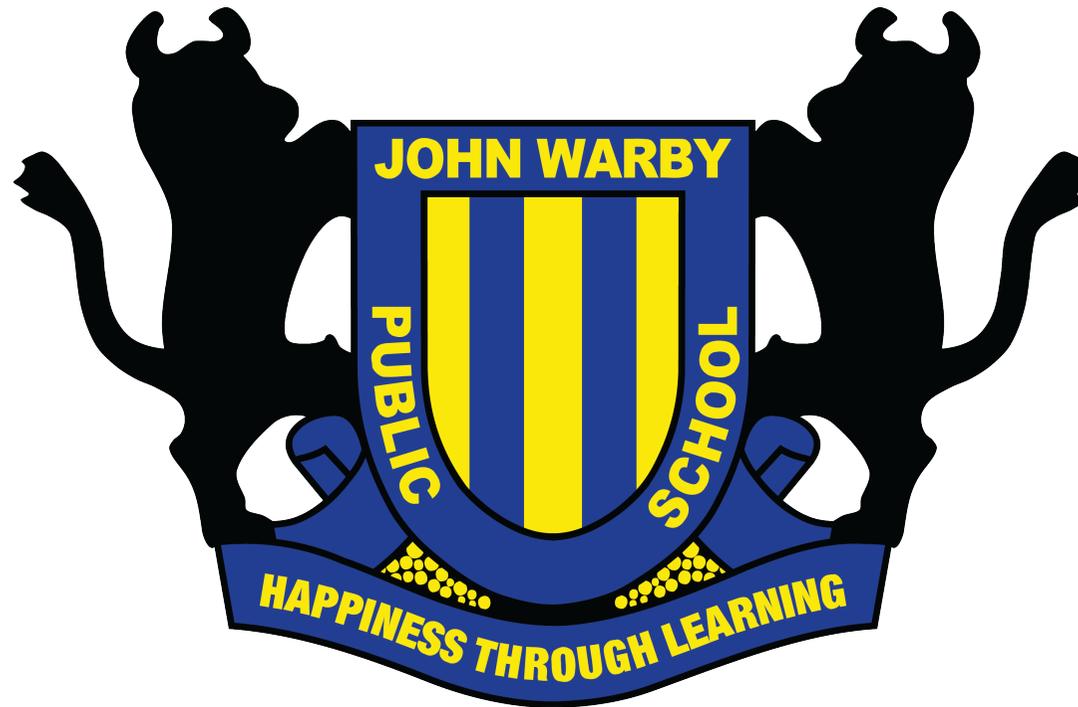


# School plan 2018-2020

John Warby Public School 4479



# School background 2018–2020

## School vision statement

We are committed to creating a dynamic, engaging and nurturing environment that promotes a passion for life-long learning. We foster positive, collaborative relationships, embrace cultural diversity and develop outstanding leaders.

## School context

John Warby Public School is situated in the Campbelltown School Network. There are 210 students enrolled from Pre-school to Year 6. Classes include Pre-school, mainstream, classes for students with intellectual disabilities and autism. There is a strong emphasis on Aboriginal Education at John Warby Public School with many strategies being embedded across all areas of school life.

John Warby Public School has students who come from a variety of cultural and language backgrounds including 19.6% Aboriginal and Torres Strait Islander and 16.8% Pacific Islander. The school is located in the Airds/Bradbury Housing Renewal Project area and it is anticipated that, over the time, the percentage of students who live in Department of Housing properties will decline significantly. Many new houses have been constructed within the school's drawing area but this has not resulted in an increase in student enrolments to date. It is envisaged that as enrolments increase there will be a change to the cultural make-up of the student body.

The school has strong links with the Airds/Bradbury Community of Schools including Briar Road PS, Bradbury PS and Airds High School. This network provides opportunities for professional development, Aboriginal learning and leadership programs and transition to high school initiatives.

## School planning process

The school executive evaluated the 2015–2017 school plan and reviewed data, both external and internal to identify areas to target for improvement. We looked at existing programs and whether they were beneficial to the improvement of student outcomes. A community forum was held in Term 4 2017, providing parents, carers and students with an opportunity to feedback on current key initiatives across the school. We reviewed school satisfaction and 'Tell Them From Me' surveys of staff, community and students to support the determination of focus areas. The school executive prepared school strategic directions from information obtained during staff evaluation sessions in 2017 as well as reviews carried out. The strategic directions were shared with the P&C in Term 1 2018, as well as discussion around the new school plan.

The executive compiled the 5P Plan from the information collected. The draft School Plan was then presented to staff for discussion before being finalised

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Collaborative Learning Culture

### Purpose:

To establish a learning community that provides planned opportunities for staff and students to participate in collaborative processes, linked to professional learning to improve teacher practice, and improvement of student literacy and numeracy outcomes.



## STRATEGIC DIRECTION 2

Positive Practices

### Purpose:

To provide safe, inclusive and stimulating learning environments, supporting an engaged and aspirational school community.



## STRATEGIC DIRECTION 3

Future-Focused Learning

### Purpose:

To provide students with the dispositions, skills and strategies to become curious learners who think critically and creatively.

# Strategic Direction 1: Collaborative Learning Culture

## Purpose

To establish a learning community that provides planned opportunities for staff and students to participate in collaborative processes, linked to professional learning to improve teacher practice, and improvement of student literacy and numeracy outcomes.

## Improvement Measures

Improved student outcomes linked to internal and external assessment data.

Increased percentage of students demonstrating expected growth in Literacy.

Increased percentage of students demonstrating expected growth in Numeracy.

100% of teachers actively engage in the Spirals of Inquiry professional learning model.

