Westlawn Public School

School plan 2015 – 2017

QUALITY TEACHING

QUALITY LEARNING

QUALITY LEADERSHIP AND SYSTEMS
School vision statement
Westlawn Public School will support and challenge our students to achieve their potential within a caring and inclusive social environment to become confident, active and informed citizens.

School context
Our vision keeps us focussed on providing quality teaching, quality learning and quality leadership and systems, by working in consultation with our whole school community to develop the creative and critical thinking skills of our students to become confident, active and informed citizens. We aim to raise the aspirations of all students to achieve to their full potential within an inclusive environment which recognises the critical importance of student wellbeing. We are focussed on highly skilled teachers delivering a quality curriculum which engages our students in purposeful learning.

Westlawn Public School is a dynamic, caring, inclusive learning community in the city of Grafton and is on Bundjalung country. The school is located in the outer urban area of Grafton with students from the established township, new estate developments and rural areas. Westlawn has an increasing enrolment, currently 520 students including 48 Aboriginal students. The FOEI (socio-economic index) is 101 which is average for NSW. We are one of the 229 schools in NSW leading innovation and change in management and business reforms in schools.

The school enjoys a strong reputation for quality teaching and learning with a focus on literacy and numeracy. Policies and programs are supported by sound values which ensure the education of ‘the whole child’. Our dedicated team is committed to achieving consistent academic growth, effective student welfare programs, enhanced learning environments through innovation with technology, and providing quality programs in sport and the performing arts.

We celebrate the cultural richness our indigenous students bring to our school community, and indigenous students continue to take on increased leadership roles across the school.

Parents play active roles in a variety of ways within the school. We have strong support from our school community and high levels of community engagement.

Westlawn PS is a member of the Grafton Community of Schools (GCoS) which provides opportunities for sharing and reflecting on ideas and best practice relating to teaching and learning, educational leadership and providing a culture of quality support for educational leaders and teachers in schools, and builds on expertise to create partnerships within and between schools to improve outcomes for our students.

School planning process
In 2014, we continued our established practice of collecting and analysing evidence from staff, students and the community to evaluate our school’s progress and reflect on school improvement. A wide range of information was summarised and collated in key learning areas with a focus on literacy and numeracy, and also included student engagement data, attendance data, behaviour data, participation levels in the creative and performing arts, sport, and staff professional learning.

Staff members have examined the Melbourne Declaration, the NSW Department of Education and Communities Public School Strategic Directions 2015-2017’, and the School Excellence Framework to better understand how our school’s plan needs to be aligned with, and reflective of, current educational expectations and reforms.

We sought input from parent and community sources by collecting information through surveys and the P&C, measuring levels of parent participation in school activities, and collating incidental feedback both oral and written.

This information was combined to develop the directions we will take in our quest for continual improvement in teaching, learning, leadership and management of the school, in order to improve student outcomes. Every staff member has taken an active role in collaboratively developing the school’s planning for the following year and for the broader three year plan.

Parents were consulted through the P&C in the draft planning phase. Their input and support is recognised as vital to our success in achieving the goals for our school.

The final document was developed by the principal and executive from the collective input of all of the above. In the future, we plan to further develop consultation practices with all of the school community.
Purpose:
Teachers are committed to excellence and have high expectations for every student to inspire them to achieve their potential.

Teachers take responsibility for their own learning, and value and model opportunities to improve their teaching practice and learn from others.

Features:
- Positive, collaborative workplace culture
- Best practice in all classrooms
- High levels of professionalism
- Highly skilled teachers

Purpose:
Students develop a core of academic content knowledge, see the relevance of their learning, develop a love of learning and have high aspirations.

Students collaborate with others, solve problems, think creatively and connect through technology.

Features:
- Highly engaged students
- Enhanced student outcomes
- Students with increased aspirations

Purpose:
Through effective and shared leadership, the school will develop enhanced personal and system effectiveness through a collaborative approach to decision-making that is accountable, transparent and reflects local and system priorities.

Features:
- Dynamic and highly effective leadership teams
- Building capacity of leadership in teachers and executive
- Effective systems of communication at all levels
Strategic Direction 1: Quality Teaching

**Purpose**
Teachers are committed to excellence and have high expectations for every student to inspire them to achieve their potential.

Teachers take responsibility for their own learning, and value and model opportunities to improve their teaching practice and learn from others.

