School plan 2015 – 2017

Resilient, Creative Learners

Dynamic, Strategic Systems

Innovative Learners

West Pennant Hills PS
### School vision statement

**INSPIRING YOUNG LEARNERS**

### School context

West Pennant Hills Public school is a large co-educational public school with an enrolment of approximately 620 students with 24% of our students from a language background other than English. Located in the Hills District of Sydney, the school shares a proud place as one of the oldest schools in New South Wales and is still on the original site. Surrounded by main roads and a busy commercial complex, the school is a safe hub for learning within the community. Many residents of West Pennant Hills have had an association with the school over its long history. The community is very supportive with the stakeholders feeling a deep sense of ownership and pride in the school. There are 24 classes, five of which are Early Stage one. There are numerous support staff including a 2.5 day a week L&ST teacher, as well as a 1.5 day a week school counsellor. There is an EAL/D teacher 3 days a week and a ‘support’ teacher 2 days a week. The school also has five trained reading recovery teachers with a 2.5 day reading recovery load. The school also has an L3 Lead Trainer on staff.

West Pennant Hills is delivering successful learning for all students from Kindergarten to Year 6. Our focus on literacy and numeracy provides students with strong foundations for their future academic success. Students benefit from a learning culture that promotes high standards and expectations. Our students work and play in a safe, inclusive and nurturing learning environment that develops respect, understanding and responsibility. Parents and staff share a commitment to providing the very best in education for our students. New families are welcomed into a school community, which values learning and knows that the most powerful learning happens within an open, friendly and positive school environment. Together we give our students the care and attention they need to develop confidence and high self-esteem to be responsible, productive learners. Our strong academic programs are well balanced by Italian classes, music classes, a host of sporting activities and an award winning band program. We take pride in providing a stimulating and enriching environment in which students discover a world of opportunities.

### School planning process

**EXECUTIVE:**
- Attended professional learning sessions on the Performance and Development Cycle and 5P planning
- Executive team met to consult on 5P planning
- Reference to materials on High Performance unit
- Consultation about strategic directions

**Evidence:**
- NAPLAN data
- Individual Professional Goals
- School based assessments

**STAFF:**
- Melbourne Declaration
- Simon Sinek Ted talk
- Guided consultation and focus group sessions related to strategic directions and 5P planning process
- NAPLAN
- Class assessment

**PARENTS:**
- Surveys
- Consultation with P&C

**STUDENTS:**
- Consultation with SRC

**COMMUNITY:**
- Collaboration with teachers from local feeder preschools
Purpose:
Embedding quality leadership, organisational practices and strategic systems to establish collective efficacy. We will drive leadership capacity and support the performance and development of staff to achieve a shared vision at all levels.

Purpose:
Foster an inclusive, positive school culture where students experience success as responsible and productive learners. We will build the social and interpersonal capabilities of all students to work collaboratively, allowing them to build positive and open human communication and enhance their learning opportunities.

Purpose:
Innovative, creative teaching that is responsive to student needs and fosters independent, self-directed life-long learners through the implementation of research-based, data driven, dynamic teaching and learning programs. We will encompass critical thinking and problem solving; creativity and innovation; social responsibility; communication, digital literacy; collaboration and leadership.
## Strategic direction 1: Dynamic, Strategic Systems

### Purpose

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

Embedding quality leadership, organisational practices and strategic systems to establish collective efficacy.

We will drive leadership capacity and support the performance and development of staff to achieve a shared vision at all levels.

### Improvement Measures

- 100% of teachers K-6 input PLAN data according to the school schedule.
- 100% of teachers K-6 provide differentiated and individualised learning for students (IEP’s, ILP’s, Adjustments and accommodations, LST, EAL/D) based on student assessment data.

### People

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

**Students:** Students will have the capabilities to develop individual learning goals and will be given tools to assist them in monitoring their achievement of those goals.

Students will have access to the explicit learning intention in lessons and understand that engagement and effort are required to reach goals.

**Staff:** Staff will develop capabilities by designing professional development and school wide systems and structures to support and extend all students.

