



# School plan 2018-2020

## Willoughby Public School 3449



# School background 2018–2020

## School vision statement

At Willoughby Public School we empower students to demonstrate creativity, collaboration, curiosity and persistence to become successful life-long learners. Students will be challenged in productive and innovative learning environments promoting inclusivity, respect, resilience and confidence.

## School context

Willoughby Public School has a long tradition of educational excellence and involvement in the community. Our school is an outstanding multicultural learning community with inquiring and enthusiastic students, motivated and dedicated staff and supportive and committed parents and carers. The school ensures success for all through strong academic programs, performing arts, sporting, and enrichment and support programs delivered by highly qualified staff. We do this through effective teaching, a stimulating environment, positive discipline and community participation. Independence and leadership is encouraged among all students. A community language program is offered in Chinese. These quality educational programs are provided in a safe, happy and dynamic learning environment providing students with access to innovative technologies. We meet the needs of our gifted and talented students through effective curriculum differentiation, individual programs and subject acceleration. One of our classes is for students with mild to moderate intellectual disabilities. We value integration of these students into mainstream classes. Our school has an excellent reputation and is at the heart of the community. We value open and collaborative relationships with students, staff, parents and carers. The school community works together to provide the very best educational opportunities for all our students.

## School planning process

In 2017, the school plan was developed as a result of a rigorous process of data analysis and whole school consultation. The consultation process to develop the school vision, strategic directions and improvement measures included:

- Rigorous collection and analysis of evidence through the External Validation process in 2017. This process evaluated the effectiveness of our previous plan and indicated areas of improvement as well as directions for our future focus.
- Analysis of NAPLAN/PLAN/School based data
- Staff and grade meetings identifying areas of strength and areas for future development
- Seeking student, staff and wider community opinions via Survey Monkey, TTFM Surveys, meetings, SRC, informal discussions and parent forums.

The plan was developed in consultation with the executive team and presented to key stakeholders (staff and parent community) for review. Staff feedback was discussed to finalise the School Plan for implementation.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Highly Engaged

**Purpose:**


A positive personalised learning environment enables all students to be challenged and highly engaged in their learning. A focus on the continuous improvement in teaching and learning will support the development of successful, confident and persistent learners.



## STRATEGIC DIRECTION 2 Future Focused

**Purpose:**

In a rapidly changing society students need to be equipped with the pedagogical, personal and technological skills and knowledge to enable them to think critically, problem solve and embrace lifelong learning. As contemporary learners, students will utilise innovative environments to support their learning.



## STRATEGIC DIRECTION 3 Confident and Collaborative

**Purpose:**

Positive relationships increase achievement and wellbeing, and are at the core of a successful school. Students and staff who feel socially and emotionally safe, connected and included are confident and collaborative. They are successful in taking on challenges, embracing new opportunities and responding to feedback with a positive, resilient attitude.

# Strategic Direction 1: Highly Engaged

## Purpose

A positive personalised learning environment enables all students to be challenged and highly engaged in their learning. A focus on the continuous improvement in teaching and learning will support the development of successful, confident and persistent learners.

## Improvement Measures

Teaching and learning programs and practices are differentiated to meet the needs of all students.

Growth in NAPLAN literacy and numeracy assessment is above DoE average and consistent with like school groups.

98% of students achieving at or above expected benchmarks on the literacy and numeracy learning progressions.

Tell Them From Me data evidences greater student engagement.

## People

### Students

Students are able to reflect on their learning, use feedback to set goals and take steps towards addressing their own learning needs.

### Staff

Teachers demonstrate a sophisticated understanding of student assessment data, making decisions to support the individual learner through differentiated learning programs.

Staff have a deep understanding of formative assessment and feedback strategies and the role they play in supporting the learning of students.

### Parents/Carers

Parents share a school-wide responsibility for student learning and success.

Parents understand the assessment and reporting approaches used in the school and their benefits for learning.

### Leaders

As instructional leaders, executive promote and model effective, evidence based practice with grade teams.

### Community Partners

Teachers have a commitment to the improvement of teaching and sharing best practice across the learning community.

## Processes

### Personalised learning

School-wide teachers consistently differentiate curriculum delivery to meet the needs of students at different levels of achievement.

Professional learning opportunities build the capacity of staff to use data and evidence-based practice to meet the diverse learning needs of students.

### Evidence-based practice

Formative assessment and effective feedback underpin the delivery of high quality teaching and learning programs resulting in optimised learning progress for all students.

Explicit and systematic instruction provides consistency in delivery of literacy and numeracy programs.

### Data skills and use

Whole school approach to meaningfully embed the use of evidence informed practice throughout the teaching and learning process (Learning Sprints).

Implement the literacy and numeracy progressions using PLAN2 software to record and monitor student progress.

## Evaluation Plan

- Analysis of NAPLAN/PLAN DATA.
- Review and monitoring teaching programs and practices.
- TTFM survey.

## Practices and Products

### Practices

Formative assessment is practised expertly by teachers.

Teachers use a range of strategies to differentiate curriculum to meet the needs of students at different levels of achievement.

Teachers provide explicit, specific and timely feedback related to defined success criteria.

Students independently use processes for learning, learning intentions and success criteria together with effective feedback to set goals and achieve growth in syllabus outcomes.

Parents and students are involved in planning to support learning and share expected outcomes.

### Products

Teaching and learning programs across the school reflect a consistent approach to differentiation through key learning areas.

School-wide processes are embedded for the collection, tracking and analysis of student progress.

High achieving students demonstrate greater engagement in their learning.

The Learning Support Team supports all students and staff in a clear, defined and consistent manner.

