School plan 2015 – 2017

Westmead Public School  3883
School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school community has a strong focus on excellence. We are diverse, supportive and inclusive. We are committed to delivering quality teaching and learning programs and a well-balanced curriculum. Every student must have the opportunity to grow and achieve their personal best.</td>
<td>Westmead PS is a large K-6 school with 1198 students. 96.5% of our students come from Language Backgrounds Other than English (LBOTE). We have an outstanding academic reputation in the community. Learning opportunities are provided for students within a stimulating and secure environment. The school provides a planned and comprehensive approach to continuously improving student learning outcomes. Students take responsibility for their learning. They are encouraged to develop resilience by taking risks within supportive student-teacher relationships. Relationships between home and school are actively supported and developed so that parents know what children have learnt and what they will be learning next. Our school focuses on a well-balanced education. We provide an exciting Creative and Practical Arts Program and have a focus on healthy living through sports, fitness and healthy lifestyle programs. We are constantly adapting our school site to accommodate our increasing enrolments with all available spaces being effectively utilised.</td>
<td>We have collaborated with all key stakeholders (Stage 3 students, teaching and administrative staff and the parent community) to develop our school plan. This has included surveys, staff meetings, planning teams, talking with parents and students, liaising with the Community Hub Coordinator and input from parents at P &amp; C meetings. We have also used the DEC strategic directions, current curriculum documents and the Australian Professional Standards for Teachers (APST) to frame planning.</td>
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School strategic directions 2015 - 2017

**Purpose:**
We want our students to excel and be prepared for the demands of living and working in the future so they must think in ways that are critical and creative. The NSW syllabuses for the Australian Curriculum focus on the general capabilities and emphasise critical and creative thinking across all key learning areas.

**STRATEGIC DIRECTION 1**
Students will be lifelong learners who think critically and creatively.

**Purpose:**
Excellence in quality teaching and learning must be our daily focus. Our learners are diverse in their abilities and backgrounds and require differentiation to access the curriculum and achieve their personal best. Teachers are committed to ongoing professional learning and will build their capacity to develop innovative programs which ensure an emphasis on growth for all students.

**STRATEGIC DIRECTION 2**
Quality teachers will facilitate innovative and differentiated learning to engage all students.

**Purpose:**
Students are most likely to achieve excellence when there is a strong partnership between home and school. Our school must continue to be supportive and inclusive of all stakeholders and creatively cater for diversity. Programs which support our parents are essential. They allow them to engage with teachers in helping their child achieve their personal best and encourage a shared understanding of current Australian teaching and learning practices.

**STRATEGIC DIRECTION 3**
Our school community will be inclusive, informed and engaged.
Strategic Direction 1: Students will be lifelong learners who think critically and creatively.

**Purpose**
Why do we need this particular strategic direction and why is it important?
We want our students to excel and be prepared for the demands of living and working in the future so they must think in ways that are critical and creative. The NSW syllabuses for the Australian Curriculum focus on the general capabilities and emphasise critical and creative thinking across all key learning areas.

**People**
How do we develop the capabilities of our people to bring about transformation?

**Students** will think in ways that are critical and creative by learning to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems.

**Teachers** will use future-focused pedagogy and the general capabilities (in particular critical and creative thinking—CCT) to facilitate student learning.

**Parents & Carers** will help foster critical and creative thinking by increasing their understanding of the general capabilities.

**Community partners** will support the development of future focused teaching skills. Academic partnerships with universities are strengthened. Effective partnerships with local schools who are emphasising CCT will be fostered.

**Leaders** will use peer coaching, supervision and mentoring to ensure a focus on excellence and general capabilities (particularly critical and creative thinking) across the new syllabus areas.

**Processes**
How do we do it and how will we know?

**Students** will engage in process based learning across new syllabus areas.

**Teachers** will undertake professional learning in critical and creative thinking through the development of units of work and assessment tasks (including student self assessment) centred around process based learning (as per APST 2- Know the content and how to teach it). Parents and carers will participate in workshops, forums and information sessions to develop a shared understanding.

**Evaluation Plan**
School review team regularly review the school plan including qualitative and quantitative data. Implementation and progress monitoring as per school plan Template B. Parents give feedback and input.

**Products and Practices**
What is achieved and how do we measure?

- Increased student ability to think critically and creatively.
- 80% or more of assessment tasks in the new syllabus areas K-6 require students to think critically and creatively.
- 65% or more of students can think critically and creatively at grade expected level according to the English and Mathematics syllabuses.
- Teacher pedagogy is focused on critical and creative thinking.
- 100% of teaching and learning programs have critical and creative thinking embedded in one or more of the new syllabus areas.

**Practice**
Supportive and rigorous teacher performance and review processes (including PDPs) to ensure best practice programs, teacher quality and student outcomes.