Staff will engage in regular quality professional dialogue to challenge beliefs about their practice through deep, purposeful and aligned professional learning.

Staff will enable all students to access the syllabus outcomes and quality pedagogy aligned with their stage and developmental level.

Staff will provide consistent implementation and articulation of the shared vision of their stage demonstrated in programming and assessment.

**Parents:** Parents will have access to workshops to deepen understanding of evidence based teaching practises and how they can support their own child’s learning.

**Leaders:** Leaders will improve skills to provide and participate in TPL, coaching and mentoring to implement the Performance and Development Cycle.

### Processes

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

- Provide Principal and executive team time to effectively evaluate, lead, manage and administer key reforms, school innovations/projects/policies through the lens of educational leadership; quality professional learning; performance and development; learning outcomes and school and community partnerships.

- Develop expertise in leading and managing ‘Instructional Rounds’ to ensure a strategic approach to reflective practice and a continuous identification of ‘problem of practice’ to improve teacher/school effectiveness.

- Develop sustainable processes and protocols to enable teachers and leaders to create differentiated and individualised learning programs, utilising suitable templates, technologies and/or formats consistent with pedagogy and school/stage policy.

- Provide staff with a dynamic LST model for classroom support to assist with adjustments and accommodations for student learning.

- Review and further develop school based assessment cycle.

**Evaluation Plan**

Formal and informal classroom observations and structured feedback sessions timetabled and evident.

Program supervision indicates collaborative planning and differentiation evident.

Use feedback from critical friend to guide/re-shape milestones.

Monitoring and review of the effectiveness of our common assessment tasks and teaching programs and practices.

### Products and Practices

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

**Products:**

- 100% of teachers K-6 input PLAN data according to the school schedule.

- 100% of teachers K-6 provide differentiated and individualised learning for students (IEP’s, ILP’s, Adjustments and accommodations, LST, EAL/D) based on student assessment data.

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

**Practices:**

Teachers deepen understanding of the Best Start Continuum and consistent teacher judgement when plotting student progress.

Teachers develop quality common assessment tasks that evoke professional dialogue about learning.

Teachers collaborate using work samples when plotting students on the Best Start Continuum.

Teachers understand and use student assessment data to differentiate teaching/learning programs to meet the learning needs of students.

Ongoing quality targeted, professional learning for all staff, including leadership team (moving to smaller stage groupings for targeted TPL).
### Strategic direction 2: Resilient, Creative learners

#### Purpose

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

Foster an inclusive, positive school culture where students experience success as responsible and productive learners.

We will build the social and interpersonal capabilities of all students to work collaboratively, allowing them to build positive and open human communication and enhance their learning opportunities.

#### People

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

_Students:_ Students will experience learning as a process and learn to articulate how to use a range of thinking strategies to solve problems or enhance knowledge. Students will experience and measure success by being active, engaged and informed in their learning and social interactions. Students will be engaged in KidsMatter and PBL initiatives to improve emotional resilience, social intelligence and leadership skills.

_Staff:_ Staff will develop capabilities to implement PBL leading to a consistent approach and reinforcement of expectations.

_Parents:_ Parents will have opportunities to support and collaborate with staff and students in our learning community based on the ethos of KidsMatter and PBL.

_Community partners:_ Engage and liaise with DEC regional support staff in regard to the training and implementation of PBL.

_Leaders:_ Leaders will understand and follow the ethos of PBL and drive new initiatives and inspire learners as a role model for PBL implementation.

#### Processes

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

Develop and implement systems to review whole school rewards/welfare program. Students will be rewarded for effort and initiative in problem solving situations in both academic and social scenarios. Develop systems to support PBL implementation. Analyse welfare data using Sentral and staff surveys to develop systems to support PBL implementation. KidsMatter framework implemented to support staff in deepening understanding of mental health issues and the impact that optimum mental health has on learning. Students will participate in leadership training to develop and strengthen their interpersonal skills. Parent information sessions will educate parents about the value of resilience and creativity in learning.

