



School plan 2018-2020

Wiley Park Public School 4553



School background 2018–2020

School vision statement

At Wiley Park Public School we believe in creating a happy and safe environment that values student learning and achievement. We aim to develop all students to become confident, independent learners, respectful citizens and creative and critical thinkers. We achieve this through providing engaging learning experiences, developing positive relationships and by working collaboratively with the school and wider community.

School context

Wiley Park Public School is a primary school established in 1983 and situated in South–West Sydney. The school population comprises of approximately 620 students from diverse cultural, religious and socio–economic backgrounds. 98% of students are from language backgrounds other than English (LBOTE) including 49 students who are refugees. There are 39 languages and 31 countries of origin represented in the school, the largest language groups being Arabic (42%), Bengali (14%), Samoan (6%), Urdu (6%) and Vietnamese (4%). Student learning is supported by various programs including the English as an Additional Language or Dialect (EAL/D) and New Arrivals programs, Community Languages in Arabic, Samoan, Bengali and Vietnamese as well as intervention programs.

Community programs which operate in the school include the School as Community Centre (SaCC) initiative. Wiley Park Public School has productive partnerships with the Australian College of Physical Education, Sydney University, Western Sydney University, Notre Dame University, Campsie Police Command, Lebanese Muslim Association, Bankstown Women’s Centre and Riverwood Community Centre.

The school NSW Family Occupation and Employment Index (FOEI) for 2017 is 124. The school community is identified as low socio economic and receives additional funding to address equity issues through the Resource Allocation Model.

In 2017, Wiley Park Public School has been identified as an Early Action for Success Phase 2 School, with two Deputy Principal, Instructional Leaders appointed to work directly with teachers to build student and teacher capacity in Literacy and Numeracy.

School planning process

In 2017 the school underwent an External Validation process and this provided the whole staff with an opportunity to reflect and evaluate current programs and initiatives as well as identify future directions. These future directions and further feedback from students and staff from opportunities including the Tell Them From Me (TTFM) surveys became the identified focus areas of the 2018–2020 School Plan. The staff also recognise that as an Early Action for Success Phase 2 school the initiatives and programs will underpin practices K–6 and feature across all Strategic Directions.

Parents were consulted for their thoughts and ideas going forward into the 2018–2020 School Plan through forums including the P&C, Tell Them From Me (TTFM) surveys and workshop opportunities as initiated by our Schools as Community Centre (SaCC) facilitator.

The leadership team refined all input to develop the three strategic directions and 5Ps with staff and parents being consulted for further feedback.

School strategic directions 2018–2020



Purpose:

To ensure students are achieving personal learning goals through effective differentiation, continuous monitoring and feedback, appropriate intervention programs and leadership opportunities.

Purpose:

To embed and sustain school practices where teachers take responsibility for ongoing learning, professional growth and career development to improve student outcomes across the curriculum.

Purpose:

To ensure student learning is supported by positive communication and relationships through engagement with our school and wider communities.

Strategic Direction 1: Inspire Successful Learners

Purpose

To ensure students are achieving personal learning goals through effective differentiation, continuous monitoring and feedback, appropriate intervention programs and leadership opportunities.

Improvement Measures

Increased percentage of students demonstrating expected growth in literacy and numeracy against the Learning Progressions (PLAN 2), NAPLAN, Literacy, Language and Learning(L3) and curriculum outcomes.

Evaluate student responses to surveys in measuring their ability to self-reflect and self-monitor their learning to become inspired and successful learners.

Analysis student feedback to measure the development of the social and emotional capabilities.

People

Students

Students to develop their capacity to self-evaluate, reflect on their learning, set goals and take responsibility.

Staff

Support the students to self-monitor and self-regulate to become inspired successful learners.

Leaders

To ensure school practices and resources support their colleagues in order to strive for excellence through professional conversations, co-operative planning, professional learning and mentoring.

Parents/Carers

To increase their understanding of how to support their child's learning and well-being at home and at school.

Processes

Visible Learning for students

Design, implement and evaluate visible learning strategies for students to become inspired and successful learners.

Visible Values

Design, implement and evaluate quality values, wellbeing and resilience programs K-6 that instil and inspire students to become leaders and successful members of the school community.

Evaluation Plan

Teams will meet twice a term.

Practices and Products

Practices

Students are able to reflect and monitor their own learning.

School provides students with opportunities for leadership.

Deliver quality learning programs that promote the social and emotional capabilities of students.

Products

Demonstrate student engagement and improvement in student data.

Students engage in a variety of leadership and learning opportunities across all facets of the school.

Students are able to use common language to articulate their emotional well-being.

Strategic Direction 2: Inspired Learning

Purpose

To embed and sustain school practices where teachers take responsibility for ongoing learning, professional growth and career development to improve student outcomes across the curriculum.

Improvement Measures

Evidence of visible learning in classrooms K–6 such as student learning goals and feedback, supported through photos and surveys.

100% of staff have developed their knowledge and understanding of the Learning Progressions and are able to use them to inform their teaching practices.

Analysis of school data, including Reading levels and understanding text is consistent and comparable across K–6.

People

Staff

The teachers increase their skills and understanding of best practice through peer observation, feedback, self– reflection, formative assessment and professional learning.

Leaders

To lead the development of a learning culture that supports continuous improvement.

Parents/Carers

Build parent’s awareness and capacity to actively support their child’s learning.

Processes

Visible Learning for teachers

Design, implement and evaluate visible learning strategies to monitor student progress and identify areas of improvement, including extension opportunities.

Understanding Texts

Design, implement and evaluate quality programs (to include Focus On Reading – FOR) which encourage students to become proficient in decoding, using, interacting with, analysing and evaluating texts to build meaning.

Evaluation Plan

Teams will meet twice a term.

Practices and Products

Practices

All teachers to actively participate in professional discussions and learning opportunities to improve teacher’s capacity to incorporate visible learning.

All teachers to actively participate in professional discussions and learning opportunities around building a range of skills, strategies and knowledge.

Products

Teachers will be able to analyse data through triangulated evidence which will inform their teaching programs and result in student improvement.

Students will be able to read a variety of texts with increased understanding.

Strategic Direction 3: Authentic Partnerships

Purpose

To ensure student learning is supported by positive communication and relationships through engagement with our school and wider communities.

Improvement Measures

Increase in teachers actively participating in a Community of practice.

Increase in parent engagement in different opportunities at events offered at school.

Evaluate the quality programs initiated through the Wiley Park –East Hills Community of Schools network.

People

Staff

Staff will work collaboratively to develop consistency in teaching and learning throughout the school and other schools in the community.

Leaders

The leadership team develops a professional learning community which focuses on continuous improvement of teaching and learning by soliciting community (students, staff and parents) feedback.

Community Partners

To continue to develop learning alliances with other schools and communities to improve school systems and practices.

Processes

Connected Learning

Expand community of practice with cross stage professional learning and with liked minded schools to support the implementation of evidence-based practice in order to improve educational outcomes for all students and teacher practice.

Partnerships with Parents

Investigating, trialling and evaluating programs to strengthen the partnership between our parents, SaCC, staff and community agencies.

Evaluation Plan

Teams will meet twice a term.

Practices and Products

Practices

Teachers to participate in communities of practice groups in order to build their capacity and improve student outcomes.

The community is actively engaged in forums, workshops and discussions.

Products

Incorporating differentiated teaching practice that improved educational outcomes for all students of varying abilities.

Parents taking a more active role in the school community.