

School plan 2015-2017

Wideview Public School 4433



School background 2015–2017

School vision statement

To develop a collaborative and well informed whole school community that provides authentic quality education through effective teaching practices to ensure all students are successful learners and active and informed future leaders.

School context

Wideview Public School is situated in the northern Sydney bushland suburb of Berowra Heights. It has a student population of 394 and 22 staff. Wideview school is a student – centred school where student needs are a priority, where opportunities to participate in a variety of activities exist, and where lifelong learning is a feature of programs designed to ensure that the potential of all students is realised and where individual gifts and capabilities are recognised and nurtured. Wideview Public School has strong partnerships with its community and a supportive parent body. The school has developed a number of key partnerships, which assist in the enhancement of student outcomes. Student learning needs are wide ranging with a need to extend very capable students whose learning outcomes could be expected to be above stage learning expectations and a need to support students who are struggling to meet stage expectations. The school has a highly committed and dedicated staff.

School planning process

The school has used a wide range of tools and data to evaluate the 2015–17 school plan and determine the school's future strategic directions. These include, curriculum evaluations, whole school program evaluations, as well as analysis of student learning outcomes data and data gathered from student/parent/staff surveys (Tell Them From Me, Google Docs surveys) and parent forums.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Creating a high performing and dynamic learning school for students

Purpose:

Development and implementation of quality curriculum, personalised learning and innovative practices for all students.

STRATEGIC DIRECTION 2

Developing quality leadership, management and professional learning practices

Purpose:

Embedding and implementing explicit targeted and engaging professional leadership and learning for all teachers.

STRATEGIC DIRECTION 3

Building an informed and supportive school community.

Purpose:

Implementation of effective communication frameworks and school planning in partnership with an informed school community.

Strategic Direction 1: Creating a high performing and dynamic learning school for students

Purpose

Development and implementation of quality curriculum, personalised learning and innovative practices for all students.

Improvement Measures

To achieve and sustain 75% or more of students in Kindergarten and Year 1 achieving at or above the benchmark set for Reading. To achieve and sustain 75% or more of students in Year 5 achieving expected growth in the national assessment program for reading and numeracy, and to improve the growth in writing between years 3 and 5.

People

Students

Develop and apply literacy and numeracy skills across all Key Learning Areas (KLAs). Reflect on and evaluate their learning. Undertake problem and project based learning collaboratively, confidently and cooperatively. Display attitudes of persistence, innovation, questioning and independent thinking. Access other learning opportunities through broader industry, community and tertiary experiences to provide a real world context. Confidently use a variety of technologies including using web 2.0 tools.

Staff

Provide quality, differentiated professional learning to support all staff with their professional learning goals. Design and implement teaching and learning experiences and assessment that encompasses deep thinking, innovation and creativity.

Parents/Carers

Participate in collaborative sessions/workshops and forums to deepen knowledge of student learning. Families will engage with children's learning and new and innovative programs will continue to build expectations of parents.

Community Partners

School initiatives and community partnerships will be strengthened to continue to facilitate innovation. Engage other research practices and experts to support the implementation and evaluation of pedagogical practice. Work together to

Processes

To build student capacity in literacy with the implementation of Language Learning Literacy (L3) in ES1 and Stage 1 and within the 3–6 literacy program the explicit teaching of comprehension, writing and specific spelling strategies.

To build the capacity of teachers in the use of ICT within teaching practices of KLAs.

To develop numeracy skills of investigation which apply maths concepts to real-life situations.

Evaluation Plan

Regular reading records and vocabulary knowledge assessment.

Consultant's feedback on teachers' practices

Observations, summative and formative assessments

Parent survey following the presentation by Caroline Slayter

Practices and Products

Practices

Quality teaching and learning practices across the school, demonstrated through differentiated lessons and assessments to improved student achievement. Plotting all students on the Literacy and Numeracy continuum and implementing quality teaching and learning practices to ensure student's progress successfully along these continuums. Item analysis of all NAPLAN strands leading to development of targeted teaching practice.

Products

To ensure quality pedagogy and consistency in teacher judgement with: curriculum program design, scope and sequences assessment benchmarks for whole school evaluation, professional learning and strategic planning. To provide all students with an opportunity to acquire the knowledge, skills and values to continue their education and to be citizens who contribute positively to the community. Programs include learning activities to develop information and media literacy. Programs include tasks designed to foster independent critical, imaginative, creative and interpretive thinking. Programs include tasks designed to make the connection between improved reading comprehension, improved writing skills and learning clear.

Strategic Direction 1: Creating a high performing and dynamic learning school for students

Improvement Measures

People

establish meaningful and proactive partnerships to engage our students in “real world” activities and strategies.

Processes

Practices and Products

Strategic Direction 2: Developing quality leadership, management and professional learning practices

Purpose

Embedding and implementing explicit targeted and engaging professional leadership and learning for all teachers.

Improvement Measures

Aspiring leaders develop their leadership capacity for innovation and best practice in teaching. At least 60% of students meet grade PLAN benchmarks as effective assessment practices are utilised to develop informed teaching and learning programs. All staff have individual Professional Learning Plans which are aligned to the Australian Professional standards. As a result of the collaboratively designed plans teachers will show evidence of met personal goals.

