

School plan 2018-2020

Winston Heights Public School 4471



School background 2018–2020

School vision statement

Winston Heights is an inclusive school community with a proud culture of care, respect and enrichment. We are committed to working with our school community to promote excellence and equity. Through collaborative and collegial practice, we seek to provide a learning environment that inspires, challenges and supports students to “Learn, Communicate and Grow” in order to become successful, confident and creative individuals and respectful, responsible citizens.

School context

Winston Heights Public School is located in an established residential area and enjoys an excellent reputation within the community. The school is highly regarded as caring, supportive, and inclusive with high expectations for student learning and achievement.

Student enrolments have increased in recent years with 452 students enrolled in 2018. Our school demographic has a medium to high socio-economic profile, representing a rich diversity of cultures with 39% of families from a language background other than English.

Our caring, well-trained staff are committed to an ethos of life-long learning. Collaborative and collegial practices contribute to a positive learning environment with quality teaching and learning. Student engagement, syllabus implementation and best practice for future focussed learning is supported through teacher professional learning.

Winston Heights Public School enjoys strong community participation with active support for teaching and learning, school initiatives, special programs and activities.

In partnership with our school community, we are committed to ensure all students have the opportunity to explore and maximise their individual potential, with specific programs for sport, music, debating and public speaking. Students also enjoy opportunities for dance, choir, gifted and talented activities, the school's environmental team and student leadership.

We recognise the outstanding contributions made by parents and community members and acknowledge the importance of the home-school partnership in enhancing learning opportunities and outcomes for our students.

School planning process

The 2018 – 2020 school plan is the result of a process of consultation with staff, students, parents and community members. The planning process was guided by the collection, collation and evaluation of viewpoints, opinions and data from surveys, student focus groups, and discussions, including:

Annual review and evaluation of the 2015–2017 School Plan.

Analysis of NAPLAN, Best Start, L3 data and school performance data together with the review of community satisfaction levels and the evaluation of programs against the school's performance targets as part of the annual cyclic review.

Consultation and development of the school's vision statement allowed parents and staff to reflect, prioritise and comment on the principles and best practice statements that underpin the 'Melbourne Declaration on Educational Goals for Young Australians'. Parents, teachers and students expressed their aspirations and long-term vision for the school.

Identifying the school's shared purpose and establishing key strategic directions. An open-ended Tell Them From Me survey for parents, staff and students provided feedback about key aspects of programs, policy and practice at WHPS. Areas of success and improvement were identified, together with the values and practices believed to best reflect our school community.

The 2018 – 2020 school plan also reflects current Department of Education (DoE) priorities and reforms, including Great Teaching, Inspired Learning; the School Excellence Framework; Professional Standards for Teachers and Principals; Every School, Every Student; Future Focused Learning and the DoE's strategic directions for' 2018–2020..

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Successful Students

Purpose:

To maintain a positive learning environment that promotes high expectations so that students are challenged to embrace the 4Cs (critical thinking, communication, collaboration, creativity) and reflect on their learning experiences leading to improved learning outcomes.



**STRATEGIC
DIRECTION 2**
Collaborative Partnerships

Purpose:

To promote strong collaborative partnerships with leadership opportunities that foster a school wide culture of high expectations and a shared sense of responsibility for student learning, engagement and success.



**STRATEGIC
DIRECTION 3**
Quality Teaching

Purpose:

To ensure all teachers deliver high quality evidence based pedagogy in teaching practice through effective strategies so that they are making a positive impact to the improvement of student outcomes for a range of diverse learners.

Strategic Direction 1: Successful Students

Purpose

To maintain a positive learning environment that promotes high expectations so that students are challenged to embrace the 4Cs (critical thinking, communication, collaboration, creativity) and reflect on their learning experiences leading to improved learning outcomes.

Improvement Measures

90% of students achieve stage appropriate outcomes in line with the Learning Progressions.

The school achieves excellent value added results. 15% above the value added by the average school.

80% of students can articulate their learning, where they are at and where they need to go to next to be challenged and meet their goals.

People

Staff

Explicit professional learning for Writing, effective feedback, the new learning progressions, Best Start, Creative & Critical Thinking (CCT), Positive Behaviour for Learning (PBL) and Consistent Teacher Judgement (CTJ).

Professional Learning (PL) opportunities for ES1 and S1 staff in L3.

Opportunities for Watching Others Work (WOW) to learn from peers.

Students

Students are explicitly taught about effective feedback and then use this to improve their own learning and those of their peers.

Students create their own SMART learning goals.

Students learn about and are involved in STEM (Science Technology Engineering and Maths) and STEAM (Science Technology Engineering Arts and Maths).

Parents/Carers

Actively engaged parents/carers equipped with knowledge to successfully support the education of their children through regular information and workshops.

Processes

Implement strong evidence based systems (Visible Learning) and processes (Consistent Teacher Judgement) which demonstrate successful strategies and purposeful improvement for student learning.

Implement a whole school integrated approach to student well being in which students can connect, succeed and thrive in their learning. Continue PBL practices.