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students:</strong></td>
<td><strong>Positive, collaborative workplace culture</strong></td>
<td><strong>Products:</strong></td>
</tr>
<tr>
<td>Students learn to develop high personal expectations, and to establish goals for their own learning.</td>
<td>• Formalised structures developed to work collaboratively and share resources within and across grades and stages.</td>
<td>Teachers including Executive feel confident in their achievements based on their ‘Performance and Development Plan’ and the Teaching Standards, and are forward planning for 2016.</td>
</tr>
<tr>
<td><strong>Staff:</strong></td>
<td><strong>Best practice in all classrooms</strong></td>
<td></td>
</tr>
<tr>
<td>Teachers work collaboratively to learn about current pedagogy, current syllabus expectations, and effective use of technologies to support students in highly engaged learning environments.</td>
<td>• TPL in current pedagogy to enable all teachers to differentiate teaching and learning to meet students’ needs, effectively utilise technology and engage students in learning.</td>
<td>Teachers have increased knowledge and confidence in teaching Mathematics, Science, L3 in K-2 and Writing in K-6.</td>
</tr>
<tr>
<td>Teachers establish their personal learning goals in implementing the ‘Performance and Development Framework’ to work towards teaching excellence.</td>
<td>• Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.</td>
<td>Teachers have increased skills and knowledge in the effective use of technologies, particularly iPads, to enhance their teaching.</td>
</tr>
<tr>
<td>Teachers understand the Accreditation procedures and the Teaching Standards.</td>
<td>• Teachers develop strategies to assist students to identify and work towards personal goals.</td>
<td><strong>Practices:</strong></td>
</tr>
<tr>
<td><strong>Parents/Carers:</strong></td>
<td><strong>High levels of professionalism</strong></td>
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<tr>
<td>Parents learn about current teaching practice and implementation of new syllabi.</td>
<td>• Planned information sessions to inform parents of current teaching practice and implementation of new syllabi.</td>
<td>Teachers utilise all current and new syllabus documents to design engaging learning experiences which include opportunities for every student to problem solve, question, think creatively and critically and be challenged in their learning.</td>
</tr>
<tr>
<td><strong>Community of Schools:</strong></td>
<td><strong>Highly skilled teachers</strong></td>
<td></td>
</tr>
<tr>
<td>The GCoS works collaboratively to share resources to develop a highly skilled workforce.</td>
<td>• Teachers working collaboratively to provide consistently high standards across the school.</td>
<td>Technology is used purposefully to engage students and enhance the learning experience.</td>
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<tr>
<td><strong>Leaders:</strong></td>
<td><strong>Highly skilled teachers</strong></td>
<td></td>
</tr>
<tr>
<td>Leaders learn about, provide effective leadership in, and exemplify consistent professional standards for best practice in teaching.</td>
<td>• Identify and draw on expertise within staff and the GCoS to support quality teaching.</td>
<td>Teachers work collaboratively to learn with and from each other, to develop higher levels of consistency, and to improve their teaching practice.</td>
</tr>
<tr>
<td><strong>Improvement Measures</strong></td>
<td><strong>EVALUATION PLAN</strong></td>
<td><strong>Products and Practices</strong></td>
</tr>
<tr>
<td>• Positive, collaborative workplace culture</td>
<td>This plan will be monitored against the milestones at least once per term.</td>
<td>Teachers work collaboratively to develop and share knowledge, skills and resources across the GCoS.</td>
</tr>
<tr>
<td>• Best practice in all classrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High levels of professionalism</td>
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<td></td>
</tr>
<tr>
<td>• Highly skilled teachers</td>
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Strategic Direction 2: Quality Learning

Purpose
Students develop a core of academic content knowledge, see the relevance of their learning, develop a love of learning and have high aspirations.

Students collaborate with others, solve problems, think creatively and connect through technology.

People

Students:
Students understand the positive outcomes associated with challenging learning experiences and develop the capacity and confidence to actively engage and take risks in their learning.

Staff:
Teachers understand how to effectively assess and analyse student learning, based on evidence, in order to direct their teaching.

Teachers understand how to support students in collaborating with their peers, solving problems, thinking creatively and connecting through technology.

Parents/Carers:
Parents understand their child’s learning goals and actively support and encourage their child towards achievement of their goals.

Processes

Highly engaged students
- Teachers provide enhanced opportunities for students to develop higher order thinking skills in public speaking, critical and creative thinking, and problem solving across KLAs.
- Teachers extend the skills and knowledge of students to be creative and productive users of technology to learn and create learning e.g. multimodal literacy, movie making, project based learning.

Enhanced student outcomes
- Teachers increase the level of collaboration within Stages and Committees in planning for teaching, teaching and assessing to meet students’ needs.
- Teachers teach students how to set goals, plan for their implementation, then measure and reflect on the achievement of their goals.
- Students develop greater autonomy and personal accountability for their learning though establishing goals.