100% of teachers confidently using PLAN2 to track student performance against Early Action for Success sub-elements of the National Learning Progressions in literacy/numeracy

## People

### Students

Students are active learners who articulate their learning goals and how they can improve in their learning.

### Staff

Teachers know their students, where they are in their learning, where they need to go to next and how to get them there.

### Leaders

Leaders work shoulder to shoulder with colleagues to improve teacher practice.

### Parents/Carers

Parents/carers have a clear understanding of the school teaching and learning practices.

### Community Partners

Community of Schools initiatives support improved practices.

Spiral of Inquiry Network accessed to support in-school professional learning.

## Processes

### Spirals of Inquiry

Establish a consistent school-wide system to support the provision of high quality professional learning in order to build the capacity of all teachers.

### Instructional Leadership

Instructional Leader and Deputy Principal facilitate planned and purposeful individualised professional learning, targeted tiered interventions and on-going collection and analysis of internal and external student assessment data.

## Evaluation Plan

- Improve teacher practice by classroom observations and feedback.
- Monitor impact of focussed teaching through on-going collection and analysis of video evidence.
- Targeted students receive tiered interventions.
- Internal & external data (PLAN2, Language, Learning & Literacy (L3), NAPLAN, Targeted Early Numeracy z(TEN), writing assessment etc) analysed.

## Practices and Products

### Practices

Explicit professional learning provided to staff to develop a deep understanding of the Spirals of Inquiry framework.

Collaborative teams created to support deep analytical focussed discussion based on current research.

Instructional Leader and Deputy Principal collaborate with staff to facilitate the collection, collation and analysis of student literacy and numeracy data.

### Products

Spirals of Inquiry framework used to scaffold whole school professional learning.

Staff give and receive authentic critical feedback based on evidence shared.

Rigorous valid tracking of student literacy and numeracy data extracted from NAPLAN, PLAN2, Language, Learning & Literacy (L3) and internal assessment data.

# Strategic Direction 2: Positive Practices

## Purpose

To provide safe, inclusive and stimulating learning environments, supporting an engaged and aspirational school community.

## Improvement Measures

Increased percentage of students who consider themselves a leader within our school.

Increased proportion of students reporting a sense of belonging, expectations for success and that the school advocates for them.

Increased community interaction with the school.

All planned infrastructure improvements and updates completed.

## People

### Students

Students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

### Staff

Staff will provide students with clear direction for their responsibilities at school and in the wider community.

### Staff

Staff will show individual growth, personal development and self-efficacy through various opportunities and processes.

### Leaders

Leaders support the school community in creating a school environment where students grow and flourish.

### Parents/Carers

A school community that actively seeks information through various platforms to contribute to school initiatives.

## Processes

### Leadership

Our school provides opportunities to develop strong positive character traits that are reflected in behaviour decision making and relationships.

### Engaging School Environment

Our school provides an environment where students, staff and the community experience a sense of belonging and connectedness that respects diversity and identity.

### Social and Emotional Support

Our school is focused on building individual and collective wellbeing through a climate of care and positivity.

## Evaluation Plan

- Increased number of leadership portfolios
- Student designed action plans for school events/initiatives
- Tell Them From Me surveys
- Facebook statistics
- Website statistics
- Event statistics (Easter Hat Parade, Principal's Morning Teas, Whole School Assemblies, etc.)
- Positive Behaviour for Learning Tier 1 and Tier 2 data

## Practices and Products

### Practices

Development of independent, creative school leaders with a strong drive to build their own capacity and implement school initiatives.

Implementation of complimentary programs to support and improve Positive Behaviour for Learning.

Prioritisation of school promotion and communication.

Development of an infrastructure plan to implement improvements to the school environment.

### Products

Students have confidence in their ability to learn, adapt and be responsible citizens.

Increase in positive wellbeing data linked to the school's PBL expectations.

A high level of community confidence in the school.

School infrastructure meets the needs of a changing population, and enables effective teaching and learning.

# Strategic Direction 3: Future–Focused Learning

## Purpose

To provide students with the dispositions, skills and strategies to become curious learners who think critically and creatively.

## Improvement Measures

All staff apply future–focused professional learning to classroom practice.

Increased frequency in collaborative learning for students, staff, and community.

Increased engagement in regular inquiry based programs.

80% of students K–6 achieve the expected level on the Critical and Creative Thinking Learning Framework in at least six sub elements.

## People

### Students

Students will think broadly and deeply using skills, behaviours and dispositions.

### Staff

Staff engage in collaborative professional learning to provide quality pedagogical practices.

### Leaders

Leaders support the school community in future–focused learning through mentoring and coaching.

### Parents/Carers

Parents/carers as equal partners, are provided with opportunities to support the school community.

### Community Partners

Community of Airs/Bradbury Schools is enhanced to ensure current pedagogies and best practice is shared amongst colleagues

## Processes

### Pedagogical Practice

Teachers and leaders implement evidence based future–focused pedagogical practices which are evaluated, refined and measured.

### Collaborative Practice

Our school collaborates to develop, provide and share future–focused learning practices.

## Evaluation Plan

- Critical and Creative Thinking Learning Continuum
- Teacher Professional Learning calendar
- Community of School's calendar
- Teacher programs

## Practices and Products

### Practices

Teachers implement professional learning on critical and creative dispositions, skills and strategies.

Collaborative teams plan, develop, implement and reflect on inquiry based learning programs.

Ongoing formative assessment to drive teaching programs and support student learning.

### Products

Collaborative networks are enhanced, future–focused practices shared and rich learning experiences provided for students.

Staff provide students with authentic feedback aligned with school based assessment and the Critical and Creative Thinking Learning Continuum.

Class programs reflect pedagogical practices provided through explicit professional learning.

Evidence of Visible Learning practices in all classrooms.