individuals who are empowered to be successful emotionally, physically, socially and academically, contributing to a thriving community and living well.

- Engaged, Successful Students

- 21<sup>st</sup> Century Pedagogy

- Personalised Learning, Assessing and Reporting

## STRATEGIC DIRECTION 2

A Dynamic, High Performing, Learning Culture

### Purpose:

Excellence in teaching and learning is underpinned by highly professional, teachers who are effective leaders of learning, deeply committed to ongoing learning and improvement, developing highly effective, evidence based practices through; collaboration, inquiry, reflection and feedback, setting high expectations and sharing responsibility for the improvement of every student and contributing to a dynamic, transparent, collegial learning culture.

- Highly Professional, Collaborative Staff

- Continually Improving, Evidenced Practice

- Empowered Systems Leaders

## STRATEGIC DIRECTION 3

Productive Partnerships, Innovation, Efficacy

### Purpose:

Dynamic, high performing schools forge strong connections with the wider community, enhancing learning outcomes and the learning environment. They utilise resources strategically, ensuring accountability, efficacy and innovation within clear, effective policy and procedures, proactively engaging with all stakeholders, ensuring a proud, cohesive, reputable school with a sustained legacy of excellence.

- Engaged, Empowered, Connected Community

- Quality, Sustainable Learning Environments

- Continually improving systems and practices

# Strategic Direction 1: Excellence in Teaching and Learning

## Purpose

To ensure a student centred learning environment that nurtures, guides, challenges and inspires *every student* to become skilled, effective, motivated learners and confident, creative individuals who are empowered to be successful emotionally, physically, socially and academically, contributing to a thriving community and living well.

## Evaluation

Literacy and Numeracy data monitoring and analysis. Instructional Rounds, Classroom Walkthroughs, observation analysis. Feedback through forums and surveys. Audits, programs, assessments, stage, executive and Learning and Support meeting minutes.

## Improvement Measures

- ❖ All students achieve expected growth or higher, on internal and external data sets (PLAN/NAPLAN/EALD Progression) with the school achieving at or above state averages and at or above *like school groups* in all measures; national minimum standards, % top two bands, value added, attendance, equity measures.
- New curriculum and revised well-being frameworks measurably enhance teaching, learning and student well-being.

## People

**All Stakeholders:** Will engage with growth mindsets.

**Students:** Develop personal skills and attributes to learning and thrive in the 21<sup>st</sup> century now and in building a foundation for their future, and develop their ability to set learning goals, reflect on their learning and participate in peer and self-assessment.

**Staff:** Deep understandings of future focused learning, effective evidenced pedagogy, and contemporary curriculum, utilising innovative, collaborative, inquiry learning models to continually refine practice. Capacity to differentiate learning through data driven practice, tailoring support, enrichment and extension across the curriculum. High levels of organisation and effective interpersonal and communication skills to facilitate collaboration and best practice.

**Parents Carers:** Support learning effectively, with increased understanding, knowledge and skills of future focused learning, characteristics and traits of successful learners for the 21<sup>st</sup> century and expectations for learning at each stage. Strong commitment to partnership with the school in their child's education the school vision and plans.

**Leaders:** Will develop instructional leadership, and effective leadership of change processes skills, through significant engagement with educational research, sharing best practice within and beyond the school, eliciting excellent outcomes for every student.

## Processes

### 1. Engaged Successful Students

Revise and reinvigorate student well-being policies, practices and programs, embedding best practice with high consistency across the school, prioritising; safety, resilience, emotional intelligence and growth mindset education, ensuring substantial leadership development and opportunities exist at each stage of schooling, and a strong, active student voice is evident. Providing all students with a broad range of co-/extra-curricular opportunities.

### 2. 21<sup>st</sup> Century Pedagogy

Implement new syllabi using problem inquiry/project based models. Transform curriculum and pedagogy to ICTs and 21<sup>st</sup> century learning characterised by the 4Cs is embedded and flourishing, with newly designed K-6 scoped learning models founded on new syllabi requirements, clearly developing general capabilities. Deepen the extent of 'visible' (Hattie et al) student centred, self - regulated learning evident across all classrooms. Ensure learning is built on the strongest literacy numeracy foundations; L3, TEN/TOWN, Focus on Reading, EALD pedagogies.