**Evaluation Plan**

Monitor and evaluate the implementation of the new reward/welfare program

Feedback from the DEC support staff regarding the PBL implementation

#### Products and Practices

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

**Products:**

- 85% reduction in the number of Welfare incidents related to peer conflict and evidence of improved students’ resilience on Sentral.
- 85% of students can articulate strategies for dealing with difficult situations.

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

**Practices:**

- Teachers will develop and use consistent practises and meta-language to foster resilient, creative learners.
- Teachers will implement whole school reward/welfare program that is aligned with PBL.
- Students are active problem solvers when they encounter a difficulty.

**Improvement Measures**

- 85% reduction in the number of Welfare incidents related to peer conflict and evidence of improved students' resilience on Sentral.
- 85% of students can articulate strategies for dealing with difficult situations.
## Strategic direction 3: Innovative Teaching

### Purpose

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

Innovative, creative teaching that is responsive to student needs and fosters independent, self-directed life-long learners through the implementation of research-based, data driven, dynamic teaching and learning programs. We will encompass critical thinking and problem solving; creativity and innovation; social responsibility; communication, digital literacy; collaboration and leadership.

### Improvement Measures

- **75%** of teachers will implement engaging, differentiated programs that require students to develop and utilise 21st Century fluencies learning skills.
- **85%** of students will exit K-2 achieving reading level 30 and 85% of students will exit K-2 at Facile on the Early Arithmetic Strategy Continuum
- **80%** of students will exit 3-6 achieving band 5 or 6 in NAPLAN year three and band 7 or 8 in NAPLAN year five.

### People

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

**Students:** Students will participate in learning tasks which require the use of 21st century learning fluencies across all KLA’s.

Students will participate as an independent, self directed, self-regulated, self-motivated learner who knows how to think and knows how to learn.

**Staff:** Staff will participate in collaborative professional learning in the implementation of engaging, differentiated programs that require students to develop and utilise 21st century fluencies.

Staff will understand and use assessment for learning, as learning and of learning in determining teaching directions and levels of effectiveness.

**Parents:** Parents will have opportunities to understand the link between syllabus and pedagogy through parent workshops and participation in classrooms.

### Processes

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

- Develop and implement TPL K-6 based on 21st Century Learning Fluencies to create learning environments where students can excel

- Ongoing L3 training/accreditation for K-2 staff.

- Ongoing implementation and monitoring of TEN, RUCSAC and Focus on Reading (Super Six Strategies) K – 6.

- Provision of an Instructional Leader to support staff in the effective use of assessment data and to lead action learning cells according to Hattie’s research and notion of Visible Learning.

- Early Action for Success (EAtorS) project implementation in Years K-2.

- Through mentoring and coaching strengthening the implementation of 21st Century Learning fluencies

- Through action learning develop and implement evidence and research based teaching practices.

- Develop the LaST role to meet the needs of all students using a flexible model and timetable adjusting to students’ changing needs with allocation of support based on priorities identified in action learning cells and assessment data.

**Evaluation Plan**

Through completion of EADFS, PLAN, L3 and TEN data, student literacy and numeracy learning will be regularly monitored, refined and adjusted.

Review and analysis of NAPLAN data.

### Products and Practices

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

**Products:**

- 75% of teachers will implement engaging, differentiated programs that require students to develop and utilise 21st Century fluencies learning skills.

- 85% of students will exit K-2 achieving reading level 30 and 85% of students will exit K-2 at Facile on the Early Arithmetic Strategy Continuum

- 80% of students will achieve band 5 or 6 in NAPLAN Year 3 and band 7 or 8 in NAPLAN Year 5. 80% of students will achieve band 5 or 6 in NAPLAN Year 3 and band 7 or 8 in NAPLAN Year 5.

Instructional round data revealing growth in occurrence of tasks designed to foster learning in the targeted 21 century learning fluency eg communication linked to the Quality Teaching Framework used in classrooms.

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

**Practices:**

Teachers implement data driven programs.

Teachers incorporate 21st Century fluencies and move beyond ‘telling others what they have learned’ to ‘USING what they have learned to make a difference in their life and the lives of others’.