

School plan 2018-2020

Windang Public School 1992



School background 2018–2020

School vision statement

Our vision is to have our students at the heart of every decision we make. Working to ensure every student learns is the core business of our school and we define our success by how much progress, our students make. By defining student success in terms of progress we are reinforcing the values of persistence and effort, and fostering a growth mindset in students, which has been shown to support future success in life. 'Great teaching will no longer mean masterful delivery of the year level curriculum, but extending the skills and knowledge of every student in every class, regardless of their starting point.' (*Targeted teaching: How better use of data can improve student learning: Grattan Institute, 2015 p. 5*)

At Windang Public School, our mission is to foster independent students who know what they are learning, what to do with that learning and what to do or who to see if they are confused or stuck with their learning. We are working to ensure that our students can:

- **Think** about how they learn and how they can improve
- **Look** for feedback about their learning
- **Ask** questions about learning and participate in learning discussions
- **Listen** to ideas about learning from their peers

School context

Windang Public School is a P1 school located on the northern side of Lake Illawarra and is the southern–most suburb of Wollongong. Established in 1942, the school has a proud history of being central to its community, enrolling many children who are second generation students of our school. We have a strong focus on creating a safe, happy and caring environment where every student is known and cared for.

The school population is stable and we have seven mainstream classes. Approximately 8% of our student population identifies as Aboriginal. School staff are committed to providing quality educational programs that provide enrichment and encourage success in learning, sport and the creative arts. Thirty–six per cent of teachers are in their first five years of teaching.

Our school has an active P&C and enjoys strong ties with its community. We seek feedback from all members of the school community to underpin ongoing school improvement and the professional effectiveness of all school members. Physical resources and facilities are well maintained and we are increasingly looking at transforming our learning spaces to meet a broad range of student learning interests and needs.

Windang Public School is a member of the Lake Learning Community and works together with leaders and teachers from within, and beyond, our Community of Schools to build and sustain a culture of effective, evidence–based teaching for ongoing improvement and to support the learning of students as they transition from primary to high school.

We have a commitment to continuous improvement and are working to enhance the learning experience of each student through high quality and consistent teaching practices and effective school planning, self–assessment and change management processes.

School planning process

During 2017, comprehensive data collection and consultation took place at Windang Public School in order to identify the school's strategic directions for 2018–2020.

Two community consultation meetings were held during the second half of 2017. Teachers, parents and caregivers reviewed where the school was currently positioned and identified possible strategic directions for 2018–2020. Strong consideration was given to the current work within the school that demonstrated great promise, research–based strategies and opportunities that the school could take advantage of. Targeted consultation was also undertaken with our Aboriginal community members over Semester 2. Students were also consulted through the Tell Them From Me surveys and through using the principles of Appreciative Inquiry to gather deeper levels of understanding of the needs and perspectives of students.

Rigorous self–assessment of the School Excellence Framework enabled the school to make evidence–based decisions when determining the school's priorities for 2018–2020. The new school plan is evidence based, responsive to the needs of students K–6 and reflects our commitment to every child, teacher, leader and our school improving every year.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Connect – Future Focused Learning

Purpose:

Our students will be actively connected to their learning and local and global communities through the provision of complex tasks in Project Based Learning (PBL), student led design of flexible learning spaces and authentic assessment of the general capabilities of:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

'Our students will have opportunities to explore and build important areas of knowledge and develop powerful tools for learning.' (*Curiosity and Powerful Learning: David Hopkins and Wayne Craig, 2015*)

STRATEGIC DIRECTION 2

Succeed – Personalised Learning for Academic Progress

Purpose:

Our students will be expertly taught, supported and empowered to succeed in order to increase their life chances. Working collaboratively, teachers will assess what each student knows now, target their teaching to what they are ready to learn next and track each student's progress over time. Teachers will analyse their own impact, keeping what works and changing what does not. (*Targeted teaching: How better use of data can improve student learning: Grattan Institute, 2015 p. 1*)

STRATEGIC DIRECTION 3

Thrive – Student Wellbeing to Flourish

Purpose:

Our students will flourish, do well and prosper due to the explicit teaching of positive education practices. We will create in our school a strong culture of independence for academic tasks by nurturing resilience, emotional intelligence and a growth mindset as well as developing our students' own skills in managing negative responses.

Strategic Direction 1: Connect – Future Focused Learning

Purpose

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Improvement Measures

PBL is implemented in all classrooms K–6 by teachers who are trained in the effective design, implementation and authentic assessment of PBL pedagogy.

From 2017 baseline data, an increasing number of physical learning spaces across the school are able to be used flexibly to meet a broad range of student learning interests and needs.