Evaluation Plan

Regular monitoring and analysis of a variety of data.

Feedback from staff, students and community.

Progress will be monitored against the School Excellence Framework.

Practices and Products

Practices

Develop protocols for regular collection of school data. Data regularly shared at Stage Meetings.

Analysis of NAPLAN, Best Start, L3, Learning Progressions, student voice and school based data.

Students self assess and develop learning goals.

Quality consistent feedback given to all stakeholders.

High expectations are explicitly taught and implemented.

Products

Data walls are created and evident for staff and students. Locations and formats to vary according to Stages.

Learning Intentions, Success Criteria (LISC) are embedded in all teaching and learning activities.

Classroom environments are engaging, supported and positive. Well resourced classrooms.

Regular STEM sessions are included in all classes.

Strategic Direction 2: Collaborative Partnerships

Purpose

To promote strong collaborative partnerships with leadership opportunities that foster a school wide culture of high expectations and a shared sense of responsibility for student learning, engagement and success.

Improvement Measures

Build capacity amongst executive and stage teams. 15% increase in student, staff and parent leadership roles.

Successful process using School Excellence Framework version 2 to complete External Validation.

20% increase in parents engaged in school based workshops.

Improved school environment – both inside classroom and in the playground – for quality teaching and learning to occur.

People

Staff

PL opportunities for aspiring leaders.

PL for Gifted and Talented Education and how to identify and cater for students.

Collective responsibility to gather evidence to meet EV. PL on protocols to annotate and store quality, relevant evidence. Consistent procedures implemented for collating data.

Students

Students trained in various leadership capabilities to promote self esteem, assist others and create a culture of high expectations.

Pride in their school environment and high engagement in their learning.

Parents/Carers

Community members have a deep understanding of school procedures, structures and routines, adding to a culture of high expectations.

Community Partners

Involvement in school to improve the learning environment for the school community through activities and events.

Processes

Identify strengths within the school community resulting in sustained whole school improvements.

Develop and improve modes of communication from school to home including the use of social media.

Evaluation Plan

Regular monitoring and analysis of a variety of data.

Feedback from staff, students and community.

Progress will be monitored against the School Excellence Framework.

Practices and Products

Practices

Transparent opportunities for leadership roles.

Peer Support program established and implemented

Clear procedures in place for collecting and collating data to enhance consistency.

Regular events planned with community to promote school improvement to the environment – inside and outside classrooms. Relationships established with Transurban and Bunnings.

Products

Just One Thing (JOT) refined to ensure greater participation by community.

Policy and Procedure documents are created to reflect Department of Education guidelines and in-line with NESA registration.

Quality outdoor learning environments created. Indoor classrooms have suitable resources to enhance teaching and learning experiences.

Healthy Canteen menu in place providing many healthy food options for students to enjoy for school lunch.

Strategic Direction 3: Quality Teaching

Purpose

To ensure all teachers deliver high quality evidence based pedagogy in teaching practice through effective strategies so that they are making a positive impact to the improvement of student outcomes for a range of diverse learners.

Improvement Measures

All staff engage in evidence-based research to improve teaching practice and calculate effect size to show a years growth.

All staff analyse data for classroom/stage purposes.

All executive staff analyse data for whole school purpose.

All staff can identify the teaching standards and embed them in professional reflection.

People

Staff

Explicit professional learning for Writing, effective feedback, the new learning progressions, Best Start and Consistent Teacher Judgement.

Opportunities for WOW (Watching Others Work) to learn from peers.

Consistent supervision procedures in line with Teaching standards and the PDP process.

Professional learning for Maintenance of Accreditation/Working Towards Accreditation and the higher levels of Accreditation.

PL opportunities for analysis of SCOUT data.

Students

Students explicitly learn about feedback and how to give it, how to learn from it and how to use it to improve.

Parents/Carers

Provide opportunities for parents to attend workshops and forums to learn about curriculum, school programs and teaching methods.

Processes

Identify and deliver effective explicit teaching methods to reflect on high quality teaching practice.

Student assessment data is regularly used school wide to identify student achievement and progress to reflect on teaching effectiveness. This data needs to be consistently collected.

Develop induction and accreditation process to ensure effective implementation and monitoring of teacher development against the Professional Teaching Standards.

Evaluation Plan

Regular monitoring and analysis of a variety of data.

Feedback from staff, students and community.

Progress will be monitored against the School Excellence Framework.

Practices and Products

Practices

Watching Others Work (WOW) opportunities established.

Plan, Teach, Review cycles operating in grade/stage groups.

Regular, consistent supervision procedures.

Effective feedback strategies in place across three levels – feed back, feed forward and feed up

Consistent Teacher Judgement is in place across all KLAs.

Beginning Teachers Induction, mentors and regular meetings.

Products

Data sets created for literacy and numeracy across the school.

All staff keep up to date Professional Learning logs in line with NESA Accreditation standards.

Scope and Sequence created for writing, along with Exemplars for writing across K-6.