

School plan 2018-2020

Warrawee Public School 3390



School background 2018–2020

School vision statement

At Warrawee Public School we empower students with creative skills, practical knowledge and critical understandings, as well as the confidence and courage to embrace life's opportunities with resilience, responsibility and respect. At Warrawee Public School we value and celebrate difference.

School context

Warrawee Public School is a vibrant and happy place to be. Our parent community is actively involved in supporting the school and the students both in the classroom and beyond. Each year the Warrawee P&C Association organises both social and fundraising opportunities for our families and this support is greatly appreciated.

In 2016 our students were grouped into 23 mainstream classes from Kindergarten to Year 6 and three support classes.

Warrawee students are provided with a multitude of different learning experiences including sport, dance, band, choir and chess. Encouraging children to try new things, have a go, have fun and to be an enthusiastic participant in all activities are central to the core values of the school. Our students are encouraged to do their personal best, to be considerate and tolerant of others, to have personal pride and to be responsible citizens.

School planning process

Step 1

Developing our strategic directions – A collaborative process.

Two parent forums, student forums with the School Principal and staff meetings were used as a platform to engage the entire school community as part of a consultative decision making process to establish our school vision and strategic directions. We gathered evidence, analysed data and listened to feedback from surveys to set our directions which have identified new opportunities, new strengths and areas for improvement.

Step 2


Developing the 5Ps

After our directions were set a team worked through the 5Ps planning cycle and identified our improvement measures.

Step 3

Committees have designed milestone and evaluation plans that relate to the implementation, achievement and impact of each of our strategic directions.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Quality Teaching

Purpose:

Build teacher capacity in using evidence-based teaching practices to improve student outcomes of diverse learners.



STRATEGIC DIRECTION 2 Quality Learning

Purpose:

Build student capacity to become confident, aspirational, and reflective learners.



STRATEGIC DIRECTION 3 Quality Partnerships

Purpose:

Improve student wellbeing and enhance student learning by embedding collaborative decision making and meaningful partnerships with the wider school community.

Strategic Direction 1: Quality Teaching

Purpose

Build teacher capacity in using evidence-based teaching practices to improve student outcomes of diverse

Improvement Measures

Evidence of visible learning in all classrooms

12% increase in the number of Year 5 students in the top 2 bands for writing

10% increase in the number of Year 5 students in the top 2 bands for numeracy

100% teachers will incorporate evidence based teaching practices such as defining learning intentions, success criteria, using student feedback to adapt lessons/programs in order to optimise learning progress for all students, across all abilities.

People

Students

Teachers and students share common goals

Students will be guided and trained through modelling and scaffolding to be reflective learners.

Students will be engaged through quality teaching and formative assessment and feedback to create ideal learning conditions and nurture continual improvement.

Staff

Professional learning for teachers in formative assessment and visible learning to support implementation.

Regularly review student feedback and assessment results to encourage consistent teacher judgement, and reflection on Teaching and learning programs to meet student needs.

Parents/Carers

Increased understanding of visible learning and formative assessment among all stakeholders through TPL, parent workshops and professional networking.

Processes

Provide opportunities for teachers to annotate programs, update visible learning in classrooms and collaboratively plan and program by providing twice-termly release for each teacher.

Communicate with parents and the wider school community on aspects of visible learning through parent workshops, newsletter information and photographs.

Upskill all our teachers in embedding formative assessment and visible learning in all their T & L programs and classrooms.

Evaluation Plan

Classrooms will reflect visible learning through the implementation of new strategies such as:

- I can statements
- WALT/WILF/WAGOLL

Improved NAPLAN results in writing

Pre and Post teacher survey to assess understanding and confidence in using evidence-based teaching practices to improve students outcomes of diverse learners.

Practices and Products

Practices

Teachers will provide clear learning intentions at the start of all lessons so that students understand and work toward the lesson's success criteria.

Teachers, students and parents will use a shared/common language.

