**Busby West Public School 4396**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| Busby West Public School is a school committed to creating engaging, purposeful and challenging learning programs and environments that develop the skills needed for the students to become independent life-long learners. |  | Busby West Public School has an enrolment of 484 students Preschool to Year 6, including 47 Aboriginal and Torres Strait Islander students. 72% of students are from a non-English speaking background with Arabic, Samoan, Hindi and Lao being the predominant language backgrounds. The school has fifteen mainstream classes and seven support classes for students with mild, moderate and severe intellectual disabilities, as well as Autism and physical disabilities. Teamwork and staff participation are highly valued with staff involved in a collaborative approach to school-wide planning and assessment. Quality education is provided in a caring and supportive environment. The school is part of the Early Action for Success (EAfS) initiative and has been appointed an Instructional Leader and additional teacher allocation to deliver individualised intervention, drive professional learning and data analysis in numeracy for Years K-2. The school receives significant low socio-economic resource allocation model (RAM) funding and is participating in the Empowering Local Schools initiative. A major priority for the school in 2016 is a strong focus on literacy and numeracy. |  | The consultation process undertaken by Busby West Public School community to develop the school vision, strategic directions and improvement measures included:   * Community consultation with key stakeholders including school staff, Liverpool Local Aboriginal Education Consultative Group, school P&C, and school community. * An evaluation of the school's practices and student learning outcomes. The review process included a review of the strengths, opportunities and areas for development across the school. * The school planning committee has determined targets for the school's future development based on the needs of our students, staff and community. |
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| **Purpose:**  Learning Culture: To build the educational aspirations and ongoing performance improvement across our community with students taking responsibility for their ongoing learning.  Wellbeing: To provide a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.  Assessment and Reporting: To implement school-wide practices for assessment and reporting to monitor, plan and report on student learning across the curriculum. |  | **Purpose:**  Effective Classroom Practice: To foster a school culture where teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.  Data Skills and Use: To regularly use school-wide student assessment data to identify student achievements and progress, in order to inform future school directions.  Collaborative Practice: To implement explicit systems for collaboration and feedback to sustain quality teaching practice. |  | **Purpose:**  Leadership: To support the school leadership team in maintaining a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.  School Planning, Implementation and Reporting: To embed the school plan as the core of continuous improvement efforts, with the school’s vision and strategic directions evident in its main activity.  School Resources: To ensure resources are strategically used to achieve improved student outcomes. |

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| Strategic Direction 1: Excellence in learning by raising expectations and enhancing the quality of student learning | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  **Learning Culture:** To build the educational aspirations and ongoing performance improvement across our community with students taking responsibility for their ongoing learning.  **Wellbeing:** To provide a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.  **Assessment and Reporting:** To implement school-wide practices for assessment and reporting to monitor, plan and report on student learning across the curriculum. |  | **How do we develop the capabilities of our people to bring about transformation? (TPL)**  **Students:** Explicitly teach students the necessary future learning skills to ensure full and active participation in innovative learning experiences.  **Staff:** Strategic professional learning for all staff to prepare and deliver quality teaching practices.  **Parents/Carers:** Will engage in a collaborative learning community by providing opportunities for parent workshops.  **Community Partners:** To strengthen and sustain communication and consultation between school and community partners.  **Leaders:** To create and embed a shared vision which drives quality leadership practices. |  | **How do we do it and how will we know? (DO)**   * Tiered interventions are implemented targeting students at risk of not meeting EAfS targets in numeracy. * Personalised learning is provided for all students through close and on-going monitoring of student progress by the Instructional Leader, against the Literacy and Numeracy continuums * Professional learning that targets school, group and individual staff needs and recorded in professional logs. * Evaluate the learning needs of the school community and provide appropriate workshops. * Collect feedback from community partners to ensure communication and consultation is maintained. * Regular leadership team meetings and open, reflective discussions documented though minutes. |  | **What is achieved and how do we measure? (EVIDENCE)**  **Product:**   * Parents gain an increased understanding of how to address the learning needs of their child.   **Practice:**   * Increased confidence and ability of parents to support their child’s learning within the home.   **Product:**   * High level of communication is maintained with school families.   **Practice:**   * Ongoing negotiated involvement with the school by community partners.   **Practice:**   * Confident and professional consistent demonstration and promotion of a shared vision across the school and the community. |