Students with increased aspirations
- Teachers have productive dialogue with students to increase their aspirations and establish goals for learning.

EVALUATION PLAN
This plan will be monitored against the milestones at least once per term.

Products and Practices

Products:
All students achieve their negotiated, personal learning goals.

All teachers have evidence of student assessment and analysis of student data, and how it has directed their teaching.

All teachers feel confident in using a variety of technology to enhance and/or support their teaching and learning programs.

All teachers provide and showcase student work samples as evidence of effective problem solving, critical and creative thinking.

Student engagement is reflected in high attendance rates, low levels of suspension, and higher rates of achievement in Writing.

Practices:
Teachers regularly engage in structured professional dialogue in order to collaboratively plan units of work and reflect on quality teaching and learning practices that focus on students using problem solving and critical and creative thinking skills.

Professional dialogue, programs, assessment tasks and rubrics reflect changes to pedagogy and curriculum, especially in Writing, Mathematics and Science.

The effective use of technology is embedded in all teaching and learning programs.

Improvement Measures
- Highly engaged students
- Enhanced student outcomes
- Students with increased aspirations

Community of Schools:
The GCoS works collaboratively to enhance opportunities for student learning across the GCoS through sharing resources and planning combined TPL.

Leaders:
Leaders lead teachers in analysing student outcomes to drive continuous improvement.
## Strategic Direction 3: Quality Leadership and Systems

### Purpose
Through effective and shared leadership, the school will develop enhanced personal and system effectiveness through a collaborative approach to decision-making that is accountable, transparent and reflects local and system priorities.

### Improvement Measures
- Dynamic and highly effective leadership teams
- Building capacity of leadership in teachers and executive
- Effective systems of communication at all levels

### People

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
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<tbody>
<tr>
<td>Students:</td>
<td>Students understand that they are responsible for their learning and behaviour, are self-aware, build positive relationships and actively contribute to their school and community.</td>
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<tr>
<td>Staff:</td>
<td>Staff are committed to, and can articulate the purpose of, the strategic directions in the school plan. Staff understand their role in developing, implementing, monitoring and reviewing the school plan.</td>
</tr>
<tr>
<td>Parents/Carers:</td>
<td>Parents understand the positive role they can play in contributing to the strategic directions of the school and in providing feedback to the school.</td>
</tr>
<tr>
<td>Community of Schools:</td>
<td>The GCoS works collaboratively to develop opportunities for staff to work collaboratively to improve leadership and communication across and within the GCoS in meeting the GCoS goals.</td>
</tr>
<tr>
<td>Leaders:</td>
<td>Leaders ensure the effective use of school, system and community expertise and resources through contextual decision-making and planning.</td>
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### Processes

<table>
<thead>
<tr>
<th>Dynamic and highly effective leadership teams</th>
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</thead>
<tbody>
<tr>
<td>Collaborative school planning to take the school into the next level of innovation and leadership based on current best practice.</td>
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<tr>
<td>TPL to meet the needs of those in leadership roles and those aspiring to be leaders.</td>
</tr>
<tr>
<td>Use self-reflection and collaborative feedback to promote development in effectiveness of current leaders.</td>
</tr>
</tbody>
</table>

**Building capacity of leadership in teachers and executive**

- Increasing the capacity of teachers to lead by being supported in taking leadership responsibilities and by shadowing leaders.

**Effective systems of communication at all levels**

- Teachers use collaborative feedback and reflection to promote and generate learning and innovation.
- Enhanced assessment practices, data collection and recording of student progress across K-6.
- Effective communication between staff, students and parents/community.

### Products and Practices

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Established processes build the capacity of the school community to use data and evidence for strategic school improvement.</td>
</tr>
<tr>
<td>Staff have purposeful leadership roles based on professional expertise.</td>
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<tr>
<td>Positive, respectful relationships are evident among students and staff, promoting staff and student wellbeing and ensuring conditions conducive to collaborative planning and effective student learning.</td>
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<table>
<thead>
<tr>
<th>Practices:</th>
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<tbody>
<tr>
<td>Effective leadership of Stage teams with strengthened roles in leading change and innovation through collaboration and planning to achieve the goals of the School Plan.</td>
</tr>
<tr>
<td>Effective leadership of Committees which develop action plans to implement strategies to achieve the goals of the School Plan, monitor the progress of the plan and modify it as needed, then collect evidence and report on the achievements. This is designed to drive whole school improvement.</td>
</tr>
<tr>
<td>Operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school.</td>
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</tbody>
</table>

### EVALUATION PLAN
This plan will be monitored against the milestones at least once per term.