### 3. Personalised Learning, Assessing and Reporting

Learning will be data driven, based on formative assessment practices and utilise learning continua. Timely, targeted intervention for all students will reflect best practice. Students will access tailored support, extension, or enrichment to maximise outcomes. IEPs, PLPs, BPs will exist for identified students and be readily accessible electronically. Reporting to parents and stakeholders will be redesigned to increase effectiveness.

## Products and Practices

- ❖ All students achieve expected growth or higher, on internal and external data sets (PLAN/NAPLAN/EALD Progression) with the school achieving at or above state averages and at or above *like school groups* in all measures; national minimum standards, % top two bands, value added, attendance, equity measures.
- ❖ Teaching and learning reflects revised curriculum and well-being frameworks, measurably enhancing learning and the learning culture.
- Strong, active student voice evident and impacting school endeavours.
- Broad range of engaging co-/extra-curricular opportunities available to all students.
- Effective, digitally documented, data driven and formative assessment practice evident across all learning contexts.
- Planned, targeted, responsive, flexible, learning support and enrichment evident for all learners.
- Redesigned reporting enhances parent knowledge of student learning needs and achievements.

# Strategic Direction 2: A Dynamic Learning Culture

## Purpose

Excellence in teaching and learning is underpinned by highly professional, teachers who are effective leaders of learning, deeply committed to ongoing learning and improvement, developing highly effective, evidence based practices through: collaboration, inquiry, reflection and feedback, setting high expectations and sharing responsibility for the improvement of every student and contributing to a dynamic, transparent, collegial learning culture.

## Evaluation

Review of achievement of performance and development plans and accreditation submissions, monitoring of programs, student work samples, innovations and outcomes. Evidence resulting from rounds, walkthroughs and lesson study feedback. Surveys and interviews.

## Improvement Measures

- ❖ All staff achieve personal professional development plan goals, demonstrating effective collaborative learning and reflective practice, within and beyond the school, evidencing increased impact on student outcomes.
- ❖ 100% of learning contexts evidence data driven, differentiated 'visible learning' pedagogies for the 21<sup>st</sup> century, embedding 4Cs, feedback and formative assessment in practice.

## People

**Students:** Develop the capacity to work in learning environments that are fluid and flexible, with dynamic groupings, for varied purposes, creating differentiated products and able to articulate learning in relation to intentions and success criteria, engaging with a variety of teachers for different purposes, confident to contribute to a culture of observation, reflection and feedback.

**Staff:** Develop the skills of observation, reflection, collaborative inquiry and feedback to improve personal and collective practice. Staff will understand the Australian Professional Teaching Standards, they will need to know and understand learning and diverse learner needs, knowing their students, their syllabus and system requirements. They will need to effectively reflect on their practice, see feedback and work in open, collaborative, innovative ways. They will need to develop the capacity to activate or facilitate student centred learning and have significant understandings of data driven practice.

**Parents Carers:** Understand and value a learning culture that prioritises professional development, collaboration and systems leadership and increase their capacity to support inquiry based, 21<sup>st</sup> century pedagogies in the home.

**Leaders:** Have the capabilities and expertise to mentor, coach, and improve staff. They have the personal skills and capacity to facilitate highly professional dialogue and reflective, collaborative practice based on knowledge of research, data analytics, and pedagogy. They will be effective users of ICT.

## Processes

### 1. Highly professional, collaborative, innovative workforce

Implement effective mentoring induction, and coaching practices for all staff. Enhance a high performance culture through clearly articulating explicit standards and expectations, valued and shared by all. Embed a culture of innovation and collaborative learning and sustain a commitment to Instructional Rounds, Classroom Walkthroughs and Lesson Study for all.

### 2. Continual improvement through best practices in professional development

Engage all staff with quality, planned, multimodal professional learning that results in evidenced pedagogy for 21<sup>st</sup> century learning, clearly aligned to school and system priorities, deeply embedding understanding, articulation and attainment of evidenced accreditation with deep knowledge of the Australian Professional Teaching Standards. All staff design individual performance and development plans that facilitate continual improvement and build leadership capacity. Collaborative stage based planning and development will be strengthened.

### 3. Dynamic empowered leaders contributing to whole system success

Increase levels of engagement with academic partners and pre-service teachers. Rebuilding a strong Community of Schools.