| **School Target** |  |
| * Learning Culture: To demonstrate practice at ‘sustaining and growing’ * Wellbeing: To demonstrate practice at ‘sustaining and growing’ * Assessment and Reporting: To demonstrate practice at ‘sustaining and growing’   As described in the School Excellence Framework and supported by evidence |  |
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| Strategic Direction 2: Excellence in teaching through building staff capacity | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  **Effective Classroom Practice:** To foster a school culture where teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.  **Data Skills and Use:** To regularly use school-wide student assessment data to identify student achievements and progress, in order to inform future school directions.  **Collaborative Practice:** To implement explicit systems for collaboration and feedback to sustain quality teaching practice. |  | **How do we develop the capabilities of our people to bring about transformation? (TPL)**  **Staff:** Professional learning to address the Professional Development Framework, Australian Professional Standards for Teachers as well as school expectations of individual professional development and accountability.  **Staff:** Instructional Leader to work directly with K-2 staff and school leaders, to identify, provide and evaluate evidence based, professional development in numeracy with a goal of improving and refining teaching practices K-2.  **Leaders:** Devise a Busby West PDF process that is supportive of all staff and meets DEC requirements. |  | **How do we do it and how will we know? (DO)**   * Staff engage in variety of professional learning activities such as school development days, staff meetings, stage team meetings, individual meetings. * Staff attend targeted, external professional learning opportunities. * Staff negotiate professional learning to meet individual professional learning goals. |  | **What is achieved and how do we measure? (EVIDENCE)**  **Product:**   * Successful completion of PDF documentation and professional learning goals ensuring appropriate support and guidance for all staff including aspiring leaders.     **Product:**   * All NST and ECT and teachers undertaking accreditation at higher levels are successful in gaining and maintaining their accreditation.     **Practice:**   * Teachers engage in and reflect on professional learning they have undertaken as part of their professional learning plan.   **Practice:**   * Opportunities for the professional development of staff by sharing of the delivery of newly acquired teaching skills and strategies. |
| **School Target** |  |
| * Effective Classroom Practice: To demonstrate practice at ‘sustaining and growing’ * Data Skills: To demonstrate practice at ‘sustaining and growing’ * Collaborative Practice: To demonstrate practice at ‘sustaining and growing’   As described in the School Excellence Framework and supported by evidence |  |
| Strategic Direction 3: Excellence in leading through enhancing and sustaining school learning and leadership | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  **Leadership:** To support the school leadership team in maintaining a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.  **School Planning, Implementation and Reporting:** To embed the school plan as the core of continuous improvement efforts, with the school’s vision and strategic directions evident in its main activity.  **School Resources:** To ensure resources are strategically used to achieve improved student outcomes. |  | **How do we develop the capabilities of our people to bring about transformation? (TPL)**  **Staff:** Develop a school culture that actively engages in effective communication, organisational excellence, collaboration and achievement of school strategic directions and student wellbeing.  **Parents/Carers:** Encourage a culture that is inclusive, collaborative and supportive of the school and community.  **Leaders:** Provide and promote opportunities to develop leadership capacity. |  | **How do we do it and how will we know? (DO)**   * Promote involvement in networks through the targeting of staff to engage with school identified learning communities. * An effective, functioning P&C that supports the school through resourcing and policy development through a collaborative process. * Evaluate the effectiveness of current practices, processes and systems across the school. * To develop and strengthen existing systems that enhance communication and organisation. |  | **What is achieved and how do we measure? (EVIDENCE)**  **Product:**   * Collaborative groups which support the school.   **Product:**   * Staff actively fulfilling roles and responsibilities.   **Product:**   * All DEC mandatory polices are current and implemented across the school.   **Practice:**   * A cohesive relationship between the school and parent/carer community, evidenced by their understanding and support of school policies and practices.   **Practice:**   * Work cooperatively with ‘communities of practice’ for the ongoing growth and development of the staff, school and community.   **Practice:**   * All staff understand and comply with the DEC Code of Conduct. |
| **School Target** |  |
| * Leadership: To demonstrate practice at ‘sustaining and growing’ * School Planning, Implementation and Reporting: To demonstrate practice at ‘sustaining and growing’ * School Resources: To demonstrate practice at ‘sustaining and growing’   As described in the School Excellence Framework and supported by evidence |  |