Student Tell Them from Me surveys report that the school meets and exceeds NSW Government norms in students who are interested & motivated in learning and in effective learning time.

People

Students

Students will work in increasingly flexible learning environments in order to collaboratively work to solve issues of individual, group and community concern and communicate the outcomes to authentic audiences.

Staff

Teachers will design and assess complex tasks that connect students to real world contexts by having students engage in problem solving, design, decision making and investigation that are linked to syllabus outcomes.

Leaders

Leaders will facilitate a school culture where innovation is encouraged for both teachers and students and both feel safe to learn, re-learn and explore new knowledge, pedagogies, skills and understanding.

Parents/Carers

Parents and caregivers will gain a greater understanding of the changing nature of education and the world of work through sharing evidence of student work, reflections and achievement of learning goals.

Processes

Flexible Learning Environments

Draw on research to develop and implement flexible learning environments that promote a combination of teaching approaches including teacher facilitated instruction, collaborative learning, one-on-one learning and individual learning to strengthen students skills when mastering new technologies, thinking critically, working collaboratively and applying what they've learnt to new situations.

Professional Learning

Teachers create well designed projects that sustain motivation and thought and encourage inquiry, risk taking, focus on learning and hold students accountable for achieving project goals and producing high quality work for authentic audiences.

Assessment

Implement a whole school approach to the assessment of the seven general capabilities as identified in the Australian Curriculum and reflected in NSW syllabus documents.

Evaluation Plan

- Student journal or notebook entries, portfolio assessment, feedback interviews, surveys
- Student attendance data
- Teaching and learning programs
- Tell Them from Me surveys
- Parent feedback (consultation meetings, surveys, P&C)

Practices and Products

Practices

Resourcing of flexible learning spaces across the school enable the needs of students and teachers to be met, support multiple types of learning activities and easily accommodate information technology.

Professional learning for teachers leads to the creation of complex tasks within PBL that connect students to real world contexts and incorporate suitable technologies and opportunities for collaboration within the learning context.

Assessments that are designed to evaluate student progress in PBL encompass deep thinking, innovation and creativity.

Products

Learning and collaboration spaces within the school will be able to be easily and quickly reformatted for collaborative work, classic presentation phases as well as quiet reflection areas to reflect the needs of current and evolving pedagogies.

Teachers are integrating key aspects of different syllabus content into projects so that they promote a deep level of understanding of the content, sustain motivation and support student learning and doing during each project's various phases.

Enhanced assessment capacity in PBL is reflected in how teachers assess progress, diagnose problems, provide feedback and evaluate overall products.

Strategic Direction 2: Succeed – Personalised Learning for Academic Progress

Purpose

Our students will be expertly taught, supported and empowered to succeed in order to increase their life chances. Working collaboratively, teachers will assess what each student knows now, target their teaching to what they are ready to learn next and track each student's progress over time. Teachers will analyse their own impact, keeping what works and changing what does not. (*Targeted teaching: How better use of data can improve student learning: Grattan Institute, 2015 p. 1*)

Improvement Measures

School self-assessment using internal and external achievement data reflects that we are at Sustaining and Growing (as a minimum) in all four themes in the Learning domain of Student Performance Measures in the School Excellence Framework (v2) [currently at Working towards Delivery in Value-add and Delivering in the other three themes].

School self-assessment reflects that we are at Sustaining and Growing (as a minimum) in all four themes in the Learning Domain of Assessment in the School Excellence Framework (v2) [currently at Delivering].

Students in Years 4–6 undertaking the Tell Them from Me surveys report that school processes, products and practices match or exceed NSW Government norms in high quality instruction, expectations for success, high skills & high challenge (rigour) and effective learning time.

People

Students

Students will have clear instruction on what is expected of them, and what they need to learn from tasks. They will be given time to engage with the learning process, ask questions and receive clear feedback.

Staff

Teachers will target teaching to student need in their classrooms, through collecting evidence of student learning, moderating work samples against a common framework and using data to track student progress over time. They will review and analyse student progress data to see and understand the impact of their teaching so as to continuously improve their professional practice.

Leaders

School leaders will provide teachers with the time, tools and training needed to embed targeted teaching and track progress. Leaders will identify priorities for improvement, set clear expectations and recognise that change takes time. whilst using evidence of learning to support decision-making.

Parents/Carers

Parents and carers should expect that Windang Public School will collect and use robust evidence of learning to ensure that every student has the opportunity to make a year's progress for a year's instruction, no matter his/her starting point. Feedback to parents will enable them to talk with their child about his/her learning progress, as well as his/her level of achievement.