Highly visible classrooms

Products

Improved NAPLAN results

Quality Teaching and Learning programs that reflect authentic differentiation

Strategic Direction 2: Quality Learning

Purpose	People	Processes	Practices and Products
Build student capacity to become confident, aspirational, and reflective learners.	Students Increase opportunities for peer assessment and feedback which in turn will allow students to take responsibility for their own learning (monitor and self-regulate their learning) Teachers clearly communicate the learning intentions and success criteria to enable students to set high expectations when drafting SMART goals. Display Literacy and Numeracy progressions in classrooms and students track their progress on their personal copy.	Plan professional learning around Assessment for Learning with an initial emphasis on writing. In order to make learning visible for students, develop and provide proformas and templates to students for goals, reflection and feedback based on learning intentions and success criteria. Increased dialogue amongst the stakeholders i.e. Teacher – Student : one-on-one or small group conferences for detailed feedback and to help them set SMART goals Teacher – Teacher: to analyse work samples and student feedback in order to adapt Teaching and Learning programs to meet student needs. Student – Student : To provide peer feedback against success criteria	Practices Teaching & Learning Programs will include explicit learning intentions and success criteria Teachers will make lessons transparent for students by beginning lessons with clear learning intentions, communicating, explicit success criteria Provide and receive ongoing feedback and reflection Provide extra teacher support/assistance for students to improve writing skills.
Improvement Measures	Staff In order to improve staff understanding of visible learning and formative assessment Teacher Professional Learning will be highly focused on Dylan William's model of Embedding Formative Assessment (Assessment for Learning) These sessions will focus on: <ul style="list-style-type: none"> • Working collaboratively • Clarifying and sharing learning intentions • Providing feedback that moves learners forward 	Evaluation Plan Pre and post survey of students on their understanding and confidence in reflecting on their learning and ability to select appropriate learning goals. Observations, verbal feedback and work samples from students on the value of peer feedback. Improved academic performance in NAPLAN writing (min 12% increase) Increased motivation and confidence among students will be evident in their personal goals, reflections and feedback. 100% of students will be able to articulate	Products A revised Student Wellbeing policy Students will produce quality work based on their individual learning goals, which will be showcased to various audiences beyond the classroom and / or school All teachers, students and parents will have actively engaged in 3 way conferences
All students will be able to articulate the learning intention and success criteria of lessons All students will be able to set aspirational expectations for themselves when identifying their individual learning goals. 85% of students will be able to provide work samples as evidence of their achievement on the literacy learning progressions All students participate in peer feedback opportunities about their learning.	Parents/Carers Parents will participate in parent workshops where ideas/resources are shared to assist them with supporting learning at home. Promote 3 way interviews to increase sense of ownership of learning in students.		

Strategic Direction 2: Quality Learning

Processes

the learning intentions, success criteria and individual learning goals.

Strategic Direction 3: Quality Partnerships

Purpose

Improve student wellbeing and enhance student learning by embedding collaborative decision making and meaningful partnerships with the wider school community.

Improvement Measures

Increased awareness and understanding of our school wellbeing policy

All students will have at least one opportunity to showcase their work to an audience outside of their immediate peers and teacher / beyond the classroom

100% student participation in parent-teacher interviews

People

Students

Increase student awareness of the purpose and benefits of 3 way interviews. Teachers will highlight these points.

Students will be encouraged to produce high quality work / products based on the success criteria and proudly showcase to the wider audience

Invite student opinion for student wellbeing through active engagement of the SRC to share student voice

Staff

Collaboratively build capacity of teachers to successfully execute 3 way interviews

Understand policy writing (utilise Department Policy as a guide + how) and acknowledge the ideas, thoughts and opinions of students and parent community

Teachers review the current reward system and provide feedback in regards to changes required

Parents/Carers

Parents will be invited to work collaboratively with school staff to review the student wellbeing policy

Parents will receive communication on the benefits and importance of 3 way interviews and how this supports their child's learning at school and at home

Increased opportunity for parents to view

Processes

Regular meetings with community members in reviewing and formulating school wellbeing policy.

Approach local community spaces to provide opportunities to showcase student work. (In the annual milestones we will commit to checkpoints where we will share this work , e.g. newsletter)

Encourage parents to include their child in the 3 way interviews

Evaluation Plan

Pre and post survey of staff, students and parents to reflect understanding of our school wellbeing policy.

Survey results which will reflect increased awareness among wider community members about the quality learning that takes place at WPS

Parent, student and teacher feedback on advantages of 3 way interviews.

Practices and Products

Practices

Introduce 3-way interviews

Teachers actively seek authentic audiences beyond the classroom for students to showcase their work

Invite all stakeholders to participate in the review and writing of our school wellbeing policy.

Products

A revised Student Wellbeing policy

Students will produce quality work based on their individual learning goals, which will be showcased to various audiences beyond the classroom and / or school

All teachers, students and parents will have actively engaged in 3 way conferences

Strategic Direction 3: Quality Partnerships

People

student work throughout the year