## Products and Practices

- ❖ All staff achieve personal professional development plan goals, demonstrating effective collaborative learning and reflective practice evidencing increased impact on student outcomes.
- ❖ Data driven, differentiated 'visible learning' pedagogies for the 21<sup>st</sup> century, embedding 4Cs, feedback and formative assessment, highly evident and highly consistent in all teaching and learning.
- Evidence of induction, mentoring and coaching practices improve performance and enhance a learning culture.
- High levels of engagement with collaborative learning; 1x Instructional Round, 2x Classroom Walkthroughs and 1x Lesson Study forming the basis of reflective, collective learning across our Community of Schools, annually.
- All staff participate in a virtual learning community.
- Successful accreditation, with increased engagement in the higher, voluntary levels.
- All teachers contribute productively to dynamic, responsive stage planning and programming.
- Increased evidence of teacher contributions to improving the public education system beyond their classroom.



# Strategic Direction 3: Productive Partnerships, Innovation and Efficacy

## Purpose

Dynamic, high performing schools forge strong connections with the wider community, enhancing learning outcomes and the learning environment. They utilise resources strategically, ensuring accountability, efficacy and innovation within clear, effective policy and procedures, proactively engaging with all stakeholders, ensuring a proud, cohesive, reputable school with a sustained legacy of excellence.

## Evaluation

Analysis of school website, app, and communication strategies, Tell Them From Me Surveys, staff, parent and student forums, anecdotal community and community user, academic partners and community of schools feedback, media, reflection on School Improvement Tools (Community Engagement), School Excellence Framework Validation.

## Improvement Measures

- ❖ Sustained-increased high levels of parent, student, staff and community engagement with and feedback to school, increased reputation, user satisfaction and school pride.
- ❖ Improved parent understanding and support of contemporary learning models and modes and increased capacity to support this learning effectively.

## People

**Students:** Connect, collaborate and build relationships with local, national and international communities, using ICTs to enhance connectedness. They share and showcase school achievements and participate fully in school life. They are aware of effective transition strategies and they develop sustainable practices. They learn in a variety of settings and value physical activity and play at school.

**Staff:** Understand and value active, open, two-way partnerships with parents and the positive impact for student learning, developing strategies to connect with all members of the 95% EALD community. They will engage with the wider community locally, nationally and internationally, effectively using ICTs to enhance connectedness. They will value and support learning environment innovations. They will understand effective transition strategies and develop and value sustainable practices. They will teach in a variety of settings and promote physical activity at school. They will increase their capacity to contribute to school efficacy and innovation.

**Parents Carers:** Understand the importance of connectedness and open communications in enhancing student learning, engaging actively with the school, increasing their understanding and value of sustainable practices, and increase their contributions to school feedback and decision making.

**Leaders:** Develop the skills and capacity to connect and collaborate with the broader community to drive school improvement, efficacy and excellence.

## Processes

**1. Engaged, empowered community**  
Enhance community and parent engagement with the school and its endeavours, increasing representation and inclusion of all groups, through dynamic, contemporary, multimodal communication.  
Continue to evolve and improve transition practices at key points of schooling. Expand reciprocal relationships with community agencies for mutual benefit, partnering with users who align with and advance the school vision, maximising student outcomes and communal resources.

**2. Contemporary, sustainable learning environments**  
Ensure attractive facilities that contribute to environmental sustainability, high levels of physical activity and creative play. Increase the existence of multimodal indoor/outdoor learning spaces that facilitate 21<sup>st</sup> century learning. Innovate the deployment of human and financial resources to maximise student learning and teacher quality.

**3. Continually improving systems and practices**  
Align continually improving policies and procedures, educational reforms and new modes of doing business. Maximise the focus on our core business, sustaining high levels of parent, student and staff satisfaction, school pride and success.

## Products and Practices

- ❖ Sustained - increased high levels of parent, student, staff and community engagement with and feedback to school, increased reputation, user satisfaction and school pride.
- ❖ Improved parent understanding and support of contemporary learning models and modes and increased capacity to support this learning effectively.
- ICTs enhance all aspects of school engagement and communication with increased efficacy and modes of doing business.
- Transition practices evolve and thrive in every stage of schooling.
- The school has significant community partnerships that enhance learning programs, opportunities, outcomes, facilities and resources.
- Improved multimodal facilities enhance teaching, learning and well-being.
- Sustainability understandings, values and practices increase for all members of the school community.
- Instructional Leaders are deployed to maximise quality of teaching and learning achievements for equity groups.
- The school uses regular, inclusive collaboration and feedback and effective ICTs to enhance policies and practices.