**Westmead PS 3883**
Page 4

Planning template – V2.0
**Strategic Direction 2: Quality teachers will facilitate innovative and differentiated learning to engage all students.**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
</table>

**Why do we need this particular strategic direction and why is it important?**

Excellence in quality teaching and learning must be our daily focus. Our learners are diverse in their abilities and backgrounds and require differentiation to access the curriculum and achieve their personal best. Teachers are committed to ongoing professional learning and will build their capacity to develop innovative programs which ensure an emphasis on growth for all students.

**Why do we develop the capabilities of our people to bring about transformation?**

**Students** will achieve personal excellence and growth through actively engaging and accessing more personalised learning pathways.

**Teachers** will develop differentiated teaching and learning programs that demonstrate they know their students and how they learn (as per APST-1).

**Parents/Carers** will receive accurate and reliable feedback on their child’s individual learning needs and have greater capacity to support their child at home.

**Community Partners** Pre-service teacher practicums will support the development of the ability to differentiate Academic partnerships are fostered, to ensure up to date research and practice.

**Leaders** (including teacher leaders) will collaborate with staff to evaluate teaching and learning programs, using student assessment data.

**How do we do it and how will we know?**

Students will show greater self-regulation and higher engagement in meaningful lessons in the classroom.

Teachers will actively participate in Professional Learning Cells and external PL to increase their understanding of differentiation (as per APST-proficient).

Reporting to parents will reflect differentiation of learning.

Parents and carers will participate in workshops, forums and information sessions to build their capacity to support their child at home.

Pre-service teachers will participate in practicum experiences which build their capacity to differentiate (as per APST-graduate). Academic partnership with universities are strengthened.

**Evaluation Plan**

Teacher leaders of Professional Learning Cells will collaborate to review implementation and progress as per school plan Template B (as per APST-highly accomplished). Parents give feedback on reporting.

**What is achieved and how do we measure?**

- Increased student self-regulation, engagement and success across the new curriculum.
- 85% or more of students are actively engaged in their learning.
- Increase in teacher capacity to differentiate across the new curriculum.
- 100% of teaching and learning programs show differentiation in one or more of the new syllabus areas.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**

Ongoing, sustained and differentiated teacher professional learning to build capacity at all levels of experience.

**What is the school to do and how do we measure?**

- Increased student self-regulation, engagement and success across the new curriculum.
- 85% or more of students are actively engaged in their learning.
- Increase in teacher capacity to differentiate across the new curriculum.
- 100% of teaching and learning programs show differentiation in one or more of the new syllabus areas.
### Strategic Direction 3: Our school community will be inclusive, informed and engaged.

**Purpose**

Why do we need this particular strategic direction and why is it important?

Students are most likely to achieve excellence when there is a strong partnership between home and school. Our school must continue to be supportive and inclusive of all stakeholders and creatively cater for diversity. Programs which support our parents are essential. They allow them to engage with teachers in helping their child achieve their personal best and encourage a shared understanding of current Australian teaching and learning practices.

**People**

How do we develop the capabilities of our people to bring about transformation?

Students will engage with parents and teachers in workshops. They will assume a range of leadership roles and actively represent peers in a variety of forums.

**Processes**

How do we do it and how will we know?

Student participation with parents in workshops is increased. The SRC and student leaders will actively engage as part of the school community.

Teachers and school leaders will develop and lead various workshops and sessions to inform, engage and establish a respectful collaboration with parents.

The Community Hub will be responsive to parent needs. A stronger connection between hub, parents and staff will be fostered through more regular communication between all stakeholders.

**Evaluation Plan**

School review team (including the Community Hub coordinator and key parent representatives) regularly review school plan including qualitative and quantitative data. Implementation and progress monitoring as per school plan Template B. Parents give feedback and input.

**Products and Practices**

What is achieved and how do we measure?

- Increased opportunities for parents be included, informed and engaged.
- Increased number of parents engaging in various Community Hub programs.

**Product**

- Active, visible SRC and student leadership team within the school and wider community.
- Development of new teacher led workshops based on prior successful models and parent feedback/input.
- Highly effective Community Hub program which is inclusive and engages parents.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice**

- Establishment of regular effective communication between the Community Hub Coordinator and key stakeholders (staff, student and parent representatives).
- Formation of a sustainable school review team including representative key stakeholders.

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### Improvement Measures

- Increase in opportunities for parents be included, informed and engaged.
  - 10% increase in number of teacher led opportunities for parents to be included, informed and engaged.
- Increase in parents engaging in various community hub programs.
  - 60% or more of parents engage with one or more community hub programs over the 3 years.

**Community Partners - Community Hub Coordinator** will continue to seek innovative ways to respond to the needs of the community and build connections between all stakeholders.

**Leaders** will identify, initiate and build on opportunities that engage the community in student learning and school priorities. (as per APST-Lead).