Processes

Learning Intentions & Success Criteria

Teachers will collaboratively examine student work, identify exemplars and create worked examples to co-construct learning intentions and success criteria.

Assessment

Teachers will use summative and formative assessment strategies to identify, track and plan for instruction to inform student progress.

Feedback

Teachers will elicit and use feedback with students to review learning with each student in class and on submitted work, ensuring all students have a clear understanding of how to improve.

Evaluation Plan

- Tracking of student progress through the use of high-quality standardised assessments such as ACER's Progressive Achievement Tests (PAT), NAPLAN and the PiPs (UoWA) and five-weekly analysis of PLAN data
- Teaching and learning programs
- Student voice collected, analysed and addressed every five weeks.
- Observational rounds – learning walks and talks
- Tell Them from Me surveys (twice per year)

Practices and Products

Practices

Teachers provide students with clear instructions on what is expected of them and what they need to learn from tasks (Learning Intentions and Success Criteria).

Teachers are formatively and summatively evaluating students' understanding and are applying a variety of interventions to move students toward attaining the stated success criteria in each lesson.

Every teacher uses quantitative and qualitative data to inform and differentiate their teaching and learning and in engaging parents in understanding and strengthening student outcomes.

Teachers are evaluating the impact of their own teaching through collaboration and sharing of curriculum knowledge, data, feedback and other information about student progress and achievement to inform the development and implementation of evidence-based programs and lessons.

Products

Enhanced teacher clarity regarding teaching and learning content is reflected in the provision of explicit, specific and timely formative feedback related to defined success criteria.

Teaching and learning programs reflect summative and formative assessment data, are differentiated for individual student learning needs and reflect syllabus content measured by program review and student work samples.

A culture of reflective practice is developed

Strategic Direction 2: Succeed – Personalised Learning for Academic Progress

Practices and Products

where all stakeholders give and receive feedback and where opportunities for quality student voice within learning have been created.

Strategic Direction 3: Thrive – Student Wellbeing to Flourish

Purpose

Our students will flourish, do well and prosper due to the explicit teaching of positive education practices. We will create in our school a strong culture of independence for academic tasks by nurturing resilience, emotional intelligence and a growth mindset as well as developing our students' own skills in managing negative responses.

Improvement Measures

Whole school approach to student wellbeing using the the Berry Street Education Model is evident in 100% of classrooms K–6 and students in years 4–6 undertaking the Tell Them from Me surveys report that school processes, products and practices meet and exceed NSW Government norms in positive learning climate.

The school's self–assessment in Wellbeing using the School Excellence Framework (v2) is rated at Excelling in all four themes (currently at Sustaining and Growing in caring for students and Delivering in a planned approach to wellbeing, individual learning needs & behaviour).

Students in Years 4–6 undertaking the Tell Them from Me surveys report that school processes, products and practices continue to exceed NSW Government norms in:

- positive teacher–student relations
- advocacy at school
- low levels of bullying
- positive behaviour at school
- sense of belonging through positive relationships

People

Students

Students will be ready to learn through learning about, developing and using self–regulation strategies.

Staff

Teachers will enhance their capacity to engage meaningfully and productively with all students in their classes, effecting positive changes in student behaviour, the development of relationships, self–awareness and school engagement.

Leaders

School leaders will learn alongside and provide the time and resources for school staff to be led through a sequence of professional learning that is specifically aligned to our school's needs in implementing positive education practices.

Parents/Carers

Parents and carers will develop high expectations of student academic success and wellbeing and increase their understanding of the school's practices and how to support their child's learning and wellbeing at home.

Processes

Whole School Approach

Implement an evidence–based, whole school integrated approach to student wellbeing which results in measurable improvements in wellbeing and engagement to support learning.

Connection to School

Draw on research to implement specific strategies to build and strengthen positive relationships between school staff and students and to teach social and emotional intelligence.

Evaluation Plan

- Feedback from students, parents/carers and community is regularly sought, analysed, acted upon and reported to the school community
- Student wellbeing data including yellow (negative) and green (positive) slips, negative behaviour incidents, attendance and school suspension
- Tell Them from Me surveys

Practices and Products

Practices

Practices of positive psychology are integrated into everyday processes within each classroom and the school's wellbeing curriculum.

Unconditional positive regard is used to nurture friendship and team work across the school.

Products

Our school has a comprehensive and inclusive wellbeing framework to support the whole child which measurably improves individual and collective wellbeing.

Positive and respectful relationships across the school community underpin a productive learning environment, positive behaviour and effective engagement.

Our school has "something for each student", either academic and/or extra curricula to sustain student engagement. These activities and programs cater to the diverse interests of students and are supported by school staff through their roles and responsibilities.