# Strategic Direction 2: Future Focused

## Purpose

In a rapidly changing society students need to be equipped with the pedagogical, personal and technological skills and knowledge to enable them to think critically, problem solve and embrace lifelong learning. As contemporary learners, students will utilise innovative environments to support their learning.

## Improvement Measures

Programs reflect inquiry learning, differentiation across KLAs and authentic integration of technology.

Staff report increased confidence and understanding in using future focused strategies.

Students K–6 demonstrate their learning using a variety of technologies.

Staff confidently teach in new learning spaces.

## People

### Students

Students understand how to use space effectively to enable and support their learning.

Students will develop skills and capacity to think critically, create, collaborate and communicate in order to be effective learners.

### Staff

Understand and employ a range of effective teaching and organisational strategies to successfully teach in innovative learning environments.

Understand and employ a balance between explicit teaching and inquiry learning.

### Parents/Carers

Are aware of and understand future focused pedagogies and practices and how they support learning.

Parents understand and value the role technology plays in supporting student learning across the curriculum.

### Community Partners

Links with Macquarie University and Melbourne University promotes the professional growth of teachers.

## Processes

### Creative inquiry

Implementation of project based learning K–6 supports differentiation of learning for students (Big History Project). Linking PBL to syllabus outcomes enables students to develop deep understandings and develop the 4C's contemporary learning capabilities (critical thinking, creativity, collaboration and communication).

### Innovative learning environments

Involvement with Plans 2 Pedagogy project (Melbourne University) will engage staff in a range of professional learning and action learning opportunities to develop effective future focused strategies. Teachers will trial co-teaching and the flexible use of learning spaces.

### Technology

The authentic and balanced integration of technology is achieved through the development of staff capacity in consistent use of technology to support learning; effective management of resources and infrastructure; discerning use of technology for research purposes; cyber safety programs; exploration of BYOD; and effective communication to families.

## Evaluation Plan

- Observation and survey of teaching pedagogy.
- TTFM survey data.
- Student demonstration of learning.

## Practices and Products

### Practices

Student centred learning enables students to access learning in different ways, demonstrate their knowledge in different ways and take ownership of their learning.

Students and teachers are confident users of technology to support learning.

Teachers confidently use a balance of explicit teaching and inquiry learning to meet the needs of students.

Teachers utilise innovative future focused practices.

### Products

Learning environments reflect a student-centred approach.

Technology is equitably accessed and utilised across the school.

Programs demonstrate inquiry learning that supports differentiated learning for students across KLAs.

Programs and practices reflect key contemporary learning capabilities; critical thinking, creativity, collaboration and communication.

Reporting to parents reflects aspects of student-centred learning.

# Strategic Direction 3: Confident and Collaborative

## Purpose

Positive relationships increase achievement and wellbeing, and are at the core of a successful school. Students and staff who feel socially and emotionally safe, connected and included are confident and collaborative. They are successful in taking on challenges, embracing new opportunities and responding to feedback with a positive, resilient attitude.

## Improvement Measures

Teaching and learning units embed social and emotional learning intentions.

Student, staff and parent survey measures indicate respectful, positive and responsible relationships.

Staff indicate changes in teaching practice have impacted positively on student learning.

100% of staff engage in professional learning and develop PDPs aligned with the teaching standards.

## People

### Students

Students will be explicitly taught the key capabilities that optimise social, emotional and academic development.

### Staff

Confidently and consistently implement strategies which develop students' social, emotional and academic wellbeing.

Staff understand how developing positive mindsets and communicating behaviour specific feedback for learning enables students to reflect on their achievements and set future goals.

### Parents/Carers

Model, communicate, expect and reinforce in their children the values of good character and life skills such as confidence, persistence and organisation.

Communicate with their child; be interested, supportive and involved in their child's learning, working in consultation with teachers, school leaders and the wider school community.

### Leaders

As instructional leaders, the executive will promote and model positive, respectful and collaborative relationships.

### Community Partners

Work collaboratively with school staff to support student achievement in learning and wellbeing.

## Processes

### Wellbeing

A social-emotional learning program will be implemented school-wide, with the Wellbeing Team promoting collective responsibility for student learning and success.

Promoting leadership and decision making opportunities for students enhances student voice in a range of school programs.

### Focused Collaboration

A school culture which is professionally supportive, proactive and strengthens teacher capabilities exists within the school. Enhancement of our teaching practices will be achieved through:

- focused collaborative opportunities (action learning, grade planning, observations, QTSS – VOTs, Learning Sprints)
- modelling of effective practice
- specific and timely feedback between teachers (PDPs, accreditation processes)
- professional learning that targets the learning needs of students.

### Evaluation Plan

- Monitoring of student incident reports
- TTFM survey data
- Evidence of teaching explicit values in classroom programs and management approaches.
- Staff survey of effectiveness of collaborative practices.

## Practices and Products

### Practices

Students demonstrate positive, respectful relationships and responsibility for their own learning as individuals and groups.

Students have a voice in school decision making and demonstrate greater engagement in collaborative learning opportunities.

Planning for learning is informed by each student's wellbeing needs in consultation with parents/carers.

Diversity is celebrated and valued.

Teachers collaborate, observe and reflect on effective teaching practice in their class, grade and across the school.

Ongoing collaboration drives improvement in teaching practice and student learning outcomes.

Staff wellbeing is enhanced through a climate of collaboration, trust and respect.

### Products

K-6 wellbeing programs provide a strategic and planned approach to ensure all students can connect, succeed and thrive.

Teaching and learning units embed social and emotional learning intentions.

Reporting to parents includes aspects of students' social emotional development.

Embedded and explicit systems will facilitate professional dialogue and collaborative practices.