People

Staff

All staff are utilising the Quality Teaching Document in the preparation of teaching and learning programs. Develop an expectation of sharing entire staff after attendance at professional development Sharing expertise across our community of schools. Use reflection, self-monitoring and collaboration to facilitate improvement and to inform future directions at both the school wide and individual level.

Community Partners

Staff are educated in the use and expectations of the Australian Teaching Standards.

Leaders

Develop capacity of leadership team to lead the school in implementing a change in culture. Collaboratively developing leadership potential in all staff and providing opportunities for all staff to become active leaders within the school community.

Processes

Term 1 Individual goal setting for all staff in consultation with supervisor. Term 2 and 4 Reflection, monitoring and feedback. Professional learning co-ordinator, to monitor individual professional learning logs. Appointment of accreditation co-ordinator. Annual school professional learning plan to provide, prioritised professional development based on school and individual teacher needs. Collaborative programming and teachers encouraged across all stages.

Evaluation Plan

Surveys focus groups and strategic feedback, including Tell Them from Me. Regular reflection and triangulation of data. Use of Business Intelligence (BI) tool

Practices and Products

Practices

Quality teaching and learning practices across the school, demonstrated through differentiated lessons and assessments using effective technology to improve student achievement. Create mechanisms to facilitate professional development including faculty and individual professional learning plans Professional development to build excellence in teachers using 21st Century Learning techniques Develop relationships with universities Create structures to encourage a culture of commitment in teaching

Encourage teachers to develop professional learning portfolios Continue induction meetings for new staff Regular meetings between teachers requiring accreditation and their mentors, Staff, executive and faculty meetings and School Development Days to be linked to specific standards School Development Days and Staff Meetings to continue to be registered on @MyPL

Products

Executive are mentoring all staff through identifying professional learning needs and opportunities. Every teacher maintains a professional learning log, intrinsically motivated to take responsibility for their own learning. All staff is accredited by BOSTES with a percentage on path to Highly Accomplished Teacher (H.A.T) accreditation. Well organised professional development; relevant and prioritised. Connect with expertise within our school and beyond.

Strategic Direction 3: Building an informed and supportive school community.

Purpose

Implementation of effective communication frameworks and school planning in partnership with an informed school community.

Improvement Measures

To improve parent participation in our school-home partnerships by a 20% increase in parents attending P&C meetings and supporting the P&C. Parent surveys indicate an increase in understanding of new English and Mathematics curriculums. Parent surveys show an increase in an ability to support their child's learning at home. Parent, staff and student surveys indicate an increased positive school culture of inclusion and respect.

People

Students

Develop self-awareness, self-management, social awareness and social management capabilities. Explore values, rights and responsibilities. Understand and believe in our core values, consider consequences and make ethical decisions. Develop respect for cultural

Staff

Learn to link values capabilities in teaching programs. Engage in Teacher Professional Learning (TPL) to develop Consistency of Teacher Judgement (CTJ) in values education. Integrate the focus initiatives and programs as part of the effective delivery of the PD/H/PE curriculum. Work in project teams to support key initiatives. 100% of teachers develop confidence in teaching social skills and values education.

Parents/Carers

Support and reinforce the values promoted in school programs

Community Partners

Leaders: Lead a positive values culture demonstrating high expectations, consistency and modelling school values. Provide TPL in PBL and Values Ed.

Processes

Student Welfare/ Positive Values/ Culture of Success

Staff, students, parents and the community at large understand the core values of being safe, respectful and responsible learners who have high expectations of themselves and show empathy for others and value diversity. All stakeholders are involved in developing an environment in which this can occur. Work in project teams to support key initiatives. A Positive Behaviour for Learning (PBL) framework is in place to support consistent implementation of the student welfare policy.

Meaningful Partnerships

Enhance school community values by continuing to operate on a collaborative and sustainable manner. Involve all stakeholders in whole school planning so that values developed are shared by staff, students, parents and the community at large.

Evaluation Plan

Pre and post-test evaluation – PBL program tools. Surveys and focus groups. Reflection and feedback. School database. Develop partnerships with High Schools and Universities to expand ideas of relationship between values, behaviour and learning. Positive Behaviour for Learning tools used.

Practices and Products

Practices

Parents are supported to participate in their child's learning and are partners in their child's education. There is strong positive support for learning and mutual respect among teachers and students and others assisting students' learning. Cultural and background knowledge are valued to promote respect and facilitate inclusivity to participate in school life through effective and ongoing communication with the whole school community. Students and staff reflect on and regulate their learning, adjusting and personalising learning goals.

Products

Families and the school share responsibility for student learning and wellbeing and build on parent capacity to support learning at home. Parents, carers, families, the broader community and students themselves hold high expectations for their educational outcomes. Challenging and stimulating learning experiences and opportunities are provided to develop student capacity to learn and play an active role in their education. Students have a sense of self-worth, self-awareness and personal identity. Students embrace opportunities, make rational and informed decisions and accept responsibility for their own actions. Students develop personal values and attributes such as resilience and respect for themselves